



**EDLE 6903-3EDBE 5043 - Assessment in Bilingual/ ELL
Classrooms and Schools- Independent Study
Midwestern State University
Gordon T. & Ellen West College of Education
Fall 2021**

Professor Information

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**** Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you.**

Required Reading

Herrera, S.G., Murry, K.G., & Morales Cabral, R. (2007). Assessment accommodations for classroom teachers of culturally and linguistically diverse students. Boston: Pearson.

Additional Resource Material provided by professor

Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-

Course/Catalog Description

Assessment of language proficiency in bilingual and ELL programs. Course includes a review of standardized tests of oral language and reading proficiency, as well as alternative and informal language assessment techniques

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

1. Students will learn specific assessment and instructional vocabulary.
2. Students will be exposed to administration and interpretation of standardized tests in use within public schools with culturally and linguistically diverse (CLD) populations.
3. Students will understand how to assess ELLs within the classroom.
4. Students will learn recommended strategies around the four critical dimensions of the CLD student biography: the sociocultural, linguistic, academic, and cognitive dimensions.
5. Students will develop a sound assessment and evaluation system for the classroom.

Assessment

Students will demonstrate mastery of these standards by their participation in class, a presentation of selected readings, and projects related to language proficiency

Grading Procedures

Grades

A 90 - 100%	Work is outstanding and exemplary
B 80 - 89%	Work that is above the minimum requirements
C 70 - 79%	Work meets expected level of performance for most students
D 60 - 69%	Work that falls short of minimum criteria
F 59% or below	Work that falls well below the expected level of performance for most students

Assignments

1. Book Review 20% DUE 10/17

Student will conduct a book review of the required texts for the class. The review should not just be summaries of the book, but reflect on the topics covered. Each paper shall be no less than 3 double-spaced pages. Students are to utilize the American Psychological Association (APA) writing guidelines.

2. Historical Court Case Review 20% DUE 9/26

You will be required to research about *Diana v State Board of Education* and write a two page double-spaced paper on the case. The paper will include a summary of the court case and a reflection of what it means for CLD students in public schools.

3. TELPAS/LPAC Research Project 20% 11/14

Student will prepare a paper explaining the language assessment TELPAS used in Texas public schools and on the Language Proficiency Assessment Committee and its role in using assessment to place/monitor/exit students labeled as ELLs. In 4 pages you must reflect on and write about TELPAS language testing and the LPAC committee. Please include information from Chapter 89 of the Texas Education Code and Section 29 of the Texas Administrative Code and the TEA website.

Explain your own experiences administering the TLEPAS assessment as a bilingual teacher and reveal your experience working as a member of the LPAC committee.

The paper must also have at least two research articles covering these topics as resources/references for the paper.

4. CLD Assessment Portfolio 20% 11/1

You will be required to list, define, and reflect on 20 different assessments used with CLD learners. At least 5 of the assessments need to be language assessments (ex: Woodcock Munoz language survey revised, TELPAS) and the others may be standardized assessments or authentic assessments.

5. Final Paper 20% DUE 12/5

Drawing on the course readings, you will write a 6 page essay (double-spaced, Times New Roman, 12-point font, cover page, references) that explains and provides rationale for the assessments used in your classroom. Specify how this course has informed, validated, and/or challenged how you approach the assessment process in your own classroom.

Attendance Policy

You are expected to complete all coursework and fully participate in the online course.

Other Class Policies

- **Disability Support** - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- **Academic Honesty Policy** - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
- **Professionalism Policy** - Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- **Late Assignment Policy** - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- **Americans with Disabilities Act-The Americans with Disabilities Act (ADA)** is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
- **Plagiarism Statement**-“By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook

- Senate Bill 11 Handgun Policy -Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#)

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The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.

References

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. [Student Handbook](#)

Adams, B. L. (2018). Toward Relevant Immigrant Pedagogy: Teacher and Student Interactions in an Urban Classroom. *Journal of Behavioral & Social Sciences*, 5(3), 119-135.

Collier, V.P., & Thomas, W.P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. *Annual Review of Applied Linguistics*, 37, 1-15.

Herrera, S.G., Murry, K.G., & Morales Cabral, R. (2007). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*. Boston: Pearson.

Ovando, C.J. (2018). *Bilingual & ESL Classrooms: Teaching in Multicultural Contexts*. (6th ed).

[TEA TELPAS Resources](#)

[Culturally Relevant Books in the ELL Classroom](#)

[High Leverage Practices](#)

[ELL strategies-best-practices](#)