

**The George Washington University  
School of Education and Human Development  
Department of Teacher Preparation and Special Education**

**TRED 276**

**Academic and Psychosocial Assessment of the Culturally and Linguistically Diverse Student**

COURSE:	TRED 276	SEMESTER:	Summer 2006
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“Every student has been raised in a culture and is cultured. Assessment is more than testing; it is based on a deep knowledge of a child’s patterns of success and failure and an understanding of their world view.”

*- National Association of School Psychologists*

**Course Introduction and Purpose**

As we start the new millennium, it is necessary as educators to be aware of the changing demographics in our society. These changes will have a major impact on our educational system. As more bilingual and minority children enter our schools, we must learn to address their specific needs.

Teachers and administrators often have not received the necessary training in order to meet the academic needs of culturally and linguistically students (CLD) or Second Language Learners (ESOL). Often educators lack the sufficient or appropriate academic preparation; are unfamiliar with the cultural and linguistic differences of CLD children; lack the experience in interacting with CLD students; and lack the skills needed to appropriately assess these students. In addition, teachers and administrators often do not have an understanding of legal issues that impact these students.

It is necessary to become knowledgeable of the academic needs of the culturally and linguistically diverse students in our classrooms. Teachers must learn new strategies to better serve these students.

The focus of this graduate course is to offer general educators, English as a second language teachers, special educators, related service providers, and school administrators an

understanding of the academic needs of CLD students. Students will have opportunities to learn the purposes and definitions of assessment; various assessment and placement issues and considerations concerning CLD students; legislative mandates; importance of using interpreters and translators for assessment; impact of culture and the community in the assessment process; and use of standardized and alternative assessments. Diagnostic issues will include those relevant to early childhood through adult populations and will also include students with special education needs.

### **Course Format and Instruction**

The instructional delivery methods include 1) lecture and demonstration, 2) combination of whole and small group discussions, 3) problem solving, case studies, and 4) homework assignments for applying principles discussed in class and in readings. In addition, I have designed both group and individual assignments. The instructor and speakers will present pedagogical approaches and strategies in order meet the assessment needs of CLD students. Each student will be required to prepare a final group presentation to share with the entire class.

### **Relationship to GSEHD Bridging Concepts**

Of the four bridging concepts, community service, educational leadership, reflective practice, and research and scholarship, this course addresses three:

1. *educational leadership*, by providing teachers, related service providers, and administrators a better understanding of the academic needs of minority students in special education programs
2. *reflective practice*, by providing theoretical, philosophical, and practical readings related to the role of educators in meeting the diverse needs of the students in the classrooms, and structured strategies that provide students with the opportunities to reflect on their own philosophies when working with culturally and linguistically diverse (CLD) students.
3. *research and scholarship*, by guiding students through the process of designing a multicultural lesson plan and a staff development activity.

### **Instructional Objectives**

*Based on the TESOL Standards Domain 4: Assessment Objectives*

Upon completion of this course, students will be able to:

1. Review and identify the various purposes for assessment of ESOL learners.
2. Recognize the importance of multiple measures to assess ESOL learners.
3. Demonstrate an understanding of the purposes of assessment as they related to ESOL learners and use the results appropriately.
4. Define and explain the measurement properties of assessment and terminology and quality indicators of assessment instruments (e.g., validity and reliability)
5. Describe the differences between performance-based or authentic measures and traditional measures.
6. Evaluate the limitations of assessment instruments for ESOL students.
7. Recognize the impact that cultural bias may misinform results of assessment.
8. Discuss similarities between a language difference and a learning problem for ESOL students.
9. Understand the national and state requirements for identifying, reclassifying, and exiting ESOL language support programs.
10. Discuss and evaluate norm-referenced and criterion-referenced assessments in order to make decisions regarding ESOL students.
11. Review and critique performance based tasks to assess the content-area knowledge of ESOL learners.
12. Discuss the importance of ESOL students using self- and peer-assessment techniques.
13. Describe legal ramifications associated with testing, assessment and placement.
14. Identify and review the impact of **No Child Left Behind** on the assessment of CLD students.
15. Identify appropriate teacher developed assessments that can be used to assess CLD students.
16. Describe the elements of an assessment portfolio.
17. Identify test accommodations that may be used with CLD students.
18. Discuss the importance of working with CLD families as partners in the assessment process.
19. Identify formal and informal strategies and tests used to assess CLD students with special education needs, including speech and language and psychological instruments.
20. Identify appropriate pre-referral steps to support CLD students experiencing difficulty in school.
21. Articulate one's personal philosophy and position on the assessment of CLD students.

