 

 **LEDUC 6005**

###

**Graduate School of Education**

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY**

**& SECONDARY EDUCATION**

###  Assessment of ELLs With Disabilities

###  PART I

###

SYLLABUS

‘If evaluators are not aware or lack sensitivity, experience, and training to adequately account for the cultural and linguistic needs of students, they are not only conducting an unethical assessment but also are in violation of the IDEA.’

Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (2013)

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Lesley University Graduate School of Education

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The Massachusetts Department of Elementary and Secondary Education

Fall 2016 Semester • From Nov 7, 2016 to Feb 27,2017 •

**Assessment of English Language Learners with Disabilities I**

F2F Classes: Sunday, Nov. 20, 2016 & Feb 12,2017• 8AM-5:30PM

 University Hall 2-048, 1815 Massachusetts Ave. Cambridge

FACULTY TEAM CONTACT INFORMATION

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Course Credit Option **LEDUC 6005 | 3 Graduate Credits**

Participants who want to register for 3 graduate credits at Lesley University are responsible for paying for the 3 credits at a special rate, payable by check or money order to Lesley University at the time of registration. Participants who take the course for PDPS will receive a PDP Certificate after all course requirements are completed at a *Meets Standard* level.

# **Course Description**

This hybrid course provides essential “updating” in regards to the assessment for eligibility of students with disabilities who are also English language learners. Special attention is given to what is additional and or different from assessing English speakers in four areas: linguistic, cultural, legal & research. A process for distinguishing between second language indicators and learning disabilities is studied and selected assessments tools are examined and used with this school age population. Non-discriminatory report writing is emphasized.

# **Goals**

This course will provide educators with:

1. Understanding of the impact of linguistic, cultural, racial, socio-economic, and gender factors in assessment,
2. Knowledge of the varied learning needs and performance styles of students with disabilities who are English language learners (ells),
3. Familiarity with relevant assessments, and
4. Strategies for addressing the issues of over identification and disproportionate overrepresentation of students who are ells in special education

(a) The following key concepts are addressed in the course:

* Federal and state laws and regulations regarding the rights of students with disabilities who are ELL
* Linguistic issues as they relate to assessing & Evaluating students with disabilities who are ELL
* Cultural issues as they relate to assessing students with disabilities who are ELL:
	+ Formative and summative assessments
	+ Tiered systems of support
* Reflection and self-evaluation strategies and procedures*.*
1. The following learning outcomes are expected. Participants will show understanding about:
* The distinction between the language differences of ELLs and the characteristics of disabilities;
* Language Learning Proficiency level and intersection with disability
* Nondiscriminatory assessment report writing;
* Cultural, linguistic and research factors as they relate to family systems and home-school relationships.
* How to recognize linguistic and cultural biases in assessment.

# **Content Standards (CEC+TESOL+WIDA) that relate to this course**

***The specific content standards (course outcomes) to address the above goals are based on the integration of both CEC (2010, 2012) and TESOL (2012) standards. CEC Standards already acknowledge the linguistic and cultural factors in special education but they do not operationalize them. The TESOL/NCATE Standards (2012) are used to operationalize these core language and cultural factors. The course outcomes are organized by knowledge, skills and dispositions.***

*KNOWLEDGE:* At the end of this Course, participants will be able to:

|  |
| --- |
| 1. Demonstrate understanding of three kinds of state and federal laws that are interrelated to ensure that students with disabilities who are also English language learners receive
	1. A Free and Appropriate Education (FAPE)
	2. In the Least Restrictive Environment (LRE)
	3. Legal requirements in assessment for eligibility (Special Ed in LLE)
 |
| 1. Demonstrate understanding of what is additional and different when assessing ELLs with disabilities
	1. Legally (civil rights, special education and Language Learning laws and court cases.
	2. Procedurally (IDEA guidelines (2006) Chapter 71B; WIDA)
	3. Linguistically (CEC 5.1; TESOL 2. (Linguistic) & 4.assessment)
	4. Culturally (CEC 5.1[[1]](#footnote-1): TESOL1. (Culture), & 4.assessment)
 |
| 1. Demonstrate an understanding of the purposes of assessment as they relate to ELs with and without disabilities and use results appropriately (TESOL4.a.1) and what is different
 |
| 1. Demonstrate knowledgeable about and able to use a variety of assessment procedures for ELLs understanding & speaking. (TESOL4.a.2.)
 |
| 1. Explains Understanding of the appropriate use of norm-referenced assessment with ELLs (TESOL 4.b.2) with and without disabilities (IDEA 2004, Title III)
 |
| 1. Understand and use criterion-referenced J Curve assessments appropriately with ELLs (TESOL4.c.2.) with and without disabilities
2. Demonstrate understanding of Tiered System of Support applied to Language Learners
 |

