Instructor: Dr. Joan Wink  
Email: JWink@csustan.edu  
Web: [http://www.JoanWink.com](http://www.JoanWink.com); 667-3471 (o); 667-3357 Teacher Education office 667-3471  
Class location: A 1013  
Time: Wednesdays, 4:30 to 7:30; February 18 is the first class.  
Office Hours: Before class and by appointment; Thursday late afternoon open-office  

College of Education Mission, please see [http://www.csustan.edu/AcadProg/](http://www.csustan.edu/AcadProg/)

**Primary Texts:**  
*Both books will be on reserve also.*

**Course Description**  
This course is designed to teach the theory and practice of effective first and second (or more) language assessment. Emphasis will be placed on the (a) testing and authentic assessment in first or second languages, and (b) the California state-mandated instrument, the CELDT, and other instruments. The theoretical framework will be grounded in the linkages from assessment to evaluation to inquiry to research.

**Course Objectives**  
Upon successful completion of this class, the students will demonstrate an understanding of:  
- the differences between conversational and academic language and multiple processes for assessing each;  
- the differences between testing and authentic assessment and multiple approaches to each;  
- the purposes and processes mandated by the state for K-12;  
- the complex relationships among assessment, evaluation, and research; the philosophy and practice which drive various approaches to evaluation/assessment;  
- the CELDT;  
- the 3 competencies of CLAD: (a) language structure, acquisition and development; (b) methods (bilingual, English language development, and academic content); and (c) culture and cultural diversity;
• the 6 competencies of BCLAD: (a) language structure, acquisition and development; (b) methods (bilingual, English language development, and academic content); and (c) culture and cultural diversity; (d) methods of primary language instruction; (e) the culture of emphasis; and, (e) proficiency in the language of the specific culture;

• the relationship between ESL, ELD, bilingual education, immersion, and sheltered language, specially-designed academic instruction;

• Blackboard online class interaction and document retrieval.

*Students with disabilities are invited to speak to the instructor to discuss accommodation options.*

**Criteria for Evaluation**

• Class attendance/punctuality; meeting due dates; if at all possible, call me prior to missing a class, please. Two absences may result in a lower grade;

• Active and informed participation in classroom discussions and activities;

• Engaging in out-of-class activities/readings; sharing with your colleagues;

• Active use of Blackboard for online collaboration;

• Submitting written papers of graduate quality. APA format is required.

*Active use of Blackboard for online collaboration; downloading/uploading; and printing. Print the syllabus the first week. EDML 5400 is listed under Foundations and Theory in Bb. At the end of the semester, each student will have RESPONDED on Bb 12 times (once each week) minimum; and each student will have INITIATED a new thread of meaningful discussion 6 times during the semester.*

Failure to meet any of these criteria may result in a lower grade

**Grading**

Students will co-contract with the instructor for their own grade. Please submit a written, signed, and dated statement indicating which grade you want to try to achieve. The co-contract implies that the student determines the quantity; the instructor evaluates on the basis of quality. Graduate quality work is required for an A. The contract is due Week 3 of class. Later you may contract for a lower grade on Week 11. No one can contract up for a higher grade later.

Professional conduct is expected at all times. Unprofessional conduct, such as cheating, will result in a failing grade in this class.

All schedule and assignments are subject to change due to unforeseen circumstances.

**Minimum Course Requirements**

All required readings/writings and individual or group activities, which includes accessing class information via Blackboard. For more: [http://www.csustan.edu/oit/Publications/index.html](http://www.csustan.edu/oit/Publications/index.html) - click Blackboard Login. You can bookmark that page for easy return.

All students are required to do the minimum. Those who meet the stated criteria and successfully complete the minimum course requirements, will receive a C for the class. More complete details of assignments will be handed-out through the semester. APA format required for assignments.

• All required readings and activities.

• Interactive Journals. A blank journal OR spiral notebook OR loose leaf notebook to class each week; instructor will look at each student’s notebook 3 times during the semester. It
is the responsibility of each student to leave notebook with instructor 3 different times: once in March; once in April; once in May. As you enter class each week, please place your reflections on the table. The next student who enters class will take your journal and respond meaningfully to your summary/reflections. The first 15 minutes of each class are devoted to quiet, reflective reading, writing, and thinking.

• One-page, back-to-back summary of proposal. Must include Title, Introduction, Statement of the Problem, Significance of the Study, Delimitations, Definitions of Terms, and Methods/Procedure. Due Week 11.

