



**CPSE 607**  
**Bilingual Assessment**  
**Syllabus Winter Term 1 2015**

Tuesdays 4:00 – 6:30p  
 Course Length: Jan. 6 - Feb. 24  
 Room 341 MCKB  
 Instructor: Nancy Y. Miramontes, Ed.S., NCSP  
**e-mail:** nancy\_miramontes@byu.edu  
 Cell: (626) 393-2344 -- texts welcomed.

**Office hours:**

MCKB 261 (by appointment only)

NOTE: Faculty meetings are held on the 2<sup>nd</sup> and 4<sup>th</sup> Thursdays of each month from 10:00-12:00.

**OPTIONAL Texts:**

Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students. A practical guide.* New York: The Guilford Press

Klingner, J. K., Hoover, J.J., Baca, L.M. (Eds.) (2008). *Why do English language learners struggle with reading?* Thousand Oaks, CA: Corwin Press

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of Cross-Battery Assessment.* 3rd Edition. New Jersey: Wiley

**Course Description and Goals:**

This course is designed to provide students with: a historical and cultural perspective of critical issues in the education of dual language learners; an understanding of bilingual education, second language acquisition and average language development; an understanding of the School Psychologist's role in comprehensively assessing dual language learners with the purpose of conducting non-biased and fair assessments.

**Course Objectives As Aligned with NASP Domains of Practice:**

| <b>NASP Domain</b> | <b>Learning Objective that addresses NASP Domain</b>  | <b>Readings, projects, or activity/assignment that align with objective</b>   | <b>Evaluation of Student's Mastery of Learning Objective</b>  |
|--------------------|---|---|---|
| 1                  | A comprehensive approach to guide the evaluation of CLD students with the purpose of conducting nondiscriminatory and fair assessments.   | WJ-Munoz, BVAT, UNIT Administration<br><br>Introduction to Cross-Battery Assessments Readings 3,4, and Lectures 3,4 | Reading/Writing Assignments 3 & 4<br><br>Field Observation<br><br>Final Presentation & Case Conceptualization |
| 2                  | An understanding of working with interpreters, strategies of consultation and collaboration with multi-cultural families and communities  | Reading 1   | Reading/Writing Assignments 2<br>Midterm<br>Final   |
| 3                  | An understanding of bilingual education, second language acquisition, and normal language development.  | Online Module 1<br><br>Readings 1, 2  | Reading/Writing Assignments 1, 2, 3<br>Midterm<br>Final   |
| 4                  | An understanding of bilingual education, second language acquisition, and normal language development.  | Online Module 1<br><br>Readings 1, 2  | Reading/Writing Assignments 1, 2, 3<br>Midterm<br>Final   |
| 5                  | An understanding of the impact of cultural and linguistic factors on the assessment process of culturally and linguistically diverse students and the role of school psychologists. | Reading 1<br>Field Observation  | Midterm<br>Final  |
| 6                  | Expand on current knowledge of the process of learning English as a second language, as well as the effects of growing up bilingual, on the development of academic skills.         | Discussions 1,2   | Midterm   |
| 7                  | An understanding of working with interpreters, strategies of consultation and collaboration with multi-cultural families and communities  | Discussions 2,3   | Reading/Writing Assignments 2<br>Midterm<br>Final   |
| 8                  | Understand English language learners in schools as a heterogeneous population.  | Field Observation<br>Discussions 1,2,3  | Reading/Writing Assignments 1,2,3   |
| 9                  | Plan for expansion of the typical evaluation process using available tools and research outside of standardized procedures in order to obtain clinically relevant information.      | Introduction to Cross-Battery Assessments Readings 3,4,5 and Lectures 3,4,5   | Final Presentation & Case Conceptualization   |
| 10                 | A historical and cultural perspective of critical issues in the education of CLD students, the identification of disabilities, and the provision of special education services.     | Discussion 1, 2   | Reading/Writing Assignments 1,2<br>Midterm  |

**Learning Activities:**

Assigned readings, class lectures and discussions, role plays, homework, field observation, papers and presentations will be used to achieve the course objectives.

**Grading:**

|         |      |        |      |
|---------|------|--------|------|
| 94-100% | = A  | 73-76% | = C  |
| 90-93%  | = A- | 70-72% | = C- |
| 87-89%  | = B+ | 67-69% | = D+ |
| 83-86%  | = B  | 63-67% | = D  |
| 80-82%  | = B- | 60-62% | = D- |
| 77-79%  | = C+ | 0-59%  | = E  |

Note: per CPSE policy, students earning below a B- must re-take the class.

