CPSE 607
Bilingual Assessment
Winter Semester
Term 2
2022

Mondays 1:00 – 3:50p
Course Length: February 28th – April 11th
MCKB 343

Instructor: Nancy Y. Miramontes, Ed.S., NCSP
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Office Number: 801-422-9133

Office hours:
Mondays 9 – 11a; Thursdays 12-2p, and by appointment in-person or over zoom
MCKB 340-P
NOTE: Faculty meetings are held on Thursdays every week from 10:00-11:00a.

Required Texts

Available from BYU library, e-book link:
https://search.lib.byu.edu/byu/record/cat.7122766.item.7122766-1001?holding=cfg00dwy7plaaidf


OPTIONAL Texts:


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:

<table>
<thead>
<tr>
<th>NASP Domain</th>
<th>Learning Objective that addresses NASP Domain</th>
<th>Readings, projects, or activity/assignment that align with objective</th>
<th>Evaluation of Student’s Mastery of Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A comprehensive approach to guide the evaluation of CLD students with the purpose of conducting nondiscriminatory and fair assessments.</td>
<td>WJ-Munoz, BVAT, UNIT Administration Introduction to Cross-Battery Assessments Readings 3,4, and Lectures 3,4</td>
<td>Reading/Writing Assignments 3 &amp; 4 Field Observation Final Presentation &amp; Case Conceptualization</td>
</tr>
<tr>
<td>2</td>
<td>An understanding of working with interpreters, strategies of consultation and collaboration with multi-cultural families and communities</td>
<td>Reading 1</td>
<td>Reading/Writing Assignments 2 Midterm Final</td>
</tr>
<tr>
<td>3</td>
<td>An understanding of bilingual education, second language acquisition, and normal language development.</td>
<td>Online Module 1 Readings 1, 2</td>
<td>Reading/Writing Assignments 1, 2, 3 Midterm Final</td>
</tr>
<tr>
<td>4</td>
<td>An understanding of bilingual education, second language acquisition, and normal language development.</td>
<td>Online Module 1 Readings 1, 2</td>
<td>Reading/Writing Assignments 1, 2, 3 Midterm Final</td>
</tr>
<tr>
<td>5</td>
<td>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.</td>
<td>Reading 1 Field Observation</td>
<td>Midterm Final</td>
</tr>
<tr>
<td>6</td>
<td>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.</td>
<td>Discussions 1,2</td>
<td>Midterm</td>
</tr>
<tr>
<td>7</td>
<td>An understanding of working with interpreters, strategies of consultation and collaboration with multi-cultural families and communities</td>
<td>Discussions 2,3</td>
<td>Reading/Writing Assignments 2 Midterm Final</td>
</tr>
<tr>
<td>8</td>
<td>Understand English language learners in schools as a heterogeneous population.</td>
<td>Field Observation Discussions 1,2,3</td>
<td>Reading/Writing Assignments 1,2,3</td>
</tr>
<tr>
<td>9</td>
<td>Plan for expansion of the typical evaluation process using available tools and research outside of standardized procedures in order to obtain clinically relevant information.</td>
<td>Introduction to Cross-Battery Assessments Readings 3,4,5 and Lectures 3,4,5</td>
<td>Final Presentation &amp; Case Conceptualization</td>
</tr>
<tr>
<td>10</td>
<td>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.</td>
<td>Discussion 1, 2</td>
<td>Reading/Writing Assignments 1,2 Midterm</td>
</tr>
</tbody>
</table>
**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:**

\[
\begin{array}{ccc}
94-100\% & = A & 73-76\% = C \\
90-93\% & = A- & 70-72\% = C-
\end{array}
\]

\[
\begin{array}{ccc}
87-89\% & = B+ & 67-69\% = D+ \\
83-86\% & = B & 63-67\% = D \\
80-82\% & = B- & 60-62\% = D-
\end{array}
\]

\[
\begin{array}{ccc}
77-79\% & = C+ & 0-59\% = E
\end{array}
\]

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

**Grade Distribution:**

- 20% Midterm
- 25% Final Report & Presentation
- 20% In-Class Assignments including Case Conceptualization
- 20% Response & Reflection; Field Examination
- 10% Attendance & Participation
- 5% Testing Protocol

**Class Format**

Opening Prayer
Lecture
Group Activity/Writing Assignments
BREAK
Discussion
Spiritual Thought connecting the gospel to the topic for the day
Class Assignments

In-Class Writing Assignments

You will be asked to complete a couple different written assignments in class throughout the term. Collectively these assignments will be worth 15% of your grade (5 points per assignment). Specific formatting details will be provided in class.

- Case Conceptualization Assignment
  One of your writing assignments will be a case conceptualization. Students will conduct a data review on a provided data set and design an assessment plan for an English language learning student who has been referred for special education. Students will work in pairs and present their assessment plan, rationale, list of assessments recommended and a summary of recommendations for working with ELL students. Notes will then be uploaded to LS.

Field Observation and Consultation with a School Psychologist

You will have the opportunity to observe your class instructor administer a CALP assessment for a child in Nebo School District. You will be asked to travel to a school, on a day of your choosing, in groups of three or more for the observation. Immediately following the observation (or via zoom/email if the school psychologist is not available on the day of the observation), you and your team will present the testing results, offer recommendations and consult with the school psychologist on the best way to proceed with testing the CLD child. Please upload field notes following the observation for assignment credit. This assignment will be worth 10% of your grade.

