DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

SYLLABUS

SPRING 2017
(Jan. 17 to May 5)

I. COURSE TITLE: Assessing Language and Content Learning in EC-12 Bilingual and ESL Classrooms

COURSE NUMBER/SECTIONS: EDBE 5570 Sections 026, 031

II. INSTRUCTOR: Dr. Rossana Ramirez Boyd
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    Email: Rossana.Boyd@unt.edu
    Office Hours: Wednesdays from 1:00 to 4:00 PM
    Location: Matthews Hall Suite 206

ABOUT THE INSTRUCTOR
Dr. Rossana Boyd is a passionate instructor and administrator regarding English as a second language and bilingual education teacher preparation. Dr. Boyd holds a B. A. in Educational Administration from the Universidad Nacional Autónoma de Honduras, a M.Ed. in Educational Supervision from Southeastern Louisiana University, and a Ph. D. in Curriculum and Instruction from Louisiana State University. She has more than 25 years of experience as a teacher, administrator, and faculty member at various universities including the University of New Orleans, Asuza Pacific University, and Southeastern Louisiana University. Currently, she works at the University of North Texas as a principal lecturer and director of the Bilingual/ESL Teacher Education programs in the Department of Teacher Education and Administration, College of Education. She has served on the executive board of the National Association for Bilingual Education (NABE) for several years and was elected nationally again to serve as secretary of the board. She is a long time member of the Teacher for Speakers of Other Languages (TESOL) organization and other professional organizations.

III. TEXTS, READINGS, AND RESOURCES
Readings from required texts:

**Recommended Resources**
Assessment related webpages, LPAC Manual, TELPAS, STARR Tests Manuals webpages from the Texas Education Agency (TEA).

**Other Resources**
Webcasts, videos, articles, and web links listed in this syllabus.

**IV. COURSE DESCRIPTION**
Examination of issues related to assessment of language proficiency and cognitive abilities of EC-12 English language learners, including the importance of appropriate diagnostic testing to the teaching and learning progress, a review of potential cultural bias in EC-12 assessment procedures for assessing the eligibility of EC-12 students for special language programs.

**Course Overview and Introduction**
This course is intended to prepare pre-service teachers as effective professionals to serve English Learners (ELs) from early childhood to grade six. For that purpose the course includes assessment techniques to help pre-service teachers understand how contextualized assessment determines student progress related to language development and academic achievement. This course is also designed to help pre-service teachers develop their own cultural competence when assessing English learners.

**V. STANDARDS - BASED LEARNING EXPECTATIONS**
The contents of this course are related to the INTASC Standards of the Department of Teacher Education for national accreditation from the Commission for the Accreditation of Educator Preparation (CAEP), with the state of Texas Bilingual and ESL standards for teacher preparation, and with the International Teachers of English for Speakers of Other Languages (TESOL) assessment standards.

**CAEP INTASC STANDARD**
Standard 6 - Assessment

**TESOL DOMAIN 4 - ASSESSMENT**
Standard 4.a. Issues of Assessment for English Language Learners, Rubric for Standard 4.a
Standard 4.b. Language Proficiency Assessment, Rubric for Standard 4.b
Standard 4.c. Classroom-Based Assessment for ESL Rubric for Standard 4.c
### Texas State Standards

<table>
<thead>
<tr>
<th>Domains and Standards</th>
<th>Competencies</th>
<th>Sub-competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESL Domain II - ESL Instruction and Assessment</strong></td>
<td><strong>Competency 007</strong></td>
<td>A. Knows basic concepts, issues and practices related to test design, development and interpretation. Uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program.</td>
</tr>
<tr>
<td><strong>English as a Second Language Standard VI</strong></td>
<td>The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.</td>
<td>B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.</td>
</tr>
<tr>
<td><strong>English as a Second Language Domain II - ESL Instruction and Assessment</strong></td>
<td><strong>Competency 004</strong></td>
<td>C. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.</td>
</tr>
<tr>
<td><strong>Bilingual Domain I—Bilingual Education</strong></td>
<td><strong>Competency 003</strong></td>
<td>D. Knows state mandated LEP policies, including the role of the LPAC and procedures for implementing LPAC/ARD recommendations for LEP identification, placement and exit.</td>
</tr>
<tr>
<td><strong>Bilingual Education Standard IV</strong></td>
<td>The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.</td>
<td>E. Understands relationships among state mandated standards, instruction, and assessment in the ESL classroom.</td>
</tr>
<tr>
<td><strong>Bilingual Education Standard V</strong></td>
<td><strong>Competency 004</strong></td>
<td>F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.</td>
</tr>
<tr>
<td><strong>Bilingual Education</strong></td>
<td></td>
<td>G. Knows how to promote students’ biliteracy (e.g., by maintaining students’ literacy in L1 while developing students’ literacy in L2, by using ongoing assessment and monitoring of students’ level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children’s literature in L1 and L2).</td>
</tr>
<tr>
<td><strong>Bilingual Education</strong></td>
<td></td>
<td>E: Applies knowledge of effective strategies for helping ESL students transfer literacy skills from L1 to L2.</td>
</tr>
<tr>
<td><strong>Bilingual Education</strong></td>
<td></td>
<td>A. Knows how to assess bilingual students’ development of cognitive-academic language proficiency and content-area concepts and skills.</td>
</tr>
<tr>
<td>teacher has a comprehensive knowledge of the development and assessment of biliteracy</td>
<td>teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.</td>
<td>in both L1 and L2 and to use the results of these assessments to provide appropriate instruction in a manner that is linguistically accommodated (communicated, sequenced, scaffolded) to the students' levels of English language proficiency to ensure that the student learns the knowledge and skills across all content areas in both L1 and L2.</td>
</tr>
</tbody>
</table>