**Required Texts:**

1. Rhodes, Ochoa, and Ortiz (2005). *Assessing Culturally and Linguistically Diverse Students: A Practical Guide*. Council of Exceptional Children
2. Pierangelo, R. & Giuliani, G.A. (2002). *Assessment in Special Education: A Practical Approach*. Boston: Allyn and Bacon.

**Recommended Readings (Not required):**

- O'Malley, J.M. and Valdez, Pierce, L. (1996). *Authentic assessment for English language learners: practical approaches for teachers*. Reading, MA: Addison Wesley Longman.

Baca, L. & Cervantes, H. (2004). *Bilingual special education interface*. Columbus, Ohio: Merrill Publishing Company.

Gonzalez, V., Brusca-Vega, R., & Yawkey, T. (1997). *Assessment and instruction of culturally and linguistically diverse students with or at-risk of learning problems*. Needham Heights, MA: Allyn and Bacon.

Hamayan, E. & Damico, J.S. (1991). *Limiting bias in the assessment of bilingual students*. Austin, TX: Pro-ed.

Hearne, J. (2000). *Teaching second language learners with learning disabilities*. Oceanside, California: Academic Communication Associates.

Herman, J.L, Aschbacher, P.R. & winters, L. (1992). *A practical guide to alternative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

Roseberry-McKibbin, C. (1995). *Multicultural Students with Special Language Needs*. Oceanside, CA: Academic Communication Associates.

**Selected Readings (To be provided):**

Required handouts will be provided by the instructor. It is recommended that students organize their handouts in a folder. Each student will be required to turn in a resource binder at the end of the semester (see description of binder attached).

**Course Expectations and Student Grading**

<u>Assignment</u>	<u>Due</u>	<u>Points</u>
1. Reflections on Readings	Varies	10 pts
2. Review of assessment instrument	June 14 <sup>th</sup>	15 pts
3. Visit to Intake Center and written summary	June 19 <sup>th</sup>	15pts
4. Authentic Assessment	June 21 <sup>st</sup>	15 pts
5. Final Group Project	June 21 <sup>st</sup> /26 <sup>th</sup>	30 pts
6. Philosophy of Assessment	June 28 <sup>th</sup>	10 pts

7. Other (oral and attendance)

Varies

15 pts

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**Total = 100 pts**

**\*\*Extra Credit: 5 points – resource binder (Due June 28<sup>th</sup>)**

**Description of Assignments:**

**1. Reflections on readings:** Synthesize common themes from articles. Do not simply state what was presented in the readings. Move beyond simple reiteration of the facts. *Provide personal reflections when responding to readings. No more than one page double spaced.*

**Reflections Rubric**

**Rating Demonstrated Competence**

**4 Outstanding**

- Able to identify and synthesize pertinent central idea(s)
- Provides a concise reflection.
- Writes clearly, succinctly and with few errors
- Stays within one page limit

**3 Competent**

- May not identify pertinent central idea(s)
- Reflection not clear and concise. Just presented facts only without reflection.
- May lack some coherence in writing, with some errors
- Writes a bit too much or too little

**2 Minimal**

- Presents ideas that may not be central to the reading
- Reflection not clear.
- Writing lacks coherence, organization, with errors
- Writes too much or too little

**1 Unsatisfactory**

- Does not focus on central ideas
- Reflection to article not
- Writing lacks coherence, organization, with many errors
- Writes too much or too little

**2. Intake Center Visit:** Contact or visit an intake center in a local school district. Write a summary of your visit in which you describe 1) the functions of intake centers relative to federal

mandates; and, 2) formal and informal instruments and strategies used to determine the following: background and school history; student eligibility for bilingual/ESL services; literacy skills; grade placement; course placement at the secondary level (transcript evaluation); and special education referral when needed. Ask about translation and interpretation at the Center and in the schools. Collect materials and other information. Due: June 16<sup>th</sup>.

### 3. Review of Assessment Instrument

- Select a standardized text with a technical manual
- Actual tests will be distributed in class or you may select your own
- Text checklist is completed to the fullest extent possible
- Provide a written summary of instrument for classmates

#### Guidelines for Your Assessment Instrument Summary:

Suggested Information to be included:

- Name of test/instrument
- Publishers
- Year Issued
- Discuss what the test is designed to measure
- What is the norming sample (i.e. race, age, number of individuals)?
- Are translated tests available?
- What are the benefits and limitations using this test with CLD population? (Is it beneficial and helpful in delineating a recommended course of action for your students?)

