

Eastern Illinois University
NEW COURSE PROPOSAL EDP 5400
Assessment of the Bilingual Student

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: EDP 5400

Title (may not exceed 30 characters, including spaces): Assess. of Bilingual Student

2. Long title, if any: Assessment of the Bilingual Student

3. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-1-3

4. Term(s) to be offered: ☐ Fall ☐ Spring ☐ Summer ☒ On demand

5. Initial term of offering: ☐ Fall ☐ Spring ☒ Summer Year: 2015

6. Course description:

The course focuses on the assessment of culturally and linguistically diverse students in K-12 classrooms. Theoretical and practical study of instruments and procedures used for testing bilingual students will be included. Formal and informal methods of evaluation, including issues of non-discriminatory testing, will be examined for the assessment of language skills and academic proficiency. This course also provides students with the knowledge required for the state of Illinois bilingual and ESL teaching approval/endorsement. This course will include 20 hours of clinical experience to allow students hands-on practice assessing English Language Learners.

7. Registration restrictions:

a. Equivalent courses

- **Identify any equivalent** courses (e.g., cross-listed course, non-honors version of an honors course). None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes X No

b. Prerequisite(s):

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. ELE/EDF 5310 – Foundations of ESL/Bilingual Education; ELE/MLE 4890 – Culturally and Linguistically Diverse Students/English Language Learners: Instructional Methods
- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). X Yes ___ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

___ No one X Chair ___ Instructor ___ Advisor ___ Other (Please specify)

d. **Co-requisites** (course(s) which **MUST** be taken concurrently with this one): **None**

e. **Repeat status:** X Course may not be repeated.

___ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes:** **None**

10. **Grading methods** (check all that apply): ☒ **Standard letter** ☐ C/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

 X lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance X practicum or clinical ☐ study abroad

☐ Internet X hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

- a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- **EIU graduates will write and speak effectively.**
 - **EIU graduates will think critically.**

- **EIU graduates will function as responsible citizens.**

Through readings, lecture, assignments and active class participation, students will

- examine the purposes, characteristics and limitations of assessment for culturally and linguistically diverse students
- evaluate assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Learning Standards.
- discuss the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;
- discuss measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;
- demonstrate how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;
- explore legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations;

- If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

Learning Goals	Objectives
• Depth of content knowledge	a - f
• Effective critical thinking and problem solving	b, d, f
• Effective oral and written communication	d, e
• Advanced scholarship through research or creative activity	

- Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

Student will:

Examine the purposes, characteristics and limitations of assessment for culturally and linguistically diverse students	<i>Final Reflection</i>
Evaluate how students learn, what they know and are able to do in meeting the Illinois Learning Standards.	<i>Content Area Assessment Plan Assessment Quick Shares</i>
Discuss the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;	<i>Discussion of Standardized Testing Final Reflection</i>
Discuss measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;	<i>Discussion Board Postings Content Area Assessment Plan</i>
Demonstrate how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;	<i>Mini Case Analysis Assessment Quick Shares</i>
Explore legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations;	<i>Content Area Assessment Plan</i>

Class attendance and participation (15%)

Students will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material and considering one's position with regard to those ideas and concepts. Participation in the class is designed to help students develop verbal and listening skills by encouraging active involvement in the learning process.

Discussion of Standardized Testing (10%)

Teachers: What standardized tests are required of the ELL students? Describe the test(s) used and the purpose of the test. Analyze the test in terms of the principles of assessment discussed the first and second class meetings. What are the highlights and shortcomings of the test for English Language Learners?

Prospective Teachers: Alternative assignment- Non teachers should read a peer-reviewed, journal article from within the last five-years on the topic on high-stakes testing and English language learners. Students will write a one page paper describing what was learned from this article and how it will impact future practice. Be prepared to share with the class.

Mini Case Analysis (15%)

Students will write a one page analysis of the student's strengths and weaknesses based on the short assessment description provided. Also discuss any further assessments that are deemed necessary to better understand the issues and educational needs of the student.

Content Area Assessment Plan (30%)

Students will develop assessment plans for future classroom use and will be developed in pairs.

Part A (5%)

Students will describe the content area chosen and provide a brief description of the background information on the school

Part B (20%)

In pairs students will create an assessment plan for a chosen content area in each of the domains (listening/speaking (8), reading (6) & writing (6). This will be created specifically for an ELL student to demonstrate knowledge in the content area.

Part C (5%)

Students will present the assessment plans in class. Each week several students will be selected.

Assessment Quick Shares (5%)

A quick share is an idea, game, project, activity that can be used in the classroom to quickly assess an ELL/ESL student. Each night 2-3 students will share their ideas with the class. Students will provide a handout for their peers, bring a sample of the idea (if applicable), explain how to do the activity and how it can be used for assessment purposes. (1-5 minutes).