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VI. TECHNICAL REQUIREMENTS/ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

UNT Help Desk: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)

Hardware and software necessary to use Blackboard Learn: [http://www.unt.edu/helpdesk/bblearn/](http://www.unt.edu/helpdesk/bblearn/)


 Necessary plug-ins: [http://goo.gl/1lsVF](http://goo.gl/1lsVF)

Internet Access with compatible web browser

Headset/Microphone (if required for synchronous audio and video calls)

Word Processor

**Minimum Technical Skills Needed:**

- Using the learning management system
- Using email with attachments
- Developing and submitting files in commonly used word processing formats
- Copying and pasting
- Downloading and installing software
- Using spreadsheet programs

VII. ACCESS AND NAVIGATION

Log in Information

By now you used your EUID and password to log on to the course in [https://learn.unt.edu](https://learn.unt.edu).

Student Resources

- Locate the “UNT Helpdesk” tab at the top of the Blackboard Learn window. This provides links to student resources related to technical information and instruction and how to contact the Help Desk if assistance is needed.
- Take the [Blackboard Learn Student Orientation](https://clt.odu.edu/oso/index.php?src=pe_comp_lit). It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

To Be A Successful Online Student:
What Makes a Successful Online Student? (click on the web link to open it)

Self Evaluation for Potential Online Students (click on the web link to open it)

How the Course is Organized
This course is divided into 15 weeks of assignments described in folders in Blackboard under the WEEKLY ASSIGNMENTS’ menu item. The assignments include: discussion forums, text readings, web links, videos, tests, classroom assessments, standardized assessments, and case study. The assignments are closely linked to three set of standards and competencies for teacher preparation.

What Students Should Do First
To start the course, go to the home page of Blackboard and click on the START HERE icon. In there you will find instructions about how to get started.

How to Proceed Each Week of Class
The course has a summary of assignments and detailed instructions for each week. Follow the steps for each assignment, carry out the assignments, and meet the established deadlines.

Course Requirements
- Purchase your texts.
- Purchase a TK20 account at www.coe.unt.edu/tk20 if you do not have one yet so that you can upload the Case Study which is the key assignment of the course.
- Transmit only WORD documents via Blackboard that are of high quality and that evidence creativity and thought;
- Demonstrate professional attitudes and dispositions toward each other during discussions;
- Use the UNT library and open source resources to supplement your learning.
- Complete all weekly assignments whether they carry a grade or not. Any documents that need to be turned in will need to be in WORD. Assignments will be due on Fridays by 11:59 pm.

Attendance Requirements
Attendance to an online course is defined as completing all the assignments weekly and by the deadline.
Late Work Policy
If the deadline is missed work will be accepted if the student communicates with the instructor ahead of time describing the reason for the lateness or lack of participation. Extensions for assignments will be granted by the instructor on a case by case basis. If no communication happens ahead of time because of an emergency, death in the family, illness of self or a family member, a copy of the obituary or a doctor’s excuse (if self) will be required.

Semester Drop Dates
If for any reason you have to drop the course, deadlines and information can be found at the Registrar’s Office at: http://essc.unt.edu/registrar/schedule.