#### **Assessment Instrument Summary: Scoring Rubric**

Rating	Demonstrated Competence
<b>4</b>	<p style="text-align: center;"><b><i>Outstanding</i></b></p> <ul style="list-style-type: none"> <li>▪ Completely describes test purpose</li> <li>▪ Clearly defines administration procedures</li> <li>▪ Lists standardization and the norming sample (i.e. race, age, number of individuals)?</li> <li>▪ Provides concise summary of scoring procedures</li> <li>▪ You are able to provide your overall impression of the test.</li> <li>▪ Defines possible benefits and limitations of using this instrument with culturally and linguistically diverse students.</li> <li>▪ Prepares a concise, coherent critique with few errors in writing or formatting.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b><i>Competent</i></b></p> <ul style="list-style-type: none"> <li>▪ Unable to provide succinct summary of test purpose.</li> <li>▪ Administration procedures and scoring procedures not clearly summarized.</li> <li>▪ Overall impression of the instrument is not clear.</li> <li>▪ Incomplete description of the possible benefits and limitations of using this instrument with culturally and linguistically diverse students.</li> </ul>

- Prepares a summary that may be too long, contain some errors in writing, or lack coherence.

**2** *Minimal*

- Inadquate summary of the test purpose, administration, scoring, standardization.
- Standardization and the norming sample not clearly defined.
- Describes few aspects of the usefulness and limitations of the instrument with culturally and linguistically diverse students.
- Prepares a summary that lacks coherence and organization.

**1** *Unsatisfactory*

- Unable to identify the purpose of the instrument.
- Describes few details of the instrument.
- Does not discuss the possible benefits and limitations of using this instrument with culturally and linguistically diverse students.
- Standardization and the norming sample not defined.

Prepares a summary that lacks coherence and organization.

**4. Authentic Assessment:**

Each student will design a sample authentic assessment that could be used following a class lesson. Due: June

**Names of Presenters:**

**Date:**

**Poor.....Excellent**

**Quality of Assignment**

▪ Class readings, class discussions, & presentations are used as a guide for developing the authentic assessment.	1	2	3	4	5
▪ The assessment addresses the key issues or points pertinent to the assessment of CLD students (based on class readings).	1	2	3	4	5
▪ Content area(s) the assessment is supposed to address is clearly defined.	1	2	3	4	5
▪ Instrument identifies and defines what it is trying to assess?	1	2	3	4	5

- Provides details on how student progress will be measured. 1      2      3      4      5

**5. Final Group Assessment Presentation**

- Select a topic of interest to the group related to assessment
- Develop a staff development project based on the selected topic
- Topics must be related to educational issues related to CLD/CLDE students
- Topics must be approved by the instructor
- Presentations should last for about 30 minutes
- The presentation must also contain supporting documents related to the topic (handouts, worksheets, interactive activities, etc.). It is necessary to hand all of these documents in at the completion of the presentation. A reference list should also be submitted.
- This is a team project and will earn a team grade.
- Students will be graded on the quality of their presentation, the application of the topic to school practice, use of audio-visual aids, opportunities for interaction with audience, bibliography and references, and their professional presentation of the group.

**Final Group Presentation Evaluation**

**Names of Presenters:**

**Date:**

Topic: \_\_\_\_\_

<u>Quality of Presentation</u>	Poor.....Excellent				
▪ Introduction of topic	1	2	3	4	5
▪ Definitions & Terms	1	2	3	4	5
▪ Research of topic	1	2	3	4	5

- Application of theory to school practice           1     2     3     4     5
  - Use of audio/visual props/technology           1     2     3     4     5
  - Overall delivery                                   1     2     3     4     5
  
  - Other \_\_\_\_\_
- 

**Activity**

- Appropriateness of activity to topic           1     2     3     4     5
  - Opportunity for class to apply theory           1     2     3     4     5
  - Class was engaged and appeared to  
  enjoy activity                                   1     2     3     4     5
  
  - Other \_\_\_\_\_
- 

**Quality of Handout(s)**

- Well organized                                   1     2     3     4     5
  - Clear definition of terms used           1     2     3     4     5
  - Professional Presentation                   1     2     3     4     5
  - Content and style                               1     2     3     4     5
  - Bibliography and resources               1     2     3     4     5
  
  - Other \_\_\_\_\_
- 

What I liked best about the presentation was:

\_\_\_\_\_

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One thing I learned from the presentation was: \_\_\_\_\_

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**6. Philosophy of Assessment**

Each student will submit a final paper, describing his/her personal philosophy on the assessment of culturally and linguistically diverse students. Additional guidelines will be provided. Due the final day of class.