*SKILLS:* At the end of this course, participants will be able to

|  |
| --- |
| 1. Demonstrates assessment skills in carrying out ELLs' (oral) language skills and communicative competence using multiple sources of information. (TESOL4.b.3.)
 |
| 1. Uses multiple methods of assessment and data-sources in making educational decisions. (CEC4.0)
 |
| 1. Selects and uses technically sound formal and informal assessments that minimize bias. (CEC 4.1)
 |
| 1. Uses knowledge of measurement principles and culturally and linguistically research based practices to interpret assessment results that guide appropriate educational decisions for individuals with exceptionalities.(CEC4.2) who are English Language Learners
 |
| 1. Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors (CEC 5.1) when assessing, evaluating, creating 2FAPE in 2LRE for ELL-SWDs
 |
| 1. Uses technologies to support instructional assessment (CEC 5.2)
 |
| 1. Prepare ELLs to use self- and peer-assessment techniques when (appropriate TESOL4.c.4)
 |
| 1. Distinguish among ELLs' language difference, and special education needs (TESOL 4.a.5.)
 |

*DISPOSITIONS:* At the end of this course, participants will be able to

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| --- |
| 1. Recognize potential linguistic and cultural biases in assessment instruments and procedures including standardized tests.
 |
| 1. Demonstrate understanding of their own Habits of Mind
 |
| 1. Recognize why the CEC ethical standards linguistic and cultural factors for positive outcomes when the three kinds of laws that protect the rights of ELL-SWD are appropriately implemented
 |

|  |
| --- |
| **Assessment is at the center of all good teaching**”McLoughlin & Lewis (2007)MISSION Equity in special education assessment/evaluation and eradication of misrepresentation of ELLSWDs in special education Figure 1. Overview of structure of the Course: what additional and or different for ELL-SWD**Guiding Questions**1. Why is it important to understand clearly the three interacting kinds of laws that protect the rights of ELL-SWDs?
2. Why do teachers of ELL-SWDs need to understand difference between *assessment* and *evaluation* in a culturally responsive evaluation required by IDEA2004?
3. Why is it important to collect assessment data on understanding and speaking proficiency in English as a second/new language and in the first language when assessing ELL-SWDs before any other assessment?
4. How important is to have data from native language proficiency and achievement in ESL?
5. To what extent are cultural variables important in each student’s evaluation?
6. To what extent are linguistic variables important in each ELL-SWDS evaluation?
7. Why is it important to write clear and non-discriminatory assessment reports?
8. Why is it important to examine the linguistic complexity demands of written or oral text vs. the student ‘s second/new language developmental level?
9. *What is appropriate education for ELL-SWD? What is additional and different that must be included in the IEP?*
10. Why it is important to reexamine the program placement for 2LRE in 2LLE for ELL-SWDs?
 |

# **Required Texts & Other Learning Tools**

|  |  |
| --- | --- |
| Picture 2 | ELL Assessment for Linguistic Differences v. Learning Disabilities www.ldldproject.net |
|  | Klingner,J; Epollito.A (2014). *English Language Learners: Differentiating Between Language Acquisition and Learning Disabilities*. Reston, VA: CECSpecial discount code provided to participants via CEC and ebook available. |
| Assessment of ELL-SWDs | Serpa, M & McCabe,J. (2015) *Assessment of ELL Students with Disabilities Guide.* (specially designed for this Course) |
| Screen Shot 2012-06-19 at 7.16.49 AM.png | Serpa, Maria de .Lourdes B.. (2011). *An imperative for Change. Bridging special and language learning education to ensure a free and appropriate education in the least restrictive environment for ELLs with disabilities in Massachusetts*. Boston, University of Massachusetts: Mauricio Gastón Coursefor Latino Community Development and Public Policy. <http://scholarworks.umb.edu/gaston_pubs/152/>  |

|  |
| --- |
| **Recommended Resources** |
|  | Hamayan, E, Marler,B. & Damico, J (2013*)* [*Special Education Considerations for English Language Learners: Delivering a Continuum of Services*](http://www.amazon.com/Special-Education-Considerations-Language-Learners/dp/1934000116/ref%3Dsr_1_fkmr0_2?ie=UTF8&qid=1412430313&sr=8-2-fkmr0&keywords=Multicultural+students+with+special+language+needs%3A+Practical+strategies+for+assessment+and+intervention) . Philadelphia: Caslon Publishing |
| No picture | Illinois Language Proficiency Assessment Handbook <http://www.isbe.state.il.us/assessment/pdfs/lang_pro.pdf> |
|  | Klingner, J., J. Hoover and L. Baca (Eds.) (2008).*Why do English Language Learners struggle with reading? Distinguishing language acquisition from learning disabilities.*Thousand Oaks,CA: Corwin Press. (Lesley bookstore) |
|  | [Konyndyk](http://www.amazon.com/Irene-Brouwer-Konyndyk/e/B006X7BY4U/ref%3Dsr_ntt_srch_lnk_2?qid=1373197533&sr=8-2-fkmr0), I. B.; Snyder, L.E.; & Haley, M. H. (2011). *How I Learned To Teach Second Languages To Students With Learning Disabilities.* Edenridge Press LLC |
|  | O’Malley, J.M. & Pierce, LV. (1996). *Authentic assessment for English Language Learners: Practical approaches for teachers. Boston, MA: Pearson.* |
|  | Rinaldi, C. (2014).*Practical Ways to Engage All Struggling Readers: A Multi-tiered Instructional Approach Using Hi-lo Books.* Saddleback Educational Publishing.  |
| Macintosh HD:Users:mariaserpa:Desktop:Screen Shot 2015-08-04 at 10.39.49 PM.png | Roseberry-McKibbin, C. (4rd ed.). (2014). *Multicultural students with special language needs: Practical strategies for assessment and intervention*. Oceanside, CA: Academic Communication Associates |
|  | National Center on Educational Outcomes <http://education.umn.edu/nceo/OnlinePubs/assessmentseries.html#lep> |
|  | World Class Instructional Design and Assessment <http://www.wida.us/downloadLibrary.aspx> |
| No Picture | Selected articles & case studies  |