Support for Students with Disabilities
This course has been designed to make content accessible to students of different styles of learning. For example, it includes PP presentations with graphics, PDF documents that can be accessed using the reader tool, textbook readings, articles, and different external web links related to course contents. Additionally, UNT provides academic adjustments and auxiliary aids to individuals with disabilities. If you need a reasonable accommodation because of a disability to fully participate in this course, please contact the Office of Disability Accommodation at 940-565-4323. Please make the request during the first week of class or as soon as possible to allow sufficient time to obtain authorized documentation and to arrange the reasonable accommodation. http://www.unt.edu/oda or http://disability.unt.edu/services/taglines

Student Technical Support
The University of North Texas provides technical support in the use of Blackboard. The student help desk may be reached at: helpdesk@unt.edu, phone: 940-565-2324, or in person at UNT Sage Hall, Room 130. Regular hours are maintained to provide support to students. Please refer to the website http://www.unt.edu/helpdesk/hours.htm for updated hours.

Other UNT Support Services
The Graduate Student Advising Office
Office of the Registrar: http://registrar.unt.edu/registration
Student Financial Aid and Scholarships: http://financialaid.unt.edu/
Counseling: http://studentaffairs.unt.edu/counseling-testing-services

VIII. COMMUNICATION
To communicate with me the preferred method will be via email messages in Blackboard. To answer your messages I will log on the course once per week.

If you want an immediate response you can do the following: call my office, call my cell phone, send me a text message, or send me an email to Rossana.Boyd@unt.edu. I check this account daily.
Eagle Connect
Official correspondence between UNT and students is conducted via Eagle Connect. Check your account often which should end with @my.unt.edu.

Netiquette
Please observe the following Netiquette Guidelines during the discussions and email messages:

1. **Tone down your language.** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

2. **Keep a straight face.** In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

3. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

4. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

5. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, it will be even better.

6. **Netspeak.** DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a virtual environment. Acronyms and emoticons (arrangements of symbols to express emotions) are popular but excessive use of them can make your message difficult to read.

IX. **GRADING**
I will grade the assignments that have a number of points listed next to them in the Summary of Assignments’ table below. You will be able to view your
individual grades and check your progress in the online gradebook in Blackboard. The most points to earn are 100. Any extra credit points you earn will be added to the 100. Below is the grade scale for the course, the assignments’ summary, and a detailed description of each weekly assignment.

The grading scale for this course is:

| 90 - 100 | A |
| 80 - 89  | B |
| 70 - 79  | C |
| 60 - 69  | D |
| 59 and below | F |

X. ASSIGNMENTS
The course is equivalent to a three hour credit graduate level course and it consists of 15 assignments that represent a variety of activities such as: discussions, readings, videos, tests, using web links, classroom assessments, and the development of a Case Study key assignment. Each assignment is related to one or more standards or competencies which establish the learning expectations.

In order to develop the Case Study you will need to have access to an English Learner in grades between 1 and 6. If you do not know any child in your community you can apply for early clinical experiences’ placement in a public school through UNT’s Office of Clinical Practice the first two weeks of classes at http://www.coe.unt.edu/clinical-practice-office/application-forms.

a. Complete only one application for all courses that require early clinical experiences.
b. You will be informed through Eagle Connect email about tentative placement as it is received from each school district. Generally this happens the two or three weeks before the end of the semester.
c. You will be informed about how to complete the Criminal Background Check for access to students in the assigned district.
d. UNT’s Office of Clinical Practices does not accept late applications or late criminal background forms. If you miss the application deadline you will be responsible for identifying an EL.
## XI. SUMMARY OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assignments are due on Fridays by 11:59 pm</th>
<th>Deadlines and Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1, Jan. 17-20</td>
<td>Refer to the list of assignments for this week. Introductions and discussion forum about the webcast.</td>
<td>Jan. 20</td>
</tr>
</tbody>
</table>
| Week 2, Jan. 23-27     | Refer to the list of assignments for this week. The Word file with the culture related questionnaire responses will be graded. | Jan. 27  
Questionnaire Responses, 10 points |
| Week 3, Jan. 30- Feb. 3| Refer to the list of assignments for this week. Diagnostic tests' information will be graded | Feb. 3  
Diagnostic tests, 10 points |
| Week 4, Feb. 6-10      | Refer to the list of assignments for this week. Discussion Forum                     | Feb. 10                                                  |
| Week 5, Feb. 13-17     | Refer to the list of assignments for this week. TELPAS and STAAR tests' information will be graded | Feb. 17  
TELPAS and STAAR tests, 10 points |
| Week 6, Feb. 20-24     | Refer to the list of assignments for this week. Discussion Forum                     | Feb. 24                                                  |
| Week 7, Feb. 27- Mar. 3| Refer to the list of assignments for this week. The 6 informal assessments will be graded | Mar. 3  
6 informal assessments, 10 points |
| Week 8, Mar. 6-10      | The Mid-term exam will be graded                                                      | Mar. 10, Exam, 10 points                                 |
| Week 9, Mar. 13-17     | Spring Break                                                                         | No assignment is due                                      |
| Week 10, Mar. 20-24    | Refer to the list of assignments for this week. Discussion Forum                     | Mar. 24                                                  |
| Week 11, Mar. 27-31    | Refer to the list of assignments for this week. The 6 bilingual activities will be graded. | Mar. 31  
Six bilingual activities, 10 points |
| Week 12, Apr. 3-7      | Refer to the list of assignments for this week. Discussion Forum – Develop reading and writing informal assessments. | Apr. 7                                                   |
| Week 13, Apr. 10-14    | Refer to the list of assignments for this week. Content area assessments will be graded. | Apr. 14  
Content area assessments, 10 points |
| Week 14, Apr. 17-21    | Discussion  
Develop listening and speaking informal assessments.                             | Apr. 21                                                  |
| Week 15, Apr. 24-28    | Administer the assessments to your EL and work on your Case Study                    | Apr. 28                                                  |
| Week 16, May 1-5       | Submit your Case Study in TK20                                                       | May 5,  
Case Study, 30 points  
100 points  |
| **Total**              |                                                        |                                                          |
Extra Credit Points
You can earn 10 extra credit points (for one course only) if you attend one conference related to ESL or bilingual education. Proof of attendance is required immediately after the event. The proof will not be valid after one week.