**Personal Philosophy of Assessment**

The purpose of this final assignment is to provide you with an opportunity to demonstrate what you have learned in this class as you formulate your own personal philosophy of the *assessment of culturally and linguistically diverse students*. As you move through your professional career your philosophy will change. However, it is always important to continuously reflect upon your own personal biases, teaching practices, and involvement with your students and colleagues.

## Personal Philosophy of Assessment Evaluation

**Names of Presenters:**

**Date:**

	Poor.....				.....Excellent
<b><u>Quality of Assignment</u></b>					
<ul style="list-style-type: none"> <li>▪ Able to summarize and/or reflect class readings, class discussions, &amp; presentations when formulating philosophy</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>▪ Addressed the key issues or points you believe are important in the assessment of CLD students</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>▪ Clear understanding of assessment based on your reflection and/or analysis you obtained during this course</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>▪ Includes your own personal style of writing</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>▪ Support your analysis with what you have learned during this course, not just simple reiteration of the text, what is your own philosophy, perspective or beliefs</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>▪ Support your analysis of the concepts and issues with your current role in the field</li> </ul>	1	2	3	4	5
<p>Some suggestions that may help you with developing your own personal philosophy. It is not required that you include any of these things. These are just some suggestions to get your started. You are the advocate and professional in the field. I want to hear “your voice” in this assignment.</p>					
<ul style="list-style-type: none"> <li>▪ What do you consider as appropriate assessment procedures?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ What is your perception of your role in the assessment process?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ How do you define the various types of assessments?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ How do you describe the purpose of assessing CLD students?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ How does one’s cultural background and experience impact the assessment process?</li> </ul>					

### **7. Resource Binder – Extra Credit 5 points**

- a. Throughout the semester students should be organizing all of their responses to readings, assignments, and handouts into a three ring binder. This binder will be due at the end of the semester.
- b. The binder should include a table of contents section

This will be a valuable professional resource to use in your professional practices

**Written Assignment Requirements**

1. Use current APA style
2. All pages must be stapled together
3. When completing assignments please identify the questions you are answering in the heading in bold print
4. Write number and date on all written assignments
5. Please Double space
6. All papers must be typed

**Course Expectations:** Students will be given a grade based on their attendance, participation in group activities, and participation in classroom discussions (i.e. through classroom discussions based on readings, sharing of one’s professional experiences, and discussions related to classroom activities). It is expected that all assignments will be submitted within set timelines. In addition, each student is expected to value and respect all of the members of the classroom community.

**CLASS SESSIONS AND ASSIGNMENTS**

Session	Topic	ASSIGNMENTS
<b>SESSION 1:</b>  <b>May 22nd</b>	<ul style="list-style-type: none"> <li>- Introductory activities</li> <li>- Review Syllabus</li> <li>- Course Overview</li> <li>- What is assessment?</li> <li>- Assessment Myth Quiz</li> </ul>	<p><b>Read:</b> Assessing Language Minority Students (Geisinger &amp; Carolson, 1992).</p> <p><b>Write Paper #1</b></p> <p>What are the difficulties encountered in the assessment and placement of CLD students? As a first year classroom teacher what are some of your concerns related to assessment after reading these chapters/articles?</p>
<b>SESSION 2:</b>  <b>May 24th</b>	<ul style="list-style-type: none"> <li>- Purposes of assessment</li> </ul>	<p><b>Collect</b> -Paper #1</p> <p><b>Read:</b> Will be discussed in class.</p> <p><b>Write Paper # 2</b></p>