• Sample APA citations. Due by Week Seven, March 29. These must be posted on Bb AND turned in on paper to the instructor. The library has a hand-out on APA; or www.apa.com; or it is on Bb.
  2 from a book (one author)
  2 from a journal article
  2 from a chapter in an edited book
  2 from an online source
  These will be accepted only if done perfectly.

• The URL, the name of the website, and a short paragraph (just a sentence or two) describing the contents of the site. Must be posted on Bb and also turned in on paper to the instructor.

  2 websites – relevant to History and Herstory, Due Week 5
  2 websites – relevant to Diversity and Democracy, Due Week 6
  2 websites – relevant to Reflection and Reform, Due Week 7
  2 websites – relevant to Justice and Gender, Due Week 8
  2 websites – relevant to Standards and Students, Due Week 9

In order to contract for a B, students must do the minimum, and

• Reflections on Critical Pedagogy, due Week 4. (Jigsaw Activity)

• Reflections on Teaching passionately: What’s love got to do with it? (Jigsaw activity, except for chapter six. Each student must also write a reflection on chapter six.) Due: Week 7 online; due on paper Week 8.

• One Individual Book Share. First, read another text that relates to multilingual education evaluation. Second, be prepared to share orally with your colleagues and in the form of a written book review: 2-page paper, in the format of the Negotiating Identities review which will be shared Week One. Due Week 8. For ideas on alternative book report formats, see http://www.joanwink.com/charts.html, Elementary Book Report Alternative, right below the homework packets.

Option A

• Mini-assessment of the language of one non-native speaker of English. Your assessment documentation must include one SOLOM, which you administered; another SOLOM which another administered on the same student; one WINK Language Dominance Survey, which you administered; and evidence of any other language
assessment used in the school. In addition, write a two-page overview of your recommendations for service for the student and your reflections on the student’s learning and your own learning. Date all assessment instruments. Remove the student’s name before sharing in class. Due Week 13.

OR

Option B – your choice; approved by instructor.

In order to contract for an A, students must do the minimum, the B contract, and:

• Write a 5-7 page paper relating to the content of this class. Your paper may be a proposal (chapter one) OR a review of the literature (chapter two). This paper must include at least one additional page of references. APA MUST be followed. The format for how this should will be shared in class Weeks 3, 7, and 8.

OR

• a 5-7 page paper relating to History and Herstory; Diversity and Democracy; Reflections and Reform; Justice and Gender; Standards and Students. Any of these topics could easily fit into many different topics for a thesis later.

OR

• One Showcase Portfolio (not in-class working portfolio) of one non-native English-speaking student’s learning. Your goal is to demonstrate growth over time, as learning is developmental.

The portfolio must include:
• 8 weeks of student samples; all must be dated;
• your written description of the student and the context;
• documents which represent two months growth in language development;
• three writing samples (September, October, November)
• evidence of an academic language assessment which documents conversational and academic language development; (rubrics, CELDT, SOLOM, WINK Language Dominance Survey, bench marks and standards site documentation; etc.
• work which demonstrates growth in various content areas;
• the student’s rationale for why certain documents are included;
• your rationale for why other documents are included;
• your assessment of the student’s level of proficiency and your recommendations for various ways of meeting the needs of this specific student. Due Week 13.

Other documents which you might like to include: running records, reading comprehension assessment, math evaluations, interest inventories, word recognition scores, art, etc.
**Week 1 Wednesday (2/18)**
Introductions; name cards; photos; syllabus; hosts.
**Wink and Students: P & P**
**Students and students: share names/phones/IDs**
**Wink Share:** In-class time for jigsaws on 2 Wink books.

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**Assignment for next week:**
For Week 2 at a school site, please try to find answers to the following questions – write what you learn and be prepared to share next week. No school sites/district, nor names of respondents, please. Date all.
- What is language proficiency?
- How do we assess language proficiency? Who? Where? How often? How did we used to do it? Which way is better?
- How does the student benefit? The teacher? The school?
- What is the CELDT? The SOLOM?
- What is the role of the teacher in language assessment?
- Why do we do language assessment?

Only after you have completed this portion of the assignment, click on:
[www.JoanWink.com](http://www.JoanWink.com)
Scroll down to Jill Mora
http://coe.sdsu.edu/people/jmora/Prop227/celdt.htm
http://coe.sdsu.edu/people/jmora/LangAssessmtMMod/
http://coe.sdsu.edu/people/jmora/LangAssessmtMMod/sld001.htm
What is Language Assessment?