- **National Association for Bilingual Education (NABE)**, Hilton Anatole, Dallas, TX, February 23-25, www.nabe.org. For registration as a student email tinageneste@gmail.com.

- **International Teachers of English for Speakers of Other Languages (TESOL)**, Seattle, WA, March 21-24, 2017. For registration go to www.TESOL.org.

You can earn 5 extra credit points if you attend one of the TExES Exam Review Sessions to be delivered by a Region 10 ESC consultant on Saturday, April 8 from 9:30 am to 3:30 pm.

- The Bilingual Supplemental exam review session will be in Wooten Hall, room 222.
- The ESL Supplemental exam review session will be in Wooten Hall, room 122. To sign up please send an email to Daniela.balderas@unt.edu as soon as possible and indicate the session that you plan to attend and in which course you are enrolled for which you want credit. A certificate of attendance will be issued to each student for full day attendance only.

XII. DESCRIPTION OF REQUIRED ASSIGNMENTS

**Week 1, Jan. 17-20**

**Learning Expectations**
**ESL, D2, C. 007, A:** Knows basic concepts, issues and practices related to test design, development and interpretation in order to use this knowledge to select, adapt and develop assessments for different purposes in the ESL program.

**Activities to Accomplish this Week**
1. If needed, purchase a TK20 Account at www.coe.unt.edu/tk20
2. Purchase your texts.
3. If already available, apply for school placement for access to an English Learner (EL) for the Case Study key assignment, at: http://www.coe.unt.edu/clinical-practice-office/application-forms
4. In the discussion forum link, “Introductions,” introduce yourself and briefly describe your interests and if you ever taught EL students tell us about them.
5. Review the syllabus and student expectations.
6. Watch the 44.43 minute webcast about Assessment of ELs at: http://www.readingrockets.org/webcasts/1003/?trans=yes
7. In the discussion forum" Webcast Responses" select and answer three of the questions below for your own self-assessment:
   a. What are the three challenges for assessing ELs?
b. What is disaggregation of data?
c. How should reading be assessed?
d. What kinds of classroom assessments and strategies can be used?
e. What are the basic concepts related to test design?
f. How can a teacher assess ELs with disabilities?
g. What is necessary to keep in mind for the assessment of ELs?
h. Why are the State Educator Standards important for your profession?

8. **Assessment:** The student will demonstrate his/her own knowledge when responding to self-selected questions about basic assessment concepts, issues and practices of test design, development and interpretation of assessments for ELs.

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**Week 2, Jan. 23-27**

**Learning Expectations**
The pre-service teacher will develop a deeper understanding about his/her beliefs and culture by carrying out an introspective analysis responding to the Aspects of Culture Questionnaire (Kottler & Kottler, 2002).