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| **Selected Websites** |
| AIMSWEB [www.aimsweb.com](http://www.aimsweb.com). A comprehensive, formative assessment system, using curriculum-based measurement in reading, early literacy, early numeracy, math, spelling, written expression and behavior. AIMSWEB provides a total package that uses a RTI format for universal screening and ongoing progress monitoring. In English and Spanish.Bilingual Special Education. Dr. Rinaldi’s website <http://www.bilingualspecialed.com> Bilingual Special Education, Illinois Board of Education http://www.isbe.net/bilingual/htmls/bilsp.htm |
|  CAST Universal Design for Learning <http://www.cast.org/>. A nonprofit research and development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning. |
| Center on Response to Intervention <http://www.rti4success.org> now redirected to the Center for Intensive Interventions (http://www.intensiveintervention.org/) |
| Center for Performance Assessment <http://www.makingstandardswork.com/assessment/index.htm> |
| Educational Alliance at Brown University <http://www.alliance.brown.edu/topics/assessment.shtml> |
| Illinois Resource Center <http://www.thecenterweb.org/>The Iris Center. Module –Cultural and Linguistic Differences: What Teachers Should Know? http://iris.peabody.vanderbilt.edu/module/clde/ |
| Language Minority Assessment Project. *ELL Assessment for Linguistic Differences vs. Learning Disabilities*. [www.ldldproject.net](http://www.ldldproject.net). The outcome of the Language Minority Assessment Project, a Lesley University/Center for Special Education action research initiative developed in collaboration with teachers from the Lowell Public Schools in Massachusetts and funded by the US Department of Education, Washington D.C. and directed by Prof. Maria Serpa, Ed.D. |
| National Center on Response to Intervention. [www.rti4success.org/index.php?option=com\_content&task=blogcategory&id=78&Itemid=168](http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=78&Itemid=168) The RTI Center is housed at the American Courses for Research in Washington DC and is a great resources for educators interested in learning about RTI. It includes a section on English Language Learners. |
| National Clearinghouse for English Language Acquisition <http://www.ncela.gwu.edu/>. Resources about accommodations for English language learners*.* The National Clearinghouse for English Language Acquisition collects, coordinates, and conveys a broad range of research and resources in support of an inclusive approach to high quality education for ELLs. |
| National Center for Culturally Responsive Educational Systems <http://www.nccrest.org/>. The National Center for Culturally Responsive Educational Systems (NCCRESt), a project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. |
| National Council of Measurement in Education <http://www.ncme.org/> |
| National Directors of State Directors of Special Education. [www.nasdse.org](http://www.nasdse.org). Under the “Projects” link, is the RTI Project with resources for policy consideration and school wide implementation. |
| National Research Center on Learning Disabilities <http://www.nrcld.org/>RTI Action Network <http://www.rtinetwork.org/learn/what/whatisrti>TAPESTRY: ESOL training for Educators <http://tapestry.usf.edu/response_to_intervention/02.html> Understood.org: [www.understood.org-](http://www.understood.org-) website for Parents and Educators that support students with learning and attention issues |
| Universal Design of Assessment: Applications of Technology <http://www.ihdi.uky.edu/uda/> |

# Selected language tests are available at the Lesley Assessment Lab located in University Hall .

# **Course Format/ Methodology**

This is a field-based hybrid course with practice in class and in the field with 3 face to face classes and all others online. We use a combination of active methods and strategies including: hands on practice and application; video-lecture; class discussion; and local vignettes. Learning activities include: group work, collaborative peer assessment, role-plays, practice meetings, teaching to learn, readings and class member sharing/ presentations.

We follow a **J curve philosophy** and every assignment must MEET STANDARD. Timely revisions are expected after personalized feed-forward until standard is reached. Refer to course philosophy for more details. Course content is addressed in a hybrid format

# **Course Philosophy**

This is a hands-on field based success oriented face -to-face course. It is grounded on the J Curve philosophy for learning outcomes and constructivist theories for learning. We model the practices that we wish to see in practice with learning by doing, reflecting, thinking, collaborating, and contributing. The course faculty team guide and support course participants in MEETING STANDARD for each assignment-course outcomes. At selected benchmarks participants identify action items for their school district

Ongoing personalized feed-forward are an integral part of the process and therefore revisions are needed from time to time until MEETs STANDARD is reached.

# **Course Requirements and Evaluation**

**Each course participant is responsible for taking an active role in his/her learning** and by submitting assignments that reflect his/her current best work and understandings of the given course content (individual accountability). **Working with a peer throughout the course is encouraged.**

Two kinds of assignments are implemented in this course:

(a) Foundational Knowledge and (b) Assessment Practice. Each assignment receives weekly personalized feed-forward and a three point rubric as follows:

*Not yet* \*, *Approaches Standard* \*\* and Meets Standard \*\*\*.