**Critical Pedagogy: Notes from the Real World**
Read for Week 2:

Buy texts or borrow from a friend.
Read all of *Critical Pedagogy: Notes from the Real World*: Here are some ideas for you to explore for your first jigsaw writing activity. The Best Idea; The Most Interesting 2 New Words; The Most Challenging Idea; The Most Maddening Idea; The 3 Best Activities. OR, be more creative and do something else. The point is to read; think; write. Due Week 4.

Access Blackboard and print syllabus.
Visit: [http://www.JoanWink.com](http://www.JoanWink.com)

Discover as much as you can on this web sites. Print something and bring it back to class to share. Print at least a one-page example. **In your journals for next week, write about (a) yourself and (b) your discoveries online.**

**Week 2 Wednesday (2/25)**
**Due:** Interactive Journal writing – AS YOU ENTER CLASS; Instructor reads journals in class, too.
Looking Back: the syllabus, assignments, Bb6, contracts, questions, etc.
**Students Share:** Interviews from the schools. What is language proficiency?
**Wink Share:** 3 Perspectives from Dayna Watlin
**Wink Share:** The Differences between Testing and Authentic Assessment
**Students Share:** Interview regarding language proficiency assessment. Turn in interviews.
**Wink and Students Share:** Into-the-text activity for Critical Pedagogy: Popcorn, Pair Share, Dialogue Journal.
In-class time for 2 Wink books.

Assignment for next week.
Read for next week: Critical Pedagogy: Notes from the Real World
New Words. New Friends
Card Categories
http://www.JoanWink.com/charts.html
As the instructor will have the journals this week, please keep your reflective reading notes on one of the charts at http://www.JoanWink.com/charts.html
Read; write; think; talk with your friends.

Week 3  Wednesday (3/3)
Due: Contracts at the beginning of class
Interactive Journal Writing As You Enter Class – Remember, you are using one of the charts to share with a colleague this week. When finished reading, returns materials to owner.
In-class time for 2 Wink books.
Wink Share: A brief overview of three presentations at CABE
California Association of Bilingual Education (CABE), March 3-6, 2004
San Jose, CA, www.bilingualeducation.org
Three Presentations:
a) Dual Language Programs in Action, 3.5.04: 4 p.m. to 5:30
b) Passionate Pedagogy; Saturday, 3.6.04; 2:15 to 3:45
c) Teachers as Language Mentors: Examining Language Potentials through the Work of Vygotsky and Freire; Friday, 3.5.04; 2:15 to 3:45
Wink Share: Proposal-Writing How-To: In-class activity
Journaling for next week: explore alfiekohn.org and susanohanian.org
Write in your journal about your visits to these two web sites.
http://www.alfiekohn.org/standards/testarticles.htm
FYi
Dr. Kenji Hakuta: Dean Irma Guzman Wagner and San Joaquin County Office of Education.
Update on visit from: Dr. Kenji Hakuta, Founding Dean of the School of Social Sciences, Humanities, & Arts, UC Merced.

Week 4  Wednesday (3/10)
Due: reaction/reflection to Critical Pedagogy: Notes from the Real World
Students: in-class writing activity. Please finish the sentence prompt, and continue writing.
As the purpose of language assessment is . . . I recommend that we assess the language of non-native speakers of English in the following manner:
Assignment for next week: Read any of the URLs at the end of this syllabus; or on Bb; or on EdMasters; spend some times exploring and discovering. Write in your journal as you read.
Wink Share: Cummins’s Quadrant; Class Profile; SOLOM: Student Oral Language Observation Matrix; Rubrics, etc.

Week 5 – Wednesday (3/17)
Due: 2 websites relevant to History and Herstory.
In-class time, for jigsawing: Teaching Passionately: What’s Love Got To Do With It?, Bilingually
**Wink Share:** The Philosophy and Practice which Drive Various Approaches to Evaluation/Assessment, Just as it does Inquiry and Research. The questions you ask determine the answers you get.

SOLOM video in class.

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**Week 6 – Wednesday (3/24)**

Annie Nguyen: The CELDT and SOLOM

Due: 2 websites: relevant to Diversity and Democracy.

**Wink Share:** How to write a proposal

*Students:* In-class activity: Individually, student do a semantic map of a proposal AND 2-3 sentences for each section of the proposal.

**Wink and Student Share:** The 6 Competencies of CLAD/BCLAD

CLAD: language structure, acquisition and development; methods (bilingual, English language development, and academic content); culture and cultural diversity.

