

Bilingual Bicultural Education Online, Asynchronous Course 3 credits

Instructor	Ariana Mangual Figueroa
Email	amf@gse.rutgers.edu
Phone	848-932-0788
Office Hours & Location	By appointment, online
Mode of instruction	Online, asynchronous
Special Permission Required	Yes

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

General Course Description

This course introduces students to bilingual learners, principles of bilingual language learning, and historical and contemporary bilingual education policies in the United States and abroad. Through course readings, assignments, and online discussions, students will learn about key methods and principles of bilingual and bicultural education.

Learning Goals

The goal of this course is to provide teachers and researchers with a preliminary understanding of key topics related to Bilingual Bicultural Education (BBE). Students will learn and employ key concepts regarding who counts as a bilingual and second language learner, what educational contexts serve the needs of these students, where current research on BBE is conducted, when educational professionals should assess students' language and development, and why BBE is an important social and educational process.

Class Materials and requirements

All available online.

Assignments

- 1) Weekly review, discussion and extensions of readings (50% of final grade).
- 2) Midterm (25%)
Students will contribute 3 annotated sources to the class annotated bibliography as well as a one-paragraph self-assessment.

Details to follow.
- 3) Final (25%)

Students will write a 1,500 word position paper on developing a bilingual education program in a New Jersey public school.

Task:

Imagine that you are a bilingual-certified teacher in a New Jersey public school setting. About two months into the school year, your principal asks that you to share your professional opinion about best practices for developing a bilingual program at your school. The principal asks you this with the intention of using your statement to advocate for much-needed resources from the local school board and to gain their approval to develop the school's bilingual program. (S)he plans on sharing your position statement with other administrators and district leadership, so (s)he asks you to include a brief description of an ideal bilingual program, the classes that would be included, and your student population. You want to succinctly articulate your position, focusing on the following areas: research-based program models, research-based instructional practices, classroom materials, and opportunities for professional collaboration and development. Draft a 1,500 word position statement addressed to your principal that addresses these points (and any others that you deem relevant). Imagine that you are submitting this position statement to your school administration in a formal memo.

Summary of assignments and grades

Assignment	Due date	Weight
Participation and ongoing assignments	Ongoing	50%
Midterm Annotated Bibliography Entries	Friday, March 13 11:59pm on Sakai.	25%
Final Assignment: Professional Memo	Friday, May 8 at 11:59pm on Sakai	25%

Course Grades

Grade	Percent
A	95.00-100.0%
B+	90.00-94.99%
B	85.00-89.99%
C+	80.00-84.99%
C	75.00-79.99%
F	Under 75%

Class Policies

Academic Integrity Policy: The consequences for violating policies of academic integrity and the student code of conduct are serious. I expect that you will comply with standards of academic integrity (that is, all the work you present is your own) in this course. For any and all assignments no copying of any kind is allowed, unless copied text is placed within quotations and appropriately cited. Paraphrased text must be appropriately cited. The consequences of clear evidence of extensive plagiarism include, but are not limited to, a grade of F for the assignment AND the course. If you have questions about an assignment or the course content, please seek assistance. You should not turn in the same work in two separate classes. To avoid problems, don't wait until the last minute to begin an assignment.

- For information on the academic integrity policy, please go to: <http://academicintegrity.rutgers.edu/integrity.shtml#>
- A multimedia presentation on plagiarism can be found at: <http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>
- The University Code of Student Conduct can be accessed at:

<http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>

Care, Respect and Integrity. These three words apply to the written and verbal exchanges of this class. A respectful attitude is expected for class discussions, on-line postings, and interpersonal communication with instructor and colleagues. Our classroom and learning environments are safe and open spaces. Please be respectful of each other and of your instructor.

Emails to instructor and peers should always begin by a greeting, include clear and reasonable questions and/or request, and end with salutations. I make sure to respond to emails within a couple of days (i.e. I do not always respond within the next 10 min, nor do I check my messages at 3am). In the event I do not respond after that time, a kind email reminder is welcome.

Accommodations for Disabilities: Students requiring accommodations related to disabilities should make sure that they communicate their needs in advance to the instructor in coordination with the Rutgers Office of Disability Services to ensure that they receive appropriate supports.