Discussion Board Postings (10%)

Students will complete an entry to the discussion board on D2L prior to specified class meetings. This will give students an opportunity to reflect on the learning process and teaching practices and will assist with in-class discussions. Students will be required to participate in the discussion board as well as post a response/question to at least one other students' posting. The postings are designed to (a) help the students keep up with the readings, (b) reflect on learning and (c) create greater opportunities to interact with and learn from peers.

Final Reflection (15%)-Clinical Experience

A 3-5 page reflection of the clinical experiences. More details will be provided in class. Reflections must be proof read for grammar and spelling errors and will be submitted via email.

3. Explain how the instructor will determine students' grades for the course:

Grades will be based on the following criteria:

Class Attendance and Participation	(15%)
Discussion of Standardized Testing	(10%)
Mini Case Analysis	(15%)
Content Area Assessment Plan	(30%)
Assessment Quick Shares	(5%)
Discussion Board Postings	(10%)
<u>Final Reflection (clinical experience)</u>	<u>(15%)</u>
Total	100%

Grading Scale:

90-100%=A

80-89%=B

70-79%=C

60-69%=D

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

N/A

a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:

- (1) All supplemental materials (*PowerPoint*, textbook ancillaries, etc.) will be provided through a Learning Management System (LMS), such as Desire2Learn.
- (2) Links to current articles and other web resources pertinent to course material will be provided through the LMS.
- (3) Online discussions will be conducted to explore greater detail and controversial aspects of course content.

b. Describe how the integrity of student work will be assured:

Exams in technology-delivered courses will be delivered within the currently available online LMS (currently, Desire2Learn). These systems typically allow instructors to control test availability, question delivery, etc., as well as providing tracking data about when students log in to the system to take a test. In many ways, this makes it easier to spot students who may be working together while taking the exam.

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

Instructor-student and student-student interaction will be facilitated mainly through discussion boards in online courses. Further communication will be available via email. Other messaging or conferencing technologies may be utilized, as necessary and as available with the LMS. Online office hours will be held using the LMS and other resources. Currently, several instructors utilize Google products such as Google Docs, Google Hangouts and Google Chat to facilitate

communication. As online course delivery platforms continue to evolve, the new tools they make available to instructors will be utilized, as appropriate.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Outline of the Course: 15 weeks of 150 minutes in F2F meetings or online meetings. The course will be offered in a hybrid format. Each week the students will meet for the full class time in either a F2F format OR online using the LMS that is used by the university at the time.

Week	Lecture Topic	F2F Time Allotment	Online Time Allotment (expected time spent by student)
1	Illinois Rules and Regulations: legal provisions, rules, and guidelines regarding assessment for all student populations	150 minutes	
2	Big ideas in assessments: validity, reliability, bias, and appropriate and accurate scoring		Content Review, webinar lecture: 75 minutes; web-based assignments and discussions: 75 minutes
3	WIDA, State of Illinois learning and teaching standards, common core standards, TESOL	150 minutes	
4	The role of assessment in a learning culture: the purposes, characteristics and limitations of assessment for culturally and linguistically diverse students		Content Review, webinar lecture: 75 minutes; web-based assignments and discussions: 75 minutes
5	Classroom Assessments	150 minutes	
6	Evaluating how students learn, what they know and are able to do in meeting the Illinois Learning Standards.	150 minutes	
7	Content Area Assessments: Assessing language (oral and written)		Content Review, webinar lecture: 75 minutes; web-

			based assignments and discussions: 75 minutes
8	Clinical Practice	150 minutes	
9	Content Area Assessments: Assessing reading	150 minutes	
10	Content Area Assessments: Assessing writing	150 minutes	
11	Assessment of language proficiency and academic literacy	150 minutes	
12	Assessment accommodations		Content Review, webinar lecture: 75 minutes; web-based assignments and discussions: 75 minutes
13	Special Education issues in assessing culturally and linguistically diverse learners	150 minutes	
14	Purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools		Content Review, webinar lecture: 75 minutes; web-based assignments and discussions: 75 minutes
15	How to make data-driven decisions using assessment results to adjust practices to meet the needs of each student	150 minutes	

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This is a required course for the State of Illinois bilingual and ESL teaching endorsement.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A
- b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a required course for the State of Illinois bilingual and ESL teaching endorsement.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. None at graduate level
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** This is a required course for the State of Illinois bilingual and ESL teaching endorsement.
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.** This is a required course for the State of Illinois bilingual and ESL teaching endorsement.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Qualified Graduate Faculty.

2. Additional costs to students:

A \$15 fee will be assessed to students in order to cover the cost of consumable testing materials.

3. Text and supplementary materials to be used (Include publication dates):

Herrera, S.G., Murray, K.G., & Morales Cabral, R. (2013). *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students* (2nd Ed.). Boston, MA: Pearson.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

N/A

PART VII: APPROVALS

Date approved by the department or school: 1/15/14

Date approved by the college curriculum committee: 1/27/14

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA:

CGS:

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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