As a field based course participants are required to practice with selected culturally-linguistically responsive tools with an ELL student with a disability or suspected of having a disability in the Holyoke school district.

Summative evaluation comes in the form of a standards based grade based on a co-constructed rubric with the course participants’ input and engagement.

1. **PRE AND POST TEST.** Each participant is required to take a pre- and a post assessment. Must Pass Post Test. The link to taking it online is provided in the f2f class.
2. **CULTURAL & LINGUISTIC FACTORS IN SPED EVALUATION.** Information regarding the student's culture and second/new language must be factored into the processes of pre-referral, referral, and/or evaluation and intervention decisions*This is a two part assignment.*
	1. **Cultural Story (Autobiography).** Self reflect on your cultural story (in class assignment) *Done In Class*
	2. **District Based Cultural & Linguistic Brief. In Pairs** study a specific culture and language other than English in comparison with the majority American culture and the majority language English. This study must relate to the cultural background of your case study student. This is to be included in Section FIVE of your case study report. **See Guidelines for details.**
3. **REPORT WRITING: Case Study Assessment Portfolio ELL-SWDs With a Focus on the Integration of Linguistic Cultural and Research Factors In Special Education Evaluation**

Assessment portfolios are currently being used in education to research, document and inform learning in both general and special education for native English speakers, as well as, Speakers of Other languages. A Portfolio is a formal way of organizing assessment different kinds of data both formal and alternative

 **Context:** Select a K- 8 ELL student with a disability or suspected of having a disability and develop a comprehensive assessment report for submission to the team evaluation meeting.

 **Content:** This case study addresses what is additional in the Assessment for Eligibility and includes the assessment with oral language proficiency in listening and speaking for English as a new language. Participants are expected to practice with culturally responsive Interview Based Assessment, Observation Based Assessment, Curriculum Based Assessment and Performance Based assessment with an ELL student with disabilities or suspected of having a disability.

 **Video Clip:** participants are expected to videotape two oral language sample (in English and in the language other than English) of the case study student. A 2 minute edited video clip is to be included in the case study report

PLEASE REFER TO the (1) case study template and (2) checklist in the Course website Bb

PLEASE NOTE: THE CASE STUDY IS COMPLETED IN CHUNKS AND EACH ASSIGNMENT MUST MEET STANDARD, THEREFORE REVISIONS ARE AN INTEGRAL PART OF THIS PROCESS. Specific guidelines and a template are provided

**Test Review - Optional**

The technical quality of published tests is essential information for any educational assessor of students with disabilities who are English Language Learners. Participants are expected to be informed consumer of published tests that are appropriate for ELLs school age population. Participants will review a test as a test tool used with ESOL students. Each test review will be posted online. See Guidelines

1. **Resource ELL-SWDs Assessment Tool Kit**

Each course participant will contribute at least one resource to this Tool kit that will be made available to all course participants. More details will be provided.

**Note**: More detailed instruction for each assignment will be given to participants and is included in Bb.

1. **Other: Other assignments as needed**

Additional readings and other assignments will be provided as needed by individual participants

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# **RESPONSIBILITIES AND EXPECTATIONS**

**PARTICIPATION** Attendance is required for the entire period. Participation is defined as consistent, engaged, informed interaction in all activities, including individual, small groups as well as whole-group learning activities. It is crucial that each of you continuously articulate to the course facilitators your suggestions and clarifying questions as they come up throughout the course. Sign in and sign out are required.

Course outcomes must be reached for a final grade to be given or PDS to be awarded. The questioning/reflecting process is essential to your own learning and professional growth.

**SUBMISSION OF ASSIGNMENTS**

The major assignment is the Case Study. All course participants are required to complete it according to the guidelines provided. Assignments are submitted online at the MADESE course website. The purpose of the assignments is to enhance and update the development process of nondiscriminatory assessment skills and to ensure that you have the opportunity to practice with culturally and linguistically responsive assessment and report writing for ELL-SWDs at different levels of English proficiency and with a variety of special needs.

Each course participant is responsible for **taking an active role in his/her own learning** and by handing in assignments that reflect his/her current best work and understandings of the course content in a given assignment (individual accountability***).***

**REVISION OF ASSIGNMENTS**

**[**LEARNING BY DOING WITH PERSONALIZED GUIDANCE] are expected with assignments related to assessment in practice. These revisions are to be done until the work MEETS STANDARD. Revisions do not affect your final grade provided that they are made carefully & thoughtfully and submitted in a timely manner. All revisions are to be made in a different color font REFER TO GROWTH MINDSET

Each assignment must be identified by first name and the name of the assignment.

[Example: Mercedes-Cultural Brief –Puerto Rico]

All written assignments must be typed, pages numbered, in a 12 point font, with one inch margins on all sides. Use only the Publication Manual of the American Psychological Association (APA) guidelines for citations and references (ISBN: 1-55798-791-2). A shorter version is available at the Sheryl Library.

Videos are to uploaded to Vimeo.com with a pass word to be posted in the course wiki

Audio files are to be saved as mp3s and uploaded to the Journal.

# **GRADING CRITERIA FOR PARTICIPANTS**

There is no traditional on going grading with numerical scores. There is, however, personalized feed-forward that lets you know if you have met standard for the given assignment or still need to do more work until you reach it. (More work means revising with the guidance provided).