**Grade Distribution:**

|     |                             |
|-----|-----------------------------|
| 25% | Midterm                     |
| 25% | Final Report & Presentation |
| 20% | In-Class Assignments        |
| 20% | Response & Reflection       |
| 10% | Attendance & Participation  |

**Class Format**

Opening Prayer

Lecture

Group Activity/Writing Assignments

BREAK

Discussion

Spiritual Thought connecting the gospel to the topic for the day

## Class Assignments

### Midterm

Multiple Choice and Short Answer format. The exam will be administered in-class. You will have 1 hour to complete the exam, after which we will have lecture. Exam will be worth 25% of your final grade.

### In-Class Assignments

You will be asked to complete several written assignments in class throughout the term. Collectively these assignments will be worth 20% of your grade (5 points per assignment). Specific formatting details will be provided in class.

### Psychoeducational Report & Final Presentation

You will be provided with the test material information for a fictitious, bilingual client. Based on this information, you will be asked to write a psychoeducational report with recommendations for instructor review. Refer back to the introductory module [http://iris.peabody.vanderbilt.edu/module/ell/cresource/what-are-some-general-instructional-practices-that-can-be-beneficial-to-students-who-are-learning-to-speak-english/ell\\_06/#content](http://iris.peabody.vanderbilt.edu/module/ell/cresource/what-are-some-general-instructional-practices-that-can-be-beneficial-to-students-who-are-learning-to-speak-english/ell_06/#content) for ideas and help with your recommendations for your case study.

You will also be asked to present your case study and justifications for your recommendations to the class. Class presentations will be delivered on the last day of class. Each presenter will have 10-15 minutes. This is an individual assignment. Formatting information, detailed explanation and grading rubric will be available on learning suite. Reports are to be turned in hard copy, on the last day of class. Report and Presentation will be worth 25% of your grade.

### Response and Reflection Readings

Four written responses (1 page single typed, size 12 font, & 1" margins – *minimum*) are due during this term. These assignments will be available via learning suite. Collectively these are worth **20%** of your grade (5 points per paper). **Due via learning suite by the beginning of class.**

### Class Attendance and Participation

Regular class attendance and active participation in activities is required. Missing two or more class lectures will result in an automatic grade drop. Please email instructor if you will be absent. -- Total 10% of final grade.

## CLASS POLICIES

**Plagiarism:** Any student who represents the work of another person as his or her own on any of the papers or the presentations will receive zero (0) credit for that paper or presentation. Cheating, submitting work other than your own, or plagiarism may result in penalties ranging from an F in the course to expulsion from the university. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog.

**Attendance:** It is the student's responsibility to keep up with discussion and assignments. Making up late work will be at the discretion of the instructor and will be penalized if accepted. **Please come to class on time. Lateness is considered unprofessional.**

**Grading:** A letter grade consistent with the student's performance on assignments will be awarded upon completion of the requirements of this course. A grade of incomplete (I) may be awarded, but only in extraordinary cases. The expectation is that all work will be submitted on or before the date it is due. Insufficient time, poor time management, or course/work overloads are NOT sufficient reason for awarding an incomplete (I).

**Drop/Withdrawal:** Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

**Course changes:** The instructor reserves the right to modify or change any part or all of the syllabus or the course requirements at any time during the quarter. Students shall be notified of any such changes.

**Honor Code:** In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Sexual Harassment:** Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at [801-422-2130](tel:801-422-2130); the Honor Code Office at [801-422-2847](tel:801-422-2847); the Equal Employment Office at [801-422-5895](tel:801-422-5895); or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

**Student Disability:** Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## CLASS RESOURCES

- Colorin Colorado.org, a bilingual site for families and educators of English language learners.
- See project website for recommendations: <https://go.sdsu.edu/education/classel/Default.aspx>
- <http://www.ctel.nesinc.com> (CTEL registration, information & study guide)
- <http://www.cset.nesinc.com/> (CSET registration, information & study guide)
- IDEL, DIBELS, ARI, CORE Assessments, CORE Teaching Reading Sourcebook (to be checked out of CSP's ARC)
- National Dissemination Center for Children with Disabilities: <http://nichcy.org/> & En Español: <http://nichcy.org/espanol>
- Dr. Cummin's ESL & Second Language Learning Web: <http://iteachilearn.org/cummins/index.htm>
- Wright's Law: <http://www.wrightslaw.com/info/iep.index.htm>
- Iris Center: IRIS resources are designed to address instructional and classroom issues of great importance to today's educators, issues like response-to-intervention (RTI), classroom behavior management, and reading, literacy and language arts. <http://iris.peabody.vanderbilt.edu>
- Language acquisition and development: <http://iteachilearn.org/cummins/index.htm>

