BBL 6053 ASSESSMENT IN BICULTURAL-BILINGUAL COMMUNITIES

Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

COURSE DESCRIPTION

Issues of testing with non-dominant ethnic population and the critical review of research in the areas of testing of ethnic minority populations, sociocultural dimensions of testing and assessment, standardized testing, academic achievement, and cognitive assessment issues. Research projects in appropriate assessment of language and cognitive abilities for minority group members.

COURSE OBJECTIVES

This course offers a detailed study and analysis of major issues related to testing and the impact on minority populations in the United States:

- To recognize major sources of bias in the development and use of standardized tests;
- To critically examine assessment instruments in order to determine appropriateness for specified populations;
- To suggest alternatives to conventional testing;
- To discuss the relationship between language proficiency and achievement; and
- To recognize alternative procedures for assessment language, achievement, or abilities of bilingual bicultural populations

REQUIRED TEXTS AND READINGS


All readings need to be completed before class time.

Other secondary readings as assigned.

**COURSE REQUIREMENTS**

- Strict attendance and class participation 5 pts
- Assignments:
  1. Reading Discussion group 15 pts
  2. Position paper 20 pts
  3. Project 1 30 pts
  4. Project 2 30 pts

**Total** 100 pts

**GRADING**

**INCOMPLETES AND MAKE-UP WORK:**

No incompletes will be given except for extreme extenuating circumstances.

No makeup work will be given without special arrangement prior to the scheduled date except for extreme extenuating circumstances.

**ASSIGNMENTS**

1. **READING DISCUSSION GROUPS:** The purpose of the discussion groups is to give students an opportunity to share in the delivery of content. Remember you learn more when you have to teach something to someone else. Three to four group members will cooperatively plan for and lead a discussion on a given reading assignment. To prepare, your group should
   a. read the material;
   b. get together and discuss major points, meet with me to develop presentation; and
   c. develop a process that will help the class understand the points of the content.

   You may use handouts, charts, etc., to assist your presentation. Try to get as much class involvement as possible.

2. **POSITION PAPERS:** Each student will participate in a group position paper that investigates one of three areas: testing of teachers, testing of students, or workplace assessment. Each group will investigate the area selected in an in-depth manner utilizing library and Internet sources. The position paper will include the information collected, data, tables or graphs, and citations for data collected. Presentation of the information will be submitted in a form that includes appropriate citations via email and hard copy.

   The purpose of this assignment is for students to use their research to analyze and develop a perspective regarding assessment issues. The areas are:

   A. **Issues regarding the Testing of Pre/InserviceTeachers:**
      - testing procedures for teacher training institutions regarding entry, certification, graduation;
      - discuss the implications/issues of this testing; and
      - present a position/recommendations, or perspective based on your research.

   B. **Issues Regarding the Testing of Students:**
      - testing procedures students at the elementary, secondary, or higher education level regarding entry, achievement, and graduation requirements;
      - discuss the implications/issues of this testing; and
      - present a position/recommendations, or perspective based on your research.

   C. **Issues Regarding Workplace Assessment:**
      - testing and assessment procedures for different workplace environments;
      - discuss the implications/issues of this assessment; and
• present a position/recommendations, or perspective based on your research.

3. **DESCRIPTION OF PROJECT OPTIONS:** Each student will select and develop **TWO**
of the following projects

A. **Issues Forum:** This is a group project that will involve an in–depth presentation of two sides of
an important issue related to the broader question of testing and minority groups in the U. S. the
format for the issues forums (which will be held in April and to be patterned after a “mock
courtroom” format followed in the NIE videotape (rather dated but still relevant) on minimum
competency testing that will be shown in class. Alternative formats can also be considered. The
primary requirement is that both sides of the issues be adequately presented, and that the issues be
dealt with in a substantive manner, with references to relevant data and scholarly work.

B. **Case Study:** The goal of this project is to present and analyze procedures by which a teacher
might distinguish whether a language minority student (LMS) student may have or might be expected
to have) achievement problems related to lack of English proficiency or to some other problem. The
vehicle for analysis will be a case study in which you perform multiple assessments of a student.
Included in your assessment should be: (a) one conventional standardized test that measures either
achievement or scholastic ability, (b) a measure of language proficiency using a published test
instrument, (c) at least one alternative measure, (d) at least one hour of behavioral observations, and
(e) an interview with the student.

A written report will be submitted. The report should include the following information: (a)
what you would like to find out through your assessment, and why you have selected the strategy that
you have; (b) background information on the subject of case study; (c) description of the tests that
were administered (including your analysis regarding their strengths and limitations); (d) test results;
(e) results of your observations and interview with the subject and, most importantly, (f) a discussion
of the results, as well as any lessons or insights you may have obtained. An appendix with the score
sheets from your project should also be included.

Tests may be obtained from the test files in the Curriculum Center as well as from me. Extreme
care must be exercised when testing. It is important for you to keep in mind that this is a learning
exercise and that you are not authorized to interpret the test results on any standardized tests that you
use in this project for the testee. Please consult with me if you have any questions or doubts.
Modifications of this assignment may be made with my permission if you feel there are changes that
would make it more relevant to your own learning needs. The essential requirement is that you
become familiar with conventional instruments to assess whatever it is that you are interested in
learning about, and that you then explore other possible means of assessment to see whether or not
they provide you with new information or with better information.

C. **A Library-Based Research Paper** on a course-related topic: This option involves an in–depth
investigation of a course–related topic focusing on research and scholarly work that will help you to
have a deeper understanding of a topic. Suggested lengths 20–25 pages. A conventional research
paper format must be followed and APA style format is recommended. Your topic must be approved
by the instructor. You should turn in a brief description of the topic you are interested in pursuing no
later than March 11. Please submit 2 copies.

D. **Test Construction:** This option involves the construction and pilot–testing of an instrument
designed to meet a specific need that you have encountered in your own particular work situation.
You should obtain special permission and consult with me before starting on this project.