When you need to revise to meet the given assignment standard you will receive (a) an incomplete smile or (b) approaching standard. You need to understand and apply all standards in this course. This is why you will revise assignments until you have reached Meets Standard E☺ Please refer to Grading Rubric.

Grading – Feed Forward

|  |  |  |
| --- | --- | --- |
| Not Yet (NY) | Approaches Standard (AS) | Meets Standard (MS) |
| O:\* | 😐 \*\* | ☺ \*\*\* |

Assignments are reviewed to meet a given standard. If necessary you are expected to revise it until it meets the standard ☺

The final grade for course participants that take it for graduate credit grade is based on self-assessment, post assessment, case study and other evidence related to achieving each course content standards. All assignments must meet standard before a grade is given or a PDP Certificate is issued.

THEMATIC COURSE CONTENT CHECKLIST: ELL-SWDS 2016

**- THANK YOU FOR YOUR INPUT**

**INTRODUCTION**

* Course overview and requirements.
* Self- Assessment (Pre-test and post-test)
* Issues and concerns in nondiscriminatory assessment from a diversity of perspectives
* Definition of Assessment, Evaluation & Testing
* Assessment for, of and as Learning
* The legal dimension of Special Education Assessment IDEA 2004 in relation to Language Learning Education (Title III-NCLB) and Civil Rights.
* What is different and/or additional for students with disabilities that are English Language Learners? (ELL-SWDs) in comparison with English Proficient with Disabilities:

|  |  |
| --- | --- |
| * Linguistic
 | * Cultural
 |
| * Legal/Policy
 | * Research
 |

* Assessment for eligibility: Issues, concerns & ethics for ALL students in schools
* Framing what we know and what we need to upgrade: knowledge of the *content of assessment* (e. g. reading, oral language writing, etc.) – what is being assessed and the *skills of assessment* (e.g. rubrics, interview based assessment, curriculum based assessment, criterion referenced tests ,etc.)
* Purpose of assessment
* Eligibility: 2FAPE & 2LRE
* Placement in the Least Restrictive Environment: Language Proficiency Program Placement
* Monitor Progress
* Other
* Skills of the Assessor: What assessment skills do you already have such as: Proper administration of standardized testing, IRIs, reading inventories, running records, cloze tests, CR-IBA, CR-OBA? What assessment skills do I need to learn and upgrade?
* Modes of assessment: self- assessment, peer assessment, teacher assessment and wide scale Assessment
* ELL-SWDs: Merging of two kinds of teacher education standards: CEC Standards (including the ethical standards and TESOL standards
* RTI and 2RTI 2MTSS
* Individual Assessment Plans

**LEGAL/Ethical FOUNDATIONS ASSESSMENT For ELL-SWDS**

* Laws and regulations in the education ELL-SWDs
* Civil Rights Laws and Selected Court Cases
* Lau v. Nichols
* Section 504
* Civil Rights Act
* Special Education Laws & Selected Court Cases
* IDEA 2004
* MGL Chapter 71B
* Legal requirements in Special Education Assessment applied to ELLs
* Language Learning Laws and Selected Court Cases
* Legal program options in MA from most restrictive to least restrictive
* NCLB –Title III
* Legal requirements of assessment in Language Learning education
* 2FAPE for ELL-SWDs RESEARCH –LLE PROGRAM MODEL GRADE LEVEL OUTCOMES
* 2LRE For ELL-SWDs RESEARCH – PLACEMENT LLE PROGRAM MODELS
* Review of CEC Ethical Standards EP Students

**LINGUISTIC FOUNDATION FACTORS IN ASSESSMENT – RESEARCH BASED (CEC+ TESOL Standards)**

What is “normal” in second language learning performance?

* Learning a Second Language – own bio
* Definition of language components in L1 & L2 (Phonology, morphology, syntax, semantics & pragmatics) v language domains
* Stages of first and second language learning/acquisition & Learning Disabilities indicators (sorting LD v LD):
* Levels of English Proficiency or English Language Development Level (WIDA & SOLOM)
* Language Dominance and Language Loss
* Kinds of language proficiency: BICS (fluency) & CALP (academic language) and the time factor
* Linguistic Influences in English from the student’s native language:
* Phonology, morphology, syntax, semantics & pragmatics from L1to L2
* [Reading, math &] writing, spelling and grammar L1 or from L1to L2
* Research based relationship between first and second language: CUP (common underlying proficiency) or SUP (Separate underlying proficiency)?
* Theories of language learning (optional)
* Methods of teaching Oral second language (optional)
* Research based Reading For ELL: National Literacy Panel

**CULTURAL FOUNDATION FACTORS IN ASSESSMENT– RESEARCH-BASED (CEC+ TESOL Standards)**

* Definition of culture
* Dimensions of culture
* Culture(s) and the brain & UDL
* Culturally specific characteristics study that inform assessment and evaluation
* Cultural differences and establishing rapport for individual assessment
* Cultural Values in USA v. other countries
* Cultural distance and misevaluation
* Cultural identification styles (Ventriglia)
* Cultural difference inquiry -Cultural ways of knowing perceiving and doing. Study one of the five cultures in the LDLD project website
* Practice interviewing a family from a culture that is different from your own with an interpreter
* Cultural responsive communication with families during Assessment and at Team meetings
* Understanding cultural differences in communication, writing and behaving
* Stages of cultural adaptation (www.ldldproject)