		<p>Select a legal case mentioned in the readings and show its relations to the concepts of equal and adequate treatment of children. Prepare a short summary (no more than one page). Please make copies for each class member. Be prepared to discuss the case in class.</p> <p>-Start to identify a topic relevant to the assessment of CLD or CLD(E) students, that you are interested in researching for your final group project. Select one article from your search. Provide a short summary in writing (no more than one page). Website suggestions will be provided. Also, be prepared to provide a brief oral summary of one article in class. No more than 3 minutes. <i>Outline of project will be collected during session five.</i></p>
<b>SESSION 3: May 29th</b>	<b>Holiday No Class Meeting</b>	<b>Read:</b> Will be discussed.
<b>SESSION 4: May 31st</b>	<ul style="list-style-type: none"> <li>- Establish groups</li> <li>- Legislation and assessment of CLD students.</li> <li>- Definitions of measurement properties and terminology</li> <li>- Key Assessment Terms</li> <li>- Various types of Assessments</li> </ul>	<p><b>Collect:</b> -Paper #2 (legal case) and oral discussion</p> <p><b>Read –</b> Will be discussed in class.</p> <p><b>Write Paper # 3:</b> Discuss some effective instructional strategies for English Language Learners with Special Needs.</p>
<b>SESSION 5: June 5th</b>	<ul style="list-style-type: none"> <li>- Various types of Assessments continued</li> <li>- Formal and informal</li> </ul>	<p><b>Collect:</b> -Share summary of article related to final project -Paper #3</p> <p><b>Read:</b> Will be discussed in class</p>
<b>SESSION 6: June 7th</b>	<ul style="list-style-type: none"> <li>- NCLB and its impact on second language learners</li> <li>Benefits and issues with alternative assessments</li> <li>- High stakes assessments</li> <li>- Video – Assessing the needs of</li> </ul>	<p><b>Collect:</b> -Outline for final project -Review of Assessment Instrument</p> <p><b>Read:</b> Will be discussed in class.</p>

	<p>culturally diverse students</p> <p><b>Guest speaker</b></p>	<p><b>Write Paper # 4</b></p> <p>At the library or on-line find one article that describes the exit/entry criteria for and ESOL program either locally or nationally.</p> <ul style="list-style-type: none"> <li>- 1 page bullets</li> <li>- <u>Do not</u> make copies for class just for instructor</li> </ul>
<p><b>SESSION 7:</b></p> <p><b>June 12<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>-Benefits and issues with alternative assessments</li> <li>-Creating portfolio assessments</li> <li>-Formal, standardized assessments for CLD Students</li> <li>- Test accommodations for CLD students</li> </ul> <p><b>Guest speaker</b></p>	<p><b>Collect:</b></p> <p>-Paper #4</p> <p><b>Read:</b> Will be discussed in class.</p> <p><b>Write Paper #5</b></p> <p>What are some of the challenges of assessing (formal and informal) CLDE students? And how can we limit them?</p>
<p><b>SESSION 8:</b></p> <p><b>June 14th</b></p>	<ul style="list-style-type: none"> <li>- Identify Problems with the pre-referral process</li> <li>- Disproportionality</li> <li>- Identification, assessment and placement of CLD students in special education programs</li> <li>Bilingual assessments- Pre-referral intervention</li> <li>- Cultural diversity and exceptional learners.</li> <li>- Discuss issues related to the under-representation of minority students in gifted and talented program</li> </ul>	<p><b>Collect:</b></p> <p>-Paper #5</p> <p>-Review of Assessment Instruments (written and oral)</p> <p><b>Read:</b> Will be discussed in class.</p>
<p><b>SESSION 9:</b></p> <p><b>June 19th</b></p>	<ul style="list-style-type: none"> <li>- Parental and community involvement in Assessment</li> <li>- Key instructional principles</li> <li>- Linking Assessment to Instruction</li> </ul> <p><b>Guest speaker:</b></p>	<p><b>Collect:</b></p> <p>-Intake Center Visit Summary (written and oral)</p>

<b>SESSION 10:</b> <b>June 21<sup>st</sup></b>	- Linking Assessment to Instruction – Continued -Overall review of assessment issues	<b>Collect:</b> -Authentic Assessment (written and oral) -Group presentations
<b>SESSION 11:</b> <b>June 26th</b>	- Final Group Presentations - Future directions in meeting the needs of CLD/CLDE - Developing a philosophy on assessment	<b>Collect:</b> -Group presentations
<b>SESSION 12:</b> <b>June 28th</b>	- Class Evaluation	<b>Collect:</b> -Philosophy on Assessment -Extra Credit Binder

<u>Assignment</u>	<u>Due</u>	<u>Points</u>
Reflections on Readings	Varies	10 pts (2 each)
Review of Assessment Instrument	June 14 <sup>th</sup>	15 pts
Intake Center Summary	June 19 <sup>th</sup>	15 pts
Authentic assessment	June 21 <sup>st</sup>	15 pts
Final group project	June 21 <sup>st</sup> or 26th	20 pts
Philosophy of assessment	June 28 <sup>th</sup>	10 pts
Other (oral and attendance)	Varies	15 pts
	Total =	100 pts
<b>**Extra credit binder</b>	<b>June 28<sup>th</sup></b>	<b>5 pts</b>