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

INSTRUCTOR
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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 assigned readings and “reaction” papers:
   - A weekly two-page paper on the assigned readings
   - Contents: Main ideas, personal meaning, and applications

   (Under unusual circumstances late papers will be accepted. However, they will receive only half-credit)

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

4. Conduct a language proficiency assessment of a bilingual student under the supervision of Dr. Hoerner using the Woodcock-Munoz Language Survey-Revised

5. Complete a write-up interpreting the results of a case study to be provided by Dr. Hoerner towards the end of the semester.

GRADING CRITERIA

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<td>Language Proficiency Assessment</td>
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<td>1 Serv. Learning Exp. paper @ 20 points</td>
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<td>12 Reaction Papers @ 5 pts</td>
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**COURSE OUTLINE**

**SESSION 1 : January 8**

**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 15**

**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. 15:**


   *Chapter 2: Disproportionate Representation of Diverse Students in Special Education: Understanding the Complex Puzzle.*
SESSION 3 : January 22

THE REFERRAL AND ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS.


Reaction Paper due on Jan. 22:


   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 29

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. 29:


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

SESSION 5 : February 5

RELEASE TIME: SERVICE LEARNING EXPERIENCE

WE WILL NOT MEET
SESSION 6: February 12

LANGUAGE ASSESSMENT IN PSYCHOLOGICAL AND EDUCATIONAL TESTING.

Continued...

Reaction Paper due on Feb. 12:


Chapter 9: Language Proficiency Assessment: The Foundation for Psychoeducational Assessment of Second Language Learners

SESSION 7: February 19

MONDAY INSTRUCTION

SESSION 8: February 26

QUANTITATIVE ASSESSMENT.

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

Reaction Paper due on Feb. 26:


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 9: March 4

QUANTITATIVE ASSESSMENT.

Cognitive assessment continued. Academic achievement assessment

Reaction Paper due on Mar. 4:


Chapter 12: Assessment of Academic Achievement: Practical Guidelines
SESSION 10: March 11

QUALITATIVE AND DESCRIPTIVE ASSESSMENT.

Dynamic assessment, informal assessment, language samples.

Reaction Paper (Reserve) due on March 11:


Chapter 14: Ability Testing Across Cultures

SESSION 11: March 18

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 (Reserve) due on March 18:


SESSION 12: March 25

REPORTING RESULTS

Generating useful hypothesis about strategies that enhance students’ academic, social and emotional functioning.

No Readings due today

SESSION 13: April 1

THE ROLE OF THE BILINGUAL PSYCHOLOGIST.

Working with interpreters. Guest speaker

Reaction Paper due on April 1:


Chapter 6: The Use of Interpreters in the Assessment Process and School Based Practice
SESSION 14 : April 8

STUDENT CASE STUDIES AND CLASS DISCUSSION

Reaction Paper (Reserve) due on April 8:


Chapter 6: Culturally and Linguistically Responsive Instructional Planning

SESSION 15 : April 15 (Last week of class)

STUDENT CASE STUDIES AND CLASS DISCUSSION

FINAL REPORT DUE ON April 22, 2008 via e-mail (submit to alicia.hoerner@slc.k12.ut.us)
SUGGESTED READINGS


Education.