**TESOL Standards 4.a Issues of Assessment for ELs**

**Activities to Accomplish this Week**
1. Watch the video, English Language Learners’ Challenges at:
   https://www.youtube.com/watch?v=s2ap4Q5uxGE&feature=youtu.be
   Read **Herrera's Chapter 1:** Classroom Assessment Amidst Cultural and Linguistic Diversity and Power Point.
2. Review **Brantley's Chapter 1:** English Language Learners in Today's K-8 Classroom and Power Point.
3. To develop a deeper understanding of your culture, respond to the questions on Table 1.1 - Aspects of Culture Questionnaire, Brantley’s text pg. 6. Use double spaces, font 10 or 12, Arial or Times New Roman, name your WORD document and number the pages.
4. Submit your Deep Understanding of Culture responses using the assignment's link.
5. **Assessment:** Demonstrates a deeper understanding about his/her own culture in the responses to the Aspects of Culture Questionnaire.

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**Week 3, Jan. 30- Feb. 3**

**Learning Expectations**
ESL, D2, C007, C: Knows standardized tests commonly used in ESL and Bilingual programs in Texas and knows how to interpret their results.

**TESOL 4.b Language Proficiency Assessment**

**Activities to Accomplish this Week**
1. Watch the video, [https://www.youtube.com/watch?v=L_spva8QbXs](https://www.youtube.com/watch?v=L_spva8QbXs), about Language Assessment: Concepts and Issues.
2. Texas schools use different types of tests to assess ELs’ language proficiency. The first test an EL or a Bilingual Learner takes is a diagnostic test (Spanish and/or English) so that the district can gather preliminary information about the student’s language proficiency levels. This helps the district determine student placement in an ESL or bilingual instructional program. The common diagnostic tests are the IDEA Proficiency Test, **IPT**: http://www.bt-helpdesk.com/samples/OnlineIPTreports.pdf

**Language Assessment Scales**,  
**LAS**: http://www.datarecognitioncorp.com/Assessment-Solutions/Pages/LAS-Links.aspx  
**Woodcock Munoz**: http://www.hmhco.com/hmh-assessments/bilingual/woodcock-munoz

3. After reviewing the information about each of those tests, answer these questions for each test using double spaces and numbering the pages:
   a. Publisher
   b. Purpose of the tests
   c. Languages in which the test is available.
   d. Grade levels for which it is used
   e. Skills they measure
   f. Types of questions and two examples of those
   g. How it is scored and what is the meaning of the different scores.
   h. What are two examples of instructional recommendations for a student

4. Submit your WORD file using the assignment link.

5. **Assessment**: Demonstrates knowledge about the diagnostic language tests commonly used in Texas through the answers to the questions for each of the three tests.

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**Week 4, Feb. 6-10**

**Learning Expectations**  
**ESL, D2, C007, B**: Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.

**Activities to Accomplish this Week**

1. Read **Brantley’s text Chapter 2** - Understanding the Principles of Second Language Acquisition.
2. Read **Herrera’s text Chapter 2** - Authentic Assessment
3. In the discussion forum enter your answer to one of the following questions. Then comment on the responses of two classmates.
   a. Describe some key characteristics of authentic assessments.
   b. Detail the steps for creating a high quality rubric for the authentic assessment of ELs.
   c. Discuss the potential roles of interviews, play-based and cooperative group assessments to monitor the progress of ELs.
   d. Discuss the roles of rubrics, checklists, and questionnaires for authentically assessing ELs.
e. Discuss the potential of using dialogue journals and scaffolded essays for authentically assessing ELs.

4. **Assessment:** Demonstrates knowledge about authentic assessments and their characteristics and potentials.

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**Week 5, Feb. 13-17**

**Learning Expectations**

ESL, D2, C007, C: The purpose of this assignment is to know standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.

**TESOL 4.b Language Proficiency Assessment**

**Activities to Accomplish this Week**

1. Once you understand better the importance of the development of second language acquisition, you will learn about the standardized and formal test that **all** ELs in Texas have to take to determine their English proficiency levels and yearly progress. The test is the Texas English Language Proficiency Assessment System (TELPAS), [http://tea.texas.gov/student.assessment/ell/](http://tea.texas.gov/student.assessment/ell/)

2. Another standardized exam is The State of Texas Assessments of Academic Readiness (STAAR) that assesses the content knowledge in several subject areas of all students (EL and non-EL), [http://tea.texas.gov/student.assessment/ell/](http://tea.texas.gov/student.assessment/ell/)

3. After reviewing the information about each of those tests, answer these questions for each one using double spaces and numbering the pages:
   a. Purpose of the tests
   b. Languages in which the test is available.
   c. Grade levels for which it is used
   d. Skills they measures
   e. Types of questions and two examples of those
   f. How it is scored and what is the meaning of the different scores.
   g. What are two examples of instructional recommendations for a student

4. Submit your WORD file using the assignment link.

5. **Assessment:** Demonstrates knowledge about the TELPAS and the STAAR tests used in Texas through the answers to the questions for each of the two tests.

