

Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education
Fall 2010
SPED 557

Assessing English Language Learners with Special Needs

Class Wednesday 4:00-7:00 pm; Henry Bernard 215

Instructor Ying Hui-Michael Ph.D., Horace Mann 050, Email:
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Office Hours Wednesday 2:00-4:00pm and by appointment

Course Description

Students develop assessment skills for evaluating the linguistic, academic, and behavioral abilities of English Language Learners with disabilities. Emphasis is placed on the selection, administration, and interpretation of multifaceted assessments.

Concurrent enrollment in SPED 653: *Assessment Practicum--Exceptional Bilingual Students*.

Prerequisites: SPED 551, SPED 552, SPED 651.

Relationship to the Professional Program

This is the specialized assessment methods course in the candidate's advanced preparation program. Candidates explore current assessment issues in the accurate assessment of culturally and linguistically diverse learners with special needs. They acquire an ample knowledge base regarding valid tools and procedures for the evaluation of students' language, literacy, academic, and social, behavioral, and emotional needs and strengths in order to plan responsive individualized education programs. Participants practice selecting and adapting assessments to respond to the specific needs of their students who have been identified as both limited English proficient and as having particular disabilities. Candidates use technology to facilitate the data collection, interpretation, and reporting processes. Active collaboration with other school-based professionals, including translators and interpreters, and with the students' family members are emphasized at the pre-referral, referral and instructional planning phases. This is a required course for an ESL Endorsement for Elementary and Early Childhood, Special Education, Secondary English and Foreign Language Teachers (Second Language Assessment and Evaluation).

Required Texts:

Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Hamayan, E., Marler, B., Sanchez-Lopez, C., & Damico, J. (2007). *Special education considerations for English language learners*. Philadelphia: Caslon Publishing.

Recommended

O'Malley, J.M. & Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Reading, MA: Addison Wesley Publishing Co.

Course Outcomes

Students will be able to:

1. investigate current issues in the assessment of culturally and linguistically diverse learners with special education needs at the national, regional, and local levels in order to understand the causes and identify potential solutions. **CEC 8: ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, GS8K1, GS8K2, GS8K3, GS8K4, ICC8S;** **Knowledge: Domain-Specific Knowledge; Information Literacy; RIPTS 5 & 10; TESOL Standard 4.a, 5.a.**
2. demonstrate knowledge of the history, research and current practices pertaining to the assessment of ELLs with and without disabilities. **CEC 8: ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, GS8K1, GS8K2, GS8K3, GS8K4, ICC8S6;** **Knowledge: Domain-Specific Knowledge; Information Literacy; RIPTS 5 & 10; TESOL Standard 4.a, 5.a.**
3. advocate and become a successful change agent for urban, multicultural students and their families by advocating for the discontinuation of biased, discriminatory assessment tools that misinform educators and disable students. **CEC 9: GC9K1; Knowledge: Domain-Specific Knowledge; Practice: Diversity of Practice; RIPTS 11; TESOL Standard 5.b.**
4. critique commonly used formal tests and analyze them as to their appropriateness with culturally and linguistically diverse (CLD) students. **CEC 8: ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, GS8K1, GS8K2, GS8K3, GS8K4, ICC8S6;** **Knowledge: Domain-Specific Knowledge; Practice: Diversity of Practice; Use of Technology; RIPTS 11; TESOL Standard 4.a, 4.b.**
5. demonstrate the professional capacity to function effectively on an assessment team by understanding the role of each team member and engaging in skillful collaboration and problem solving to resolve difficult issues that may arise when serving culturally and linguistically diverse learners with disabilities. **CEC 8: ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, GS8K1, GS8K2, GS8K3, GS8K4, ICC8S6; Knowledge:**

Domain-Specific Knowledge; Practice: Diversity of Practice; Use of Technology; RIPTS 11; TESOL Standard 5.c.

Course Requirements

- The completion of all assigned readings from the required text and additional required readings to be distributed. (All Outcomes)
- Attendance at and participation in all class sessions. (All Outcomes)
- Completion of the following assignments:

Research Paper: Students must investigate current issues in the assessment of ELLs with disabilities. The paper must identify two issues that exist at a national level and then discuss whether these same issues appear to exist in the region and locally in their own home districts. Each issue must be well documented and discussed. Finally, provide recommended solutions for each issue. Do not exceed 10 pages. (All Course Objectives)

Assessment Tool/Procedure Resource Guide: To be completed with a partner. Over the course of the semester, partners will reference measures that can be appropriately used with ELLs with disabilities. A required summary chart will be completed for each measure/technique and placed in a notebook organized by major areas of assessment (oral language, Literacy, academic achievement, etc.). For each measure or procedure provide the information required on the chart. For all informal tools attach the measure. Be sure to list the source from which the measure can be obtained (publisher, published source, school district, etc.). Minimum of 5 tools per section. (Course Outcomes 3, 4, 5)