Midterm

Multiple Choice and Short Answer format. The exam will be self-administered outside of class, closed book and notes. Exam will be worth 20% of your final grade.

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 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 on learning suite by the due date. Report and Presentation will be worth 25% of your grade.

Reflection and Response 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 under “content pages.” Collectively these
are worth 15% of your grade (5 points per paper). These assignments are listed in the course schedule as “R & R assignments.” Due via learning suite by the beginning of class.

Testing Protocol

Students will be required to administer the WJ Oral or the Bateria IV depending on their language abilities and preference. The hand scored testing protocol will then be submitted to the 3rd floor McKay office in professor’s mailbox by the end of the term. The final protocol will be worth 5% of your grade.

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). Instructor reserves the right to alter grading policies, with notice.

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; the Honor Code Office at 801-422-2847; the Equal Employment Office at 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.

BYU Statement of Belonging:

We are united by our common primary identity as children of God (Acts 17:29; Psalms 82:16) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement).
We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

1. All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement)
2. We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12-27).
3. Our interactions create and support an environment of belonging (Ephesians 2:19); and the full realization of each student’s divine potential is our central focus.

**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](http://www.ctel.nesinc.com) (**CTEL** registration, information & study guide)
- IDEL, DIBELS, ARI, CORE Assessments, CORE Teaching Reading Sourcebook (to be checked out of CSP’s ARC)
- Dr. Cummin’s ESL & Second Language Learning Web: [http://iteachilearn.org/cummins/index.htm](http://iteachilearn.org/cummins/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](http://iris.peabody.vanderbilt.edu)
- Language acquisition and development: [http://iteachilearn.org/cummins/index.htm](http://iteachilearn.org/cummins/index.htm)
# Class Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>AFTER CLASS READING ASSIGNMENT</th>
<th>HOMEWORK (Due before start of next class)</th>
</tr>
</thead>
</table>
| 2/28 | Syllabus Overview  
Critical Issues in the Education & Assessment of CLD students  
The Language-Culture Connection & Second Language Acquisition Process  
*Writing Assignment 1* | Learning Suite Reflection & Response Reading 1  
Unruh Chapter 2: Dual Language Learner | Reflection & Response 1  
Student Information Sheet  
(form link in learning suite content pages) |
| 3/7  | Challenges and Complexities in the Assessment of CLD and Refugee Students  
Prereferral Procedures & Interventions for CLD Students  
Integrated Intellectual Assessment of the Bilingual Student: *Avoiding Deficit Thinking* | Learning Suite Reflection & Response Reading 2  
NASP Best Practices Reading (in Foundations Book)  
Best Practices in Non-Discriminatory Assessment  
By: Samuel Ortiz | Reflection & Response 2 |
| 3/14 | Non-Discriminatory Assessment: *Appropriate Data Collection & Test Selection for CLD Evaluations*  
WJ – Measuring Language Dominance  
WIDA – Measuring Language Proficiency | Learning Suite Reflection & Response Reading 3 | Reflection & Response 3  
Study for Midterm |
| 3/21 | Literacy Development for CLD Students  
Differentiated Instruction for CLD Students  
Language Acquisition vs Learning Disability | Study For Midterm | Take Midterm  
Upload it to Learning Suite by 3/28 @ noon |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/28</td>
<td>Cross Battery Assessment of CLD Students</td>
<td>Learning Suite Reflection &amp; Response Reading 4</td>
<td>Reflection &amp; Response 4</td>
</tr>
<tr>
<td></td>
<td>Working with Interpreters CLD Mock IEP – A Role Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Writing Assignment 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/4</td>
<td>Testing Interpretations</td>
<td>NASP Best Practices Reading (Foundations Book)</td>
<td>Prepare for Final</td>
</tr>
<tr>
<td></td>
<td>Intervention Recommendations (Monica Oganes – guest speaker)</td>
<td>School Psychologists Acting as Agents of Social Justice</td>
<td></td>
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<tr>
<td></td>
<td>ELL Report Writing</td>
<td>By: David Shriberg and Gregory Moy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Putting it all together</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* Case Conceptualization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/11</td>
<td>Restorative Justice &amp; Equity in Schools</td>
<td>Self-Care Assignment – celebrate yourself!</td>
<td>Due By: 4/18 Final Report</td>
</tr>
<tr>
<td></td>
<td>Final Wrap-up</td>
<td></td>
<td>Testing Protocol</td>
</tr>
<tr>
<td></td>
<td>Final Presentations</td>
<td></td>
<td>Field Observation Notes</td>
</tr>
</tbody>
</table>
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)
   Highlight sections that are relevant to multicultural assessment and that could guide you in your efforts to become a culturally competent psychologist.

2. Make a copy of NASP’s Principles for Professional Ethics (2010)
   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 (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 Muño

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:


Bilingual Assessment: Books


APPENDIX B

STUDENT INFORMATION SHEET
CPSE 607- WINTER 2022

To be completed on google forms – link in learning suite

NAME __________________________________________

1. What do you expect to learn in this course?

2. What instructional activities help you learn best?

3. What types of activities best help you demonstrate your learning?

4. What concerns do you have about this course?

5. What demands do you have on your time that may challenge you in meeting the objectives of the course?

6. Do you speak a second language? If so which one?

7. (Optional) If comfortable, please help me build my own cultural humility by sharing a little bit about your cultural heritage and/or family history.
I have read the course syllabus. I have asked any questions I have. I understand the requirements and policies for this course.

Name

Date