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**Week 6, Feb. 20-24**

**Learning Expectations**

ESL, D2, C007, D: The purpose of this assignment is to know the state mandated LEP policies, including the role of the LPAC and procedures for implementing LPAC/ARD recommendations for LEP (ELs) identification, placement and exit.

**Activities to Accomplish this Week**


2. Review the contents of the web link below about ARD and LPAC Collaboration at:
http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Programs_and_Services/State_Guidance/Guidance_Related_to ARD_Committee_and_LPAC_Collaboration/

3. Using the discussion forum link, submit a summary about LPAC and another about ARD then comment on the response of one of your classmates. These are some guiding questions:
   a) What is the role of LPAC?
   b) What is the role of ARD?
   c) What kinds of testing accommodations can be used for ELL students?
   d) Who can participate in the committees?
   e) How are ELs identified?
   f) How are ELs placed in language programs?
   g) How are ELs exited from language programs?
   h) How are ELs placed in special education programs?

4. **Assessment:** Demonstrate knowledge about the policies for ELs, procedures for their identification, placement, and exit criteria, including the roles of LPAC and ARD.

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**Week 7, Feb. 27 – Mar. 3**

**Learning Expectations**

**Bilingual D.1, S IV, C. 003.B.** Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.

**TESOL Standard 4.c Classroom-based Assessment for ESL**

**Activities to Accomplish this Week**

1. Read the concepts in **Brantley’s Chapter - 3** Instructional and Theoretical Foundations of Assessment.
2. Read **Herrera’s text Chapter 3** - Response to Intervention, Pre-instructional Assessment, and the CLD student.
3. Use the list of activities below to develop an informal assessment for each such as checklists, portfolios, rubrics, cloze, self-assessments, interviews, graphic organizers, etc. One question to ask yourself is, “how would I know if the student can sing the short song?”

   The student will:
   a. Demonstrate that he can sing the short song about the Moon that he learned in class.
   b. Show that he can comprehend what he read in class about the phases of the Moon.
   c. Show the ability to predict what will happen in the story about the Moon.
   d. Show that he knows the distance between the Earth and the Moon.
   e. Demonstrate that he can describe verbally what type of materials the Moon is made of.
   f. Use knowledge about the Moon in his native language to write a short paragraph in English and in Spanish.
4. Submit your informal assessments using the assignment’s link.
5. **Assessment:** Demonstrate that he knows and can develop informal literacy assessments.

**Week 8, Mar. 6-10**

The only activity to accomplish this week is the **Mid-term exam.** It will consist of 15 true/false and multiple choice questions. The mid-term exam consists of 15 true/false and multiple choice items about:
- Herrera: Ch. 2 Rationale for the Use of Authentic Assessments, Portfolios, Play-based Assessment, and Interview-based Assessment.
- Brantley: Ch. 1 Teachers as cultural mediators, Sociocultural Theory and Scaffolded Learning, Ch. 3, Instructional Assessment Tools, Characteristics of Assessments, Assessment Domains.

**Week 9, Mar. 13-17**  
**SPRING BREAK**

No assignment is due

**Week 10, Mar. 20-24**

**Learning Expectations**

**Bil. D1, C003, B:** Knows types of formal and informal literacy assessments in L1.

**TESOL Standard 4.c Classroom-based Assessment for ESL**

**Activities to Accomplish this Week**

1. Read **Brantley’s Chapter 4:** Oral Language and Vocabulary Assessment and Development
2. Read **Herrera’s Chapter 4:** Assessment of Acculturation
3. Use the Blackboard’s discussion forum to answer two of the trigger questions below. Prepare to discuss the responses of two of your classmates:
   - **Brantley’s Chapter 4**
     a. What are some ways to assess English Language Listening and Oral Vocabulary Development?
     b. Define the stages of the language process.
     c. What is the best way to assess reading in a second language?
     d. What is the difference between assessing the primary and the second language?
     e. What are some ways to assess Concepts of Print and the Alphabetic Principle?
   - **Herrera’s Chapter 4**
     a. What are some ways to assess acculturation informally?
     b. How helpful can it be in today’s classrooms the LOA Observation Rubric?
     c. What are some ways to formally assess acculturation?
     d. What is the impact of acculturation on appropriate methods of assessment?

4. **Assessment:** Demonstrate knowledge about informal assessment of reading, writing, and oral language by responding to the questions in the discussion forum.
Week 11, Mar. 27-31

Learning Expectations

Bil. D1, C003, G. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students’ literacy in L2, by using ongoing assessment and monitoring of students’ level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children’s literature in L1 and L2).