Understanding cultural adaptation stages and ADHD behaviors

**CULTURALLY & LINGUISTICALLY RESPONSIVE SPECIAL EDUCATION EVALUATION**

**ASSESSMENT PRACTICE**

Case Study Practice of ELLSWDS with culturally and linguistically responsive evaluation

* Planning for Assessment: IAP and the Assessment Questions
* Report writing in Assessment and evaluation (and rewriting) to meet course standards
* Distinguishing Learning Disabilities from Linguistic And Cultural Differences: The LDLD Model (Serpa, 2005) and Klingner (2012)
* Reporting assessment/evaluation results in culturally and linguistically responsive ways

**SELECTED AUTHENTIC /ALTERNATIVE ASSESSMENT PROCEDURES**

* Culturally Responsive Interview Based Assessment
* Establishing Rapport
* Structured or open interviews
* Culturally Responsive Observation Based Assessment in Language Learning
* Anecdotal
* Checklist
* Rating
* Performance Based Assessment
* Rubrics & Checklists
* Linguistically Responsive Curriculum Based Assessment
* Language & Writing (reading is not covered in this course)

ORAL LANGUAGE

* Collecting Oral Language Samples (two methods) In L1 & L2
* Oral Language Proficiency Evaluation with Rubric (L1& L2) , Stages of Second language WIDA Speaking Rubric
* Cultural Adaptation Stages & Cultural Identification Stages

READING Proficiency NATIONAL LITERACY PANEL: Close and Cloze Methods: Standard & Multiple Choice Cloze in L1 or L2

WRITING Proficiency WRLP and Cultural Differences in Discourse (L1 & L2)

* Stages of writing and Spelling (Linguistic Interdependence)

**TESTING**

**ESSENTIAL TESTING CONCEPTS REVIEW [linguitic, cultural & legal perspectives]**

* Assessment, testing and evaluation: what is the difference?
* Evaluation Revisited for Cultural, linguistic, Research and Policy Perspectives
* ELL-SWDs Evaluation: Serpa Plus or Minus Model of Evaluation
* Assessment *for* learning, assessment *of* learning and Assessment *as* Learning
* Types of tests (NRT&CRT) and their validity for use with ELL-SWDs
* Rapport writing test results - culturally responsive process- SEE cultural section
* J Curve v. Bell Curve and its limitations
* Revisiting Test Scores: Percentile Ranks, Stanines, Standard Scores, z-scores, & NCEs
* Grade Scores and Age Scores in NRT and why they should not be used in (NRT)
* Test Validity types in light of cultural, linguistic and research factors
* Test Reliability Methods revisited: test retest, split half & alternate form

**SELECTED TESTS REVIEW FOR VALIDITY WITH ELL-SWDS**

* UNDERSTANDING THE CONTENTS OF the Test Manuals
* WIDA ACCESS Scores for Special Ed Eligibility (not enough)
* B-VAT
* Batería III Woodcock-Muñoz
* Boehm of Basic Concepts -3 (multilingual)
* Diagnostic Assessment of Reading
* DIBELS
* IDEA Oral Language Proficiency Test (IPT II)
* Key Math3
* Language Assessment Scales R
* Peabody Picture Vocabulary Test III
* Spell Master
* TOWL-4
* WIAT 4
* WIDA W-APT
* Wide Range Achievement Test 4 (WRAT4)
* Woodcock Johnson Psycho-Educational Batteries-III: Achievement
* Others tests by request and availability \_ Which tests are less biased towards ELLs and why

**EVALUATION**

**TEXT COMPLEXITY & Student STAGE OF SECOND LANGUAGE Or WIDA ACCESS LEVEL**

* Evaluation of oral and written text for meaning accessibility
* Nondiscriminatory evaluation mini-case studies in class practice

**Case Studies**

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| * Video
 | * Written
 | * Audio
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# Meeting Course Outcomes: Major Assignments

*Knowledge: Participants will*

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| Course Outcome Standard (based on CEC & TESOL) | Major Assignment |
| 1. Demonstrate understanding of three kinds of state and federal laws that are interrelated to ensure that students with disabilities who are also English language learners receive
	1. A Free and Appropriate Education (FAPE-ELL)
	2. In the Least Restrictive Environment (LRE-ELL)
	3. A Nondiscriminatory assessment and evaluation
 | Analysis of five case studies |
| 1. Demonstrate understanding of what is additional and different when assessing ELLs with disabilities
	1. Legally (civil rights, special education and Language Learning laws and court cases.
	2. Procedurally (IDEA guidelines (2006) Chapter 71B; WIDA)
	3. Linguistically (CEC 5.1; TESOL 2. (Linguistic) & 4.assessment)
	4. Culturally (CEC 5.1[[2]](#footnote-2): TESOL1. (Culture), & 4.assessment)
 | Analysis of at least five case study reports |
| 1. Demonstrates an understanding of the purposes of assessment as they relate to ELLs [with and without disabilities] and use results appropriately. (TESOL4.a.1)
 | Language Proficiency Case Study Portfolio |
| 1. Demonstrate knowledgeable about and able to use a variety of assessment procedures for ELLs understanding & speaking. (TESOL4.a.2.)
 | Performance Quiz |
| 1. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs. 4.a.3. with and without disabilities
 | Test Review |
| 1. Explains Understanding of the appropriate use of norm-referenced assessment with ELLs (TESOL 4.b.2) with and without disabilities (IDEA 2004, Title III)
 | Assessment exercises comparing NRT with CRT-Glogster Poster |
| 1. Understand and use criterion-referenced assessments appropriately with ELLs (TESOL4.c.2.) with and without disabilities
 | Assessment exercises Assessment exercises comparing NRT with CRT – Glogster poster |

