BRIGHAM YOUNG UNIVERSITY
CPSE 607 – Winter 2010
Assessment of Culturally and Linguistically Diverse Students
MCKB 343
Tuesdays 4:00-6:30 p.m.

INSTRUCTOR
Alicia Hoerner, Ph. D.
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alicia.hoerner@slc.k12.ut.us

TEXTBOOK

COURSE DESCRIPTION
This course will provide students with:

1. 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.
2. An understanding of bilingual education, second language acquisition, and normal language development.
3. 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.
4. A comprehensive approach to guide the evaluation of CLD students with the purpose of conducting nondiscriminatory and fair assessments.
COURSE REQUIREMENTS:

1. Weekly attendance and participation in class discussions. Please let me know if you will be unable to attend a session.

2. Complete 13 assigned readings and “reaction” papers:
   - A weekly two-page paper on EACH of the assigned readings
   - Contents: Main ideas, personal meaning, and applications

(To be e-mailed to Dr. Hoerner at alicia.hoerner@slc.k12.ut.us on the due date. No late papers will be accepted)

3. Participate in one Service Learning Experience involving CLD individuals and write a two-page paper summarizing your experience.

4. Conduct a language proficiency assessment of a student using the Woodcock-Munoz Language Survey-Revised. Assessment report will include completion of a protocol, scoring the protocol using the computer program, and writing a brief interpretation of the results.

5. Complete a write-up interpreting the results of a case study to be provided by Dr. Hoernertowards the end of the semester. This constitutes the final exam.

GRADING CRITERIA

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<th>Activity</th>
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<td>1 Service Learning Experience paper</td>
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<td>13 Reaction Papers @ 5 pts</td>
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**COURSE OUTLINE**

**SESSION 1 : January 5**

**INTRODUCTION:**

Assessment of CLD students: Language/cultural difference or disability? How can you tell? Definitions. Acronyms

**Readings:**

No assigned readings due today.

**SESSION 2 : January 12**

**PRINCIPLES OF NON-BIASED ASSESSMENT.**

Environmental, cultural and emotional variables affecting second language acquisition and school achievement of culturally and linguistically diverse students. Special education, disabilities, civil rights. Disproportionality.

**Reaction paper due on Jan. 12:** ASSIGNMENT ALREADY COMPLETED!


   *Chapter 2: Disproportionate Representation of Diverse Students in Special Education: Understanding the Complex Puzzle.*
SESSION 3: January 19

THE REFERRAL AND ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS.


Reaction paper due on Jan. 19:


Chapter 3: Legal and Ethical Requirements for the Assessment of Culturally and Linguistically Diverse Students


Chapter 5: Prereferral Considerations for Culturally and Linguistically Diverse Students

SESSION 4: January 26

PERSPECTIVES ON BILINGUALISM.

Language development and second language acquisition. Language disorder versus language difference. Instructional Services for English Language Learners.

LANGUAGE ASSESSMENT IN PSYCHOLOGICAL AND EDUCATIONAL TESTING.

Assessment of linguistic competence as the foundation for the assessment of English language learners. Woodcock-Johnson Language Survey-Revised. BVAT

Reaction paper due on Jan. 26:


Chapter 4: Bilingual Education and Second Language Acquisition: Implications for Assessment and School-Based Practice

SESSION 5: February 2

LANGUAGE ASSESSMENT IN PSYCHOLOGICAL AND EDUCATIONAL TESTING. Continued...

Reaction paper due on Feb. 2:


Chapter 9: Language Proficiency Assessment: The Foundation for Psychoeducational Assessment of Second Language Learners
**SESSION 6: February 9**

**QUANTITATIVE ASSESSMENT.**

Cognitive assessment: Traditional tests, non-verbal tests. Linguistic and cultural considerations.

Reaction paper due on Feb. 9:

   
   *Chapter 10: Conceptual Measurement and Methodological Issues in Cognitive Assessment of Culturally and Linguistically Diverse Individuals*

   
   *Chapter 11: Cognitive Assessment of Culturally and Linguistically Diverse Individuals: An Integrated Approach*

**SESSION 7: February 16**

**MONDAY INSTRUCTION**

**SESSION 8: February 23**

**QUANTITATIVE ASSESSMENT.**

Cognitive assessment continued. Academic achievement assessment. ELL’s and RtI

Reaction paper due on Feb. 23:

   
   *Chapter 12: Assessment of Academic Achievement: Practical Guidelines*


**SESSION 9: March 2:**

**QUALITATIVE AND DESCRIPTIVE ASSESSMENT.**

Dynamic assessment, informal assessment, language samples.

**Reaction paper due on March 2:**

ASSESSMENT OF A STUDENT USING THE WOODCOCK-MUNOZ LANGUAGE SURVEY DUE MARCH 2

SESSION 10: March 9

INTEGRATION OF ASSESSMENT RESULTS.
Developmental, school, and acculturation history. Language, cognitive, academic, and socio-emotional functioning. The critical skill of interpretation. Case studies

Reaction paper due on March 9:

LEARNING EXPERIENCE REACTION PAPER DUE MARCH 9

SESSION 11: March 16

REPORTING RESULTS
Generating useful hypothesis about strategies that enhance students' academic, social and emotional functioning.

No Reaction paper due today

SESSION 12: March 23

THE ROLE OF THE BILINGUAL PSYCHOLOGIST.
Working with interpreters. Guest speaker

Reaction paper due on March 23:

Chapter 6: The Use of Interpreters in the Assessment Process and School Based Practice

SESSION 13: March 30

ELL CASE STUDIES AND CLASS DISCUSSION

Reaction paper due on March 30:

*Chapter 6: Culturally and Linguistically Responsive Instructional Planning*

**SESSION 14 : April 6**  
ELL CASE STUDIES AND CLASS DISCUSSION

**SESSION 15 : April 13 (Last day of class)**  
ELL CASE STUDIES AND CLASS DISCUSSION  
STUDENTS WILL RECEIVE A CASE STUDY VIA EMAIL.

**FINAL**  
WRITE-UP INTERPRETING RESULTS OF A CASE STUDY. DUE NO LATER THAN April 20, 2008 AT NOON. SUBMIT via e-mail to:  
alicia.hoerner@slc.k12.ut.us
SUGGESTED READINGS


Office of Bilingual Education and Minority Language Affairs (1992). Focus on evaluation