BCLAD: methods of primary language instruction; the culture of emphasis; and, proficiency in the language of the specific culture.

TESOL, Teachers of English to Speakers of Other Languages, Long Beach, CA

[www.tesol.org](http://www.tesol.org)

**Wink Share:** Visually Triangulating the Theoretical Framework of Vygotsky, Freire, and Dewey

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**Week 7 – Wednesday (3/31) Cesar Chavez Day – No Class**

Due: 2 web sites – relevant to Reflection and Reform

*Teaching Passionately: What’s love got to do with it?* What’s love got to do with it? reflections due on Bb.

Jigsaw activity, however each student must also turn in a reflection on chapter six.

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**Week 8 – Wednesday (4/7)**

Due: 2 web sites – relevant to Justice and Gender

Due: Written reflections on *Teaching Passionately: What’s love got to do with it?* Remember, this is a jigsaw activity, except for chapter six. Each person also does chapter six.

Midterm Week: Review and written activity in class of Class Objectives and Assignments.

Book Shares.

**Wink and Students Share:** More on Proposal writing; students bring their personalized folders with their proposal ideas written in draft form. In-class Writing Activity: 4-5 complete sentences for each section of the proposal.

**Wink and Students Share:** What is bilingual education? eld? sdai? sei? Goals of each. How do we ‘get’ another language?

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Spring Break - Wednesday (4/14) No CLASS, April 12-16

*American Educational Research Association AERA in San Diego*
Ellin Keene will be at the Doubletree Hotel on Saturday, April 17 from 8:30-3:30 speaking on “Reading Comprehension.” Write Mary Borba at thelearningtree@yahoo.com.

Week 9 – Wednesday (4/21)
Due: 2 websites – relevant to Standards and Students

Week 10 – Wednesday (4/28)
Wink reports on History/Herstory; Diversity/Democracy; Reflection/Reform; Justice/Gender; Students/Standards.
In-class time for students to work on final projects/papers.

Week 11 – Wednesday (5/5)
Due: Recontracts from EACH student, as this will also be a reflective in-class writing assignment.
Due: One-page, back-to-back overview of proposal.

Week 12 – Wednesday (5/12)
A & B Contracts share orally and in written format.

Week 13 – Wednesday (5/19)
A & B Contracts share orally and in written format.

Week 14 – Wednesday (5/26) Final Exams

Resources
Library Mapping
http://www.JoanWink.com/paped/pp-fig5-1.html
Text Mapping
http://www.textmapping.org
The Curriculum Mapper – Westjam
http://www.curriculummapper.com/homesite/default.htm

National websites related to this course:
www.fairtest.org
www.pencilsdown.org
www.nomoretests.com (student site)
www.susanohanian.org
ARN-L@LISTS.CUA.EDU
www.rethinkingschools.org/Index.htm

State websites
AZ www.azstandards.org
CA www.calcare.org
FL: www.angelfire.com
GA: www.cpoga.org
MA: www.caremass.org
MI: www.pipeline.com/~rgobspm/meap.html
NC: www.geocities.com
NV: www.castausa.com
OH: www.stopopts.org
TX: www.taasblues.com
VA: www.SOLreform.com
WA: www.rereformed.com
WI: www.advocatesforeducation.org

CABE, California Association of Bilingual Education
http://bilingualeducation.org

Language Policy Web Site & Emporium
James Crawford
Check out his Links for many free resources. He has all of the professional language organizations.

Stephen D. Krashen
www.sdkrashen.com
He has even posted free books.

Manhattan Institute

Testing Is Out of Control
http://www.cat.org/CaliforniaEducator/v7i4/actions_2.htm

What is sheltered?

A more extensive list of the websites for this class is posted at: www.JoanWink.com

**Related Texts for Reference**


Language Levels

- **Preproduction**: student understands very little English; is very much in the silent period; students is learning to respond to commands: stand up; line up; point to the book; show me the paper.
- **Early Production**: student understands more English and is attempting to provide one to two word answers. What color is the book? Did you ride the bus? Is it hot or cold?
- **Speech Emergence**: student understands much more oral English; student can answer in more complete sentences; students maybe moving towards decoding in English; student is learning to respond to questions such as: Tell me about the story. What did you buy at the store?
- **Intermediate Fluency**: student has command of conversational English and is moving well with academic English; student can respond to comparison questions, Why questions, and what would happen if (rhetorical) questions.