*SKILLS: Participants will*

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| 1. Demonstrates assessment skills in carrying out ELs' (oral) language skills and communicative competence using multiple sources of information. (TESOL4.b.3.)
 | Case study |
| 1. Uses multiple methods of assessment and data-sources in making educational decisions. (CEC4.0)
 | Case studies review with rubric |
| 1. Selects and uses technically sound formal and informal assessments that minimize bias. CEC (4.1)
 | Given referral questions selects appropriate tools exercises |
| 1. Uses knowledge of measurement principles and culturally and linguistically research based practices to interpret assessment results that guide appropriate educational decisions for individuals with exceptionalities (CEC4.2) who are English Language Learners
 |  KEY ASSIGNMENT: Case study Preparation |
| 1. Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors (CEC 5.1) when assessing, evaluating, creating FAPE in LRE for ELL-SWDs
 | Recommendations section of case study |
| 1. Uses technologies to support instructional assessment (CEC 5.2)
 | Video, ecove, apps, audio, computers |
| 1. Prepare ELLs to use self- and peer-assessment techniques when (appropriate TESOL4.c.4)
 | Practices every session |
| 1. Distinguish among ELLs' language difference and special education needs (TESOL 4.a.5.)
 | Case studies |

*Dispositions Participants will*

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| 1. Recognize potential linguistic and cultural biases in assessment instruments and procedures including standardized tests.
 | Video Case study analysis Panel |
| 1. Demonstrate understanding of Habits of Mind
 | Pre and post assessment and reflection |
| 1. Recognizes why the CEC ethical standards represent a potential for positive outcomes when the three kinds of laws that protect the rights of ELL-SWD are appropriately implemented
 | Signs CEC ethical standards document |

Learners with disabilities who are English Language Learners are entitled to a free and appropriate education (2FAPE)

in the least restrictive environment (2LRE).

BASED ON IDEA 2004

What is “appropriate education” for ELL-SWDs?

LESLEY UNIVERSITY Policy Statements (august 2015)

Academic Integrity Policy

Academic honesty and integrity are essential to the existence and growth of an academic community. Each member of the Lesley community is charged with honoring and upholding the University's policy. Students are full members of the academic community and, as such, are obligated to uphold the University's standards for academic integrity. Students should take an active role in encouraging others to respect these standards, and should become familiar with Lesley's policy. The policy details students' roles and responsibilities, and provides examples of violations (including information about failing to document sources, plagiarism, cheating, fabrication or falsification of data, multiple submissions of work, abuse of academic materials, complicity/unauthorized assistance, lying/tampering/theft, etc.). The complete policy can be found on the Lesley University Web page. <http://www.lesley.edu/policies/>

Portfolio Development

Graduate School of Education Master’s degree and licensure candidates\* are required to develop a program portfolio, comprised of the key assignment from each course in their programs. Through these identified key assignments, students will demonstrate acquisition of both knowledge and skills and will demonstrate professional growth over time. The portfolios will be used for institutional and teacher self-evaluation as well as for review by accrediting agencies. They will also provide evidence that students are meeting required state and professional standards, and will confirm that Lesley’s programs are meeting their stated outcomes.

Students will build their portfolios in one of two ways, depending on their program start dates.

If you began your off-campus or online program after October 25, 2010, or your on-campus program after January 1, 2011:

You will be required to use MAP (My Assessment Portfolio) and must register for a mandatory, online MAP orientation course that features a tutorial for how to set up a MAP portfolio. Issues related to registration for the orientation course and technical issues related to the use of MAP can be directed to map@lesley.edu

You must upload the key assignment for each of your courses into your MAP program portfolio as part of the course requirements. Your faculty member will use the rubric that is posted in MAP to assess how effectively you completed the key assignment.

If you began your off-campus or online program before October 25, 2010 or your on-campus program before January 1, 2011:

You, too, must complete a key assignment for each course, but you will submit your assessment electronically directly to the faculty member teaching the course, and not via the MAP system. Your faculty member will give you directions regarding the electronic submission. Like students using MAP, your submitted work will be assessed using the rubric for the key assignment.

\*Students enrolled in the Science Online Master’s or the Out Of School Time Master’s Programs are exempt from the portfolio requirement at this time.