Syllabus and Assignment Due Dates (Tentative)

Week, Topic, and Overarching Question(s)	Required Readings and Videos	Required Activities/Assignments
INTRODUCTION TO TERMS AND CONCEPTS		
<p>Week 1 (Jan 20-27) Topic: key terms and definitions</p> <p>Overarching Questions: What does it mean to be bilingual?</p> <p>What different kinds of language learners exist?</p>	<p>Required Print Reading:</p> <p>Genesee et.al. Textbook, Chapter 1 (Introduction)</p> <p>Required Online Reading:</p> <p>http://www.nabe.org/BilingualEducation?mode=0&css=0&ver=4.4.4.okeynote_cobaltf3e693496348046864600000063480120650000000#Why_Contentroversial</p> <p>Required Online Watching:</p> <p>https://www.youtube.com/watch?v=Ob4gcERZfv8</p> <p>(Video duration: 1 minute, 52 seconds)</p>	<p>Required Assignment 1:</p> <p>I.a) Read my bio and write your own introduction to the members of the class</p> <p>b) Using the student language profiles in Chapter 1 as a model, write and post your own language profile (3 paragraph maximum), weaving in at least the following information--</p> <p>What language(s) are you familiar with? To what degree?</p> <p>What language(s) have been educated in or taught?</p> <p>What language(s) have you encountered in your community, work, and/or travels?</p> <p>If you can, in the space allotted, feel free to apply the key terms cited in the chapter: including, but not limited to, dual-language learner, second-language learner, majority language, minority language, etc.</p> <p>Required Assignment 2:</p> <p>II. KWL chart -</p> <p>a) Pre-reading Post</p> <p>After previewing the course by reading the syllabus and exploring the website, post your responses in the first two columns of the KWL chart (under K and W). Here, you will provide two ideas in each column--what you know and what you want to know about BBE.</p> <p>b) Post reading/video watching Post</p> <p>Add an idea under the L column of the KWL chart.</p> <p>Required Assignment 3:</p> <p>III. Get acquainted with the syllabus and final project</p>
<p>Week 2 (Jan 27-Feb 3)</p> <p>Topic: Language and Culture</p> <p>Overarching Questions: Who are the students in BE classrooms today?</p>	<p>Required Print Reading:</p> <p>Genesee et.al. Textbook, Chapter 2 (Language and Culture)</p> <p>Required Online Watching:</p> <p>Short film on Integration and Immersion. Here administrators and parents working to make decisions about the importance of bilingual education for their children, considering the pros and cons and the cultural implications of this choice.</p>	<p>Required Assignment :</p> <p>Get your feet wet conducting independent research this semester by logging in to your Rutgers library account and browsing the premier journal published by the National Association for Bilingual Education (NABE). The title of this journal is:</p> <p>Bilingual Research Journal</p> <p>Required Activity:</p> <p>Post your response to the following prompt:</p> <p>Imagine that you are a teacher in a classroom that includes dual-language or second-language students in your class. (Some of you may not have to use your imagination because you are currently teaching in this setting! But all of you can draw on ideas from the required reading and watching).</p> <p>What aspects of your students' culture might be relevant to your everyday teaching?</p> <p>What might you do to learn more about these cultural practices?</p> <p>What does Chapter 2 suggest that practitioners should be responsible for when it comes to language and culture?</p>

	<p>http://vimeo.com/15911616</p> <p>(Video duration: 4 minutes, 26 seconds)</p>	<p>In a 1 paragraph response, reply to each question in the prompt, making reference to the required readings when appropriate.</p> <p>Once you have posted your own response, read and comment upon the response of two other colleagues in the course. Feel free to offer your colleague statements of agreement and affirmation, constructive questions, and suggestions for further consideration (making reference to the course readings whenever relevant).</p>
<p>Week 3 (Feb 3-Feb 10)</p> <p>Topic: Bilingualism and the brain</p> <p>Overarching Question: What are the cognitive benefits of becoming bilingual?</p>	<p>Required Print Reading:</p> <p>Genesee et.al. Textbook, Chapter 3 (The Language-Cognition Connection)</p> <p>Required Online Watching:</p> <p>Ellen Bialystock lecture at York University in Ontario, Canada https://www.youtube.com/watch?v=gOniNoPMJlg</p> <p>(Video duration: 1 minute, 36 minutes, 46 seconds. You are required to watch until the 19 minute, 30 second mark.)</p>	<p>Required Activity: Complete the T-Chart regarding beliefs about bilingualism</p> <p>What comments have you heard about bilingualism? Given what we have read, discussed, and learned in the class to date, how would you respond to these comments? You can include negative comments or concerns about bilingualism that you rebut or positive comments that you extend by including citations from the course readings and videos to date. If you need help brainstorming a list of myths and realities, visit: http://speakingintonguesfilm.info/myths-realities-for-native-english-speakers/</p> <p>Required assignment: Imagine that the principal of the school where you teach is considering starting a bilingual program. She has asked you to make a presentation to the administration and staff regarding the benefits of bilingualism. Create one PowerPoint slide on the benefits of being bilingual. Choose ONE possible benefit and include:</p> <ol style="list-style-type: none"> 1) an explanation of that benefit 2) references to the reading (or to a research study that you have read regarding the point) 3) a statement about why this matters for teachers and administrators in schools <p>You may also include audio and visual media if you would like to go beyond text.</p>
<p>HISTORICAL AND CONTEMPORARY PERSPECTIVES ON BILINGUALISM IN THE US</p>		
<p>Week 4 Historical Underpinnings (Feb 10-Feb17)</p> <p>Topic: Changes in US language policy over time</p> <p>Overarching Question: How