INTASC Standard 6 - Assessment

Activities to Accomplish this Week

1. Read the article, *the cross-linguistic transfer of early literacy skills: The role of initial L1 and L2 skills and language of instruction* (scroll down to find it) [http://www.ncbi.nlm.nih.gov/pubmed/17625051](http://www.ncbi.nlm.nih.gov/pubmed/17625051)

2. Review Brantley’s Chapter 5: Reading Acquisition in the Primary and Secondary Languages.


4. In order to better understand how to help Spanish speaking students make connections between L1 and L2, use the contents of the book *the House on Mango Street* by Sandra Cisneros found at Openlibrary.org (create account) in Spanish and English. Develop instructional and assessment activities in both languages for a group of 5th grade bilingual students at the intermediate level of English proficiency as follows (Use the Proficiency Level Descriptors as needed):
   a. Develop two **writing** instructional activities, one in Spanish (use Google Translate) and the same in English and then develop a corresponding assessment activity for each.
   b. Develop two **reading** instructional activities, one in Spanish (use Google Translate) and the same in English and then develop a corresponding assessment activity for each.
   c. Develop two **oral** instructional activities, one in Spanish (use Google Translate) and the same in English and then develop a corresponding assessment activity for each.
   d. Write a half a page reflection about your comfort level when you developed the activities and describe how you anticipate using these when you have your own classroom?

5. Submit your 6 activities and reflection using the assignment link in the Week 11 folder.

6. **Assessment:** Demonstrate knowledge of planning instruction and assessment in both L1 and L2 to monitor students’ language proficiencies.

Week 12, Apr. 3-7

Learning Expectations

ESL, D2, C007, F. Practice how to use ongoing assessments to plan and adjust instruction that addresses individual students’ needs and enables ESL students to achieve learning goals.
INTASC Standard 6 - Assessment

Activities to Accomplish this Week
1. Watch the video about Guided Reading with ESL Elementary Students at: https://www.youtube.com/watch?v=7_jXuw_Knc0
2. Read Brantley’s Chapter 6 – Assessment and Development of the Concepts of Print, Phonemic Awareness, and the Alphabetic Principle.
3. Brantley’s Chapter 7 - Assessment and Development of Word Identification, Comprehension and Reading Fluency.
4. Read Brantley’s Chapter 8 - Assessment of Development of Written Language and Spelling.
5. There are several types of assessments in Chapters 6, 7, and 8 to measure different reading and writing skills. If you already know the age and the grade level of your English learner, choose an age appropriate child’s book to help you develop or adapt four informal assessments to administer to your EL child. At this time choose or adapt a reading and a writing assessment. For example you would want to focus on assessing retelling, reading comprehension, reading fluency (running records), reading accuracy, phonemic awareness, concepts of print, the Alphabetic Principle, writing development, writing accuracy, spelling, etc.
4. In the discussion forum share with your classmates the information below and comment on the assessment of one of your classmates:
   a. A copy of your reading and your writing assessments.
   b. Describe your experience developing/adapting your assessments.
   c. Describe why you selected those particular assessments.
   d. Do you think that what you want to assess would be the same or different across languages such as Spanish? Why, why not?
5. Assessment: Demonstrates the ability to practice developing informal reading and writing assessments based on the age and grade level of the EL identified to develop the Case Study.

Week 13, Apr. 10-14

Learning Expectations
ESL, D2, C004, E: Applies knowledge of effective strategies for helping ESL students transfer literacy skills from L1 to L2.

Bil. D1, S.V, C004, A: Knows how to assess bilingual students’ development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to provide appropriate instruction in a manner that is linguistically accommodated (communicated, sequenced, scaffolded) to the students’ levels of English language proficiency to ensure that the student learns the knowledge and skills across all content areas in both L1 and L2.

Activities to Accomplish this Week
1. Review Herrera’s Chapter 6 – Assessment of Content Area Learning
2. Review Brantley’s Chapter 9 - Assessment in the Content Areas,
3. Review Brantley’s Chapter 11 - Instructional Assessment in Practice: A Case Study.
4. Social Studies is one of the most difficult subjects for ELs to learn because of the large amount of language, abstract concepts such as events, history, dates, and names of people. Using the concept of cultural diversity, select content related to it and develop a KWL assessment in Spanish and another in English.
5. Science is also a difficult subject for ELs to learn because of the complex vocabulary of the subject area. However, experiments and other hands on activities help ELs make connections with the concepts. Develop an assessment related to mammals for which the ELs will use a bilingual word to word dictionary in order to complete a blank diagram with Spanish and English words related to the characteristics of mammals.
6. Mathematics seems to be an easier subject for ELs to grasp except for word problems when the students are still struggling to learn the vocabulary. Using the concept of multiplication, develop a cloze assessment (fill in the blank) of a multiplication word problem in Spanish and English. Include a word back for each cloze assessment.
7. Submit your three content area assessments using the assignment link in the Week 13 folder.
8. Assessment: Demonstrates how to develop assessments to assess bilingual students’ development of content-area concepts and skills in both L1 and L2.