Disability Services for Students

Lesley University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), and provide documentation of the disability. Eligibility for reasonable accommodations will be based on the documentation provided. If you are a student with a documented disability, or feel that you may have a disability, please contact: notation provided. If you are a student with a documented disability, or feel that you may have a disability, please contact:

For on-campus students with learning disabilities or attention disorders:

Maureen Riley, Director of Academic LD/ADD Services

Doble Hall, 2nd Floor

617.349.8464 (voice) 617.349.8324 (fax)

mkriley@lesley.edu

For on-campus students with physical, sensory, or psychiatric disabilities, and off-campus students with learning disabilities, attention disorders, or physical, sensory, or psychiatric disabilities:

Laura J. Patey, Director of Access Services

11 Mellen Street

617.349.8194 (voice) 617.349.8544 (TTY)

617.349.8558 (fax)

lpatey@lesley.edu

Attendance Policy

The academic integrity of our programs depends on students attending all scheduled class meetings. Students should discuss with faculty, in advance, any portion of a class meeting they cannot attend. Absence from class may be reflected in the student’s grade. The complete attendance policy may be found here.

Official Format for Student Work

All School of Education students must use APA format for student papers, citations and bibliographies. The complete SOE policy may be found on the School of Education web page.

<http://www.lesley.edu/soe/soe-policies.html#format>

APPENDIX A

**ASSESSMENT BIBLIOGRAPHY**

The bibliography is found in a separate document due to the size of the document

APPENDIX B**: Legal Definition of Disabilities**

*A Disability* shall mean one or more of the following impairments (present in English Proficient (EP) and Language Learners (ELs)

***Autism*** - A developmental disability significantly affecting verbal and nonverbal communication and social interaction. The term shall have the meaning given it in federal law at 34 CFR §300.8(c)(1).

***Developmental Delay*** - The learning capacity of a young child (3-9 years old) is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: receptive and/or expressive language; cognitive abilities; physical functioning; social, emotional, or adaptive functioning; and/or self-help skills.

***Intellectual Impairment*** - The permanent capacity for performing cognitive tasks, functions, or problem solving is significantly limited or impaired and is exhibited by more than one of the following: a slower rate of learning; disorganized patterns of learning; difficulty with adaptive behavior; and/or difficulty understanding abstract concepts. Such term shall include students with mental retardation.

***Sensory Impairment***- The term shall include the following:

1. ***Hearing Impairment or Deaf*** - The capacity to hear, with amplification, is limited, impaired, or absent and results in one or more of the following: reduced performance in hearing acuity tasks; difficulty with oral communication; and/or difficulty in understanding auditorilly -presented information in the education environment. The term includes students who are deaf and students who are hard-of-hearing.
2. ***Vision Impairment or Blind***- The capacity to see, after correction, is limited, impaired, or absent and results in one or more of the following: reduced performance in visual acuity tasks; difficulty with written communication; and/or difficulty with understanding information presented visually in the education environment. The term includes students who are blind and students with limited vision.
3. ***Deaf-blind*** - Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs.

***Neurological Impairment***- The capacity of the nervous system is limited or impaired with difficulties exhibited in one or more of the following areas: the use of memory, the control and use of cognitive functioning, sensory and motor skills, speech, language, organizational skills, information processing, affect, social skills, or basic life functions. The term includes students who have received a traumatic brain injury.

***Emotional Impairment***- As defined under federal law at 34 CFR §300.8(c)(4), the student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The determination of disability shall not be made solely because the student's behavior violates the school's discipline code, because the student is involved with a state court or social service agency, or because the student is socially maladjusted, unless the Team determines that the student has a serious emotional disturbance.

***Communication Impairment*** - The capacity to use expressive and/or receptive language is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: speech, such as articulation and/or voice; conveying, understanding, or using spoken, written, or symbolic language. The term may include a student with impaired articulation, stuttering, language impairment, or voice impairment if such impairment adversely affects the student's educational performance.

***Physical Impairment***- The physical capacity to move, coordinate actions, or perform physical activities is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: physical and motor tasks; independent movement; performing basic life functions. The term shall include severe orthopedic impairments or impairments caused by congenital anomaly, cerebral palsy, amputations, and fractures, if such impairment adversely affects a student's educational performance.

***Health Impairment*** - A chronic or acute health problem such that the physiological capacity to function is significantly limited or impaired and results in one or more of the following: limited strength, vitality, or alertness including a heightened alertness to environmental stimuli resulting in limited alertness with respect to the educational environment. The term shall include health impairments due to asthma, attention deficit disorder or attention deficit with hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, if such health impairment adversely affects a student's educational performance.

***Specific Learning Disability***- The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think speak, read, write, spell, or to do mathematical calculations. Use of the term shall meet all federal requirements given in federal law at 34 CFR §§300.8(c)(10) and 300.309.

Source: <http://www.doe.mass.edu/lawsregs/603cmr28.html?section=02#start> Retrieved on 3-16-2011

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# Fall Semester Dates To-From

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# Section A

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# Section B

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Mission:

To promote equity in Assessment for SPED-Multilingual Students to ensure a Free and Appropriate Education in the Least Restrictive Environment ß

1. Considers an individual’s abilities, interests, learning environments, and cultural (TESOL Domain2) and linguistic (TESOL Domain 1) factors (CEC 5.1) [↑](#footnote-ref-1)
2. Considers an individual’s abilities, interests, learning environments, and cultural (TESOL Domain2) and linguistic (TESOL Domain 1) factors (CEC 5.1) [↑](#footnote-ref-2)