## Class Schedule

| DATE | TOPIC  | READINGS   | EXAMS & Due Dates                             |
|------|--|--|---|
| 1/5  | Syllabus Overview<br>Language Acquisition<br>Introduction to Bilingual<br>Assessment   | --   | --  |
| 1/12 | Language Acquisition &<br>Principles of Non-Biased<br>Assessment<br><br>Disproportionality   | Online Module<br><a href="http://iris.peabody.vanderbilt.edu/module/dll/#content">http://iris.peabody.vanderbilt.edu/module/dll/#content</a> | Student Information Sheet<br>Module Questions |
| 1/19 | Eco systemic Approaches<br>and Cultural Assets<br><br>Working with Interpreters<br><br>Acculturation Factors<br>(Rodes chapters)   | Reading 1 – Aganza article   | Reflection & Response 1                       |
| 1/26 | Assessment Measures: An<br>Introduction  | Reading 2 – Baca & Cervantes – Assessment  | Reflection & Response 2                       |
| 2/2  | WJ Munoz<br><br><i>(UALPA and WIDA)</i><br><i>Working with SLPs and ESL</i><br><i>teachers</i><br><i>Academic and Cognitive</i><br><i>Assessments: WJ Munoz</i><br><br><i>Report writing</i> | Study For Midterm  | Midterm                                       |
| 2/9  | Cross Battery<br>Assessments – BVAT &<br>UNIT<br><br>Report writing &<br>Interpretations   | Reading 3 - BVAT article<br><br>Reading 4  | Reflection & Response 3 &<br>4                |
| 2/16 | <b>Monday Instruction NO CLASS</b>   |  |   |
| 2/23 | <b>Final Case Study Presentations</b>  |  |   |

## CLASS CONTRIBUTIONS

**Please sign up for:**

1 Opening Prayer OR 1 Spiritual Thought. Easy peasy ☺

For your spiritual thought: please reflect on the class readings or the class topic for that week and connect your spiritual thought to the material we will be covering.

| Date | Prayer | Spiritual Thought |
|------|--------|-------------------|
| 1/13 | Nancy  | Nancy             |
| 1/20 |        |                   |
| 1/27 |        |                   |
| 2/3  |        |                   |
| 2/10 |        |                   |
| 2/24 |        |                   |



## APPENDIX A

## ADDITIONAL WAYS TO INCREASE YOUR CULTURAL COMPETENCY

1. Make a copy of APA's Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (May 2003, American Psychologist) <http://www.apastyle.org/manual/related/guidelines-multicultural-education.pdf> (26 pages). Highlight sections that are relevant to multicultural assessment and that could guide you in your efforts to become a cultural competent psychologist.
2. Make a copy of NASP's Principles for Professional Ethics (2010) [http://www.nasponline.org/standards/2010standards/1\\_%20Ethical%20Principles.pdf](http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf) (18 pages). Highlight sections that are relevant to multicultural assessment and that could guide you in your efforts to become a cultural competent psychologist.
3. Add a copy of the Parent Interview for parents of ELLs that you developed for class
4. Attach a copy of the Communiqué Handout: May 2010, Volume 38, Number 7, "Culturally Competent Assessment of English Language Learners for Special Education Services" [http://www.nasponline.org/publications/cq/pdf/V38N7\\_CulturallyCompetentAssessment.pdf](http://www.nasponline.org/publications/cq/pdf/V38N7_CulturallyCompetentAssessment.pdf) (8 pages). Highlight information that is of most interest to you.
5. Make a copy of the following link containing CALP levels and information about the Woodcock Muñoz <http://www.riversidepublishing.com/products/wmls/details.html>
6. Include a section containing definitions and tables for AE, %iles, SS, GR, RPI's and their corresponding classifications where appropriate (e.g., average; easy; manageable; etc.). You could use the following resource: <http://crosscultured.com/documents/ready%20to%20be%20uploaded/BVAT%20Interpretation.pdf>