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**Week 14, Apr. 17-21**

**Learning Expectations**
ESL, D2, C007, F: The purpose of this assignment is to practice how to use ongoing assessments to plan and adjust instruction that addresses individual students needs and enables ESL students to achieve learning goals.

**Activities to Accomplish this Week**
1. Watch the video about Assessing English Language Learners at: [http://www.youtube.com/watch?v=HSJcRd1cDoA](http://www.youtube.com/watch?v=HSJcRd1cDoA) By Dr. Margo Gottlieb
2. Review Herrera’s Chapter 7 – Special Education Issues in the Assessment of CLD Students (ELs)
3. Review Herrera’s Chapter 8 - Post-instructional Assessment.
4. Using the same book that you selected for the reading and writing assessments, develop a listening and a speaking informal assessment for administration to your EL and for the Case Study. You can adapt samples from your texts to tailor them to the age and grade level of your EL.
5. In the discussion forum share with your classmates the information below and comment on the assessment of one of your classmates:
   a. A copy of your listening and your speaking assessments.
   b. Describe your experience developing/adapting those assessments.
   c. Describe why you selected those particular assessments.
d. Do you think that what you want to assess would be the same or different across languages such as Spanish? Why, why not?

6. **Assessment:** Demonstrates the ability to practice developing informal listening and speaking assessments based on the age and grade level of the EL identified to develop the Case Study.

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### Week 15, Apr.17-21

**Learning Expectations**
INTASC Standard 6 - Assessment

**Activities to Accomplish this Week**
1. This week you are expected to administer your teacher made informal assessments to your EL.
2. Refer to the assignment description (in TK20) to use the results of the assignments to work on developing the case study this week which will be due next week.
3. **Assessment:** Demonstrates the ability to administer informal assessments, interpret the results, and recommend instructional practices based on the needs of their EL.

### Week 16, May 1-5

**Learning Expectations**
INTASC Standard 6 - Assessment

**Activities to Accomplish this Week**
1. Individually submit your Case Study in TK20
2. I will assess the Case Study using the rubric posted in TK20. Also, I will post in the gradebook in Blackboard the converted 100 points to 30 points which is the value of the Case Study within course grade.

### XII. COLLEGE OF EDUCATION’S VISION

Will be regionally and nationally recognized for excellence in preparing leaders in the human service and educational spheres of public, private, and corporate institutions. We will achieve this through promoting faculty and student research, designing learner-centered instruction, developing collaborative partnerships, and disseminating results of professional practices, active participation in professional and scholarly organizations, effective use of technology, and the value of intellectual and human diversity.
COLLEGE OF EDUCATION’S MISSION STATEMENT
To develop the human capacity – cognitively, socially, emotionally, and physically in our students and ultimately in the society they serve. College faculty contributes in achieving the mission by expanding knowledge through research, publication, and service.

XIII. UNIVERSITY POLICY STATEMENTS
Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

Sexual Discrimination, Harassment, and Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment
based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**SPOT:** The Student Personal Opinion of Teaching is expected for all organized classes at UNT. This brief online survey will be made available to you before the end of the semester. It will provide you a chance to comment on your learning in this class. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

**Collection of Student Work:** In order to monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**Comprehensive Arts Program Policy:** The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**Technology Integration Policy:** The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist pre-service and in-service teachers to design and implement curricular and instructional activities which infuse technology throughout the K-12 curriculum.

**TExES Test Preparation:** To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) also administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the Teacher Education and Administration
Department Graduate Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates
Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages
The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT:  (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu.

Students and Online Courses
To read INS regulations for F-1 students taking online courses, please go to http://www.immigration.gov/graphics/services/visas.htm and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G) A final rule with clarifications on the restriction can be found in a PDF file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses." To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following: 1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office, telephone 940-565-2195, or email international@unt.edu to receive clarification before the one-week deadline.
XIII. BIBLIOGRAPHY


This report presents a comprehensive study of identification and support practices across states. The report also addresses testing for ELs with disabilities and the types of accommodation practices that have proven to be successful.