Grading Procedure

<i>Assignment</i>	<i>Date Due</i>	<i>Grade Weight</i>
Issues Research Paper	10/20	35
Assessment Resource Guide	Oral Language Section: 11/3 Literacy Section: 11/17 Academics Section: 12/1	45
Attendance & Participation	On going	20

Grading

A	100-94	A-	93-90	B+	89-87
B	86-84	B-	83-80	C+	79-77
C	76-74	C-	73-70	D+	69-67
D	66-64	D-	63-60	F	59

Course Schedule

<i>Week</i>	<i>Topics/Readings/Assignments</i>
Week 1 Sept. 1	Overview of Course Population of ELLs Contemporary Assessment Issues in Assessing ELLs Overview of Research in Second Language Acquisition Causes and Confusions in Assessing ELLs Difficulties and/or Language Disabilities <i>Gottlieb Chapter 1 & 2</i>
Week 2 Sept. 8	RTI for ELLs The process of data collection, interpretation and documentation Key Elements for the Delivering Effective Continuum of Services for ELLs with Special Needs <i>Hamayan Chapter 3&4</i> <i>Articles:</i> Klingner, J. and Edwards, P. (2006). Cultural considerations with response to intervention models. <i>Reading Research Quarterly</i> , 108-117. Klingner, J., Artiles, A., and Méndez-Barletta L. (2006). English language learners who struggle with reading: Language acquisition or LD? <i>Journal of Learning Disabilities</i> , 39 (2), 108-128.
Week 3 Sept. 15	Instructional and Theoretical Foundations of Assessment A Review of Important Constructs: Norm-Referenced, and Criterion Referenced Tests <i>Gottlieb Chapter 8</i>
Week 4 Sept. 22	Awareness of Biases in Standard Tests: Review of Few Commonly Used Standard Assessments Authentic/Performance-Based Assessment <i>Handouts to be provided</i>
Week 5 Sept. 29	Language Proficiency Assessment Literacy Proficiency Academic Achievement Assessment: Accommodations for ELLs Large Scale Assessment & Classroom-Based Assessment <i>Hamayan Chapter 10</i> <i>Handouts to be provided</i>
Week 6 Oct. 6	Oral Language Assessment (L1 & L2) Primary Language Influence on 2 nd Language Various Benchmarks and Performance-Based Assessment Interpreting and Documenting Oral Language Assessment <i>Gottlieb Chapter 3 (Oral Language)</i> <i>Hamayan Chapter 9</i> <i>Handouts to be provided</i>

Week 7 Oct. 13	Literacy Assessment Literacy Characteristics of ELLs Limited Formal Schooling Literacy Activities of Diverse Families <i>Hamayan Chapter 6,7, 8</i>
Week 8 Oct. 20	Reading Assessment (1) Shift of Reading Assessment: Discrete Subskills to Affective and Social-Situational Contexts <i>Gottlieb Chapter 3 (Reading)</i> <i>Gottlieb Chapter 6</i> <i>Handouts will be provided</i> <i>Issue Paper Due</i>
Week 9 Oct.27	Reading Assessment (2) Various Standard/Large-Scale Tests Authenticity of Performance-Based Assessment Alignment of Classroom-Based Assessment and Standards <i>Gottlieb Chapter 3 (Reading)</i> <i>Gottlieb Chapter 6</i> <i>Handouts will be provided</i>
Week 10 Nov. 3	Writing Assessment Students Who Are Proficient in L1 Holistic and Analytic Writing Rubrics Various Standard/Large-Scale Tests Authenticity of Performance-Based Assessment Alignment of Classroom-Based Assessment and Standards <i>Gottlieb Chapter 3 (Writing)</i> <i>Gottlieb Chapter 6</i> <i>Handouts will be provided</i> <i>Oral Language Section Due</i>
Week 11 Nov. 10*	Thursday Classes Meet Today.
Week 12 Nov. 17	Emily Klein Presenting on Rhode Island ELL Regulation/Practice (1 hour) Academic Assessment: Mathematics, Science, Social Studies <i>Gottlieb Chapter 4</i> <i>Literacy Section Due</i>
Week 13 Nov. 24	Writing State-of-the-Art IEPs for ELLs Writing Parent-Friendly Reports <i>Hamayan Chapter 11 & 12</i>
Week 14	Emily Klein Presenting on Rhode Island ELL Regulation/Practice (1 hour)

- Dec. 1 Putting the Pieces Together
Grading and Report Cards
Reporting to Various Stakeholders
Gottlieb Chapter 9
Academic Assessment and Other Sections Due
- Week 15 Collaboration and Decision-Making
- Dec. 8 Case Study Report
Hamayan Chapter 2

RIC Polices

- For Information Regarding Criminal Background Check Policies of the Feinstein School of Education:
<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>
- Academic Dishonesty Policy (Rhode Island College Handbook of Policies, Practices, and Regulations (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):
http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities:
<http://www.ric.edu/disabilityservices/faq.php>