## SUGGESTED READINGS

- Bainter, T. R., & Tollefson, N. (2003). Intellectual assessment of language minority students: What do school psychologists believe are acceptable practices?. *Psychology in the Schools*, 40(6), 599-603.
- Bracken, B. A., & Barona, A. (1991). State of the art procedures for translating, validating and using psychoeducational tests in cross-cultural assessment. *School Psychology International*, 12(1-2), 119-132.
- Caesar, L. G., & Kohler, P. D. (2007). The state of school-based bilingual assessment: Actual practice versus recommended guidelines. *Language, Speech, and Hearing Services in Schools*, 38(3), 190-200.
- Clarizio, H. F. (1982). Intellectual assessment of Hispanic children. *Psychology in the Schools*, 19(1), 61-71.
- Cummins, J. (1986). Psychological assessment of minority students: Out of context, out of focus, out of control?. *Journal of Reading, Writing, and Learning Disabilities International*, 2(1), 9-19.
- Hambleton, R. K., & Kanjee, A. (1995). Increasing the validity of cross-cultural assessments: Use of improved methods for test adaptations. *European Journal of Psychological Assessment*, 11(3), 147.
- O'Bryon, E. C., & Rogers, M. R. (2010). Bilingual school psychologists' assessment practices with English language learners. *Psychology In The Schools*, 47(10), 1018-1034. doi:10.1002/pits.20521
- Ochoa, S. H., Powell, M. P., & Robles-Piña, R. (1996). School psychologists' assessment practices with bilingual and limited-English-proficient students. *Journal Of Psychoeducational Assessment*, 14(3), 250:275. doi:10.1177/073428299601400306
- Ochoa, S. H., Riccio, C., Jimenez, S., de Alba, R. G., & Sines, M. (2004). Psychological assessment of english language learners and/or bilingual students: An investigation of school psychologists' current practices. *Journal of Psychoeducational Assessment*, 22(3), 185-208.
- Ochoa, S. H., Rivera, B., & Ford, L. (1998). An investigation of school psychology training pertaining to bilingual psycho-educational assessment of primarily Hispanic students: Twenty-five years after *Diana v. California*. *Journal of School Psychology*, 35(4), 329-349.
- Ortiz, A. A., & Wilkinson, C. Y. (1991). Assessment and intervention model for the bilingual exceptional student (AIM for the BEST). *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 14(1), 35-42.
- Ortiz, S. O. (2002). Best practices in nondiscriminatory assessment. *Best practices in school psychology IV*, 2, 1321-1336.
- Pearson, B. Z., Fernandez, S. C., & Oller, D. K. (1993). Lexical development in bilingual infants and toddlers: Comparison to monolingual norms. *Language learning*, 43(1), 93-120.
- Rogers, M. R., Ingraham, C. L., Bursztync, A., Cajigas-Segredo, N., Esquivel, G., Hess, R., ... & Lopez, E. C. (1999). Providing Psychological Services to Racially, Ethnically, Culturally, and Linguistically Diverse Individuals in the Schools Recommendations for Practice. *School Psychology International*, 20(3), 243-264.
- Rosenfield, S., & Esquivel, G. B. (1985). Educating school psychologists to work with bilingual/bicultural populations. *Professional Psychology: Research and Practice*, 16(2), 199.

## Bilingual Assessment: Books

- Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism*. Fifth Edition. Bilingual Education & Bilingualism. Multilingual Matters.
- Barrueco, S., Lopez, M., Ong, C., & Lozano, P. (2012). *Assessing Spanish-English Bilingual Preschoolers: A Guide to Best Approaches and Measures*. Brookes Publishing Company.
- Cline T, Frederickson N. Curriculum Related Assessment, Cummins And Bilingual Children. Bilingual Education And Bilingualism Series No. 8 [e-book]. 1996. Available from: ERIC, Ipswich, MA. Accessed December 4, 2014.
- Clinton, A. B. (2014). *Assessing bilingual children in context: An integrated approach*. Washington, DC, US: American Psychological Association. doi:10.1037/14320-000
- Erickson, J. G., & Omark, D. R. (1981). *Communication Assessment of the Bilingual Bicultural Child: Issues and Guidelines*.
- Esquivel, G., Lopez, E., & Nahari, S. (Eds.). (2007). *Handbook of Multicultural School Psychology an Interdisciplinary Perspective*. Hoboken: Taylor & Francis.
- García, O. (2011). *Bilingual education in the 21st century: A global perspective*. John Wiley & Sons.
- Goldstein, B. A. (2012). *Bilingual Language Development and Disorders in Spanish-English Speakers*. Second Edition. Brookes Publishing Company.
- Hall, D., Griffiths, D., Haslam, L., & Wilkin, Y. (2012). *Assessing the needs of bilingual pupils: Living in two languages*. Routledge.
- Martines, D. (2008). *Multicultural school psychology competencies a practical guide*. Los Angeles: SAGE.
- Padilla, A. M. (2001). Issues in culturally appropriate assessment. *Handbook of multicultural assessment: Clinical, psychological, and educational applications*, 2, 5-27.
- Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. Guilford Press.
- Suzuki, L. A., & Ponterotto, J. G. (Eds.). (2008). *Handbook of multicultural assessment: Clinical, psychological, and educational applications*. John Wiley & Sons.
- Thomas, A. (2008). *Best practices in school psychology*, V ([5th ed.]). Bethesda, MD: National Association of School Psychologists.

## APPENDIX B

## STUDENT INFORMATION SHEET

CPSE 607- WINTER 2015

NAME \_\_\_\_\_

1. What do you expect to learn in this course?
2. What questions do you bring to class?
3. What instructor activities help you learn best?
4. What types of activities best help you demonstrate your learning?
5. What concerns do you have about this course?
6. What demands do you have on your time that may challenge you in meeting the objectives of the course?

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I have read the course syllabus. I have asked any questions I have. I understand the requirements and policies for this course.

\_\_\_\_\_  
Name\_\_\_\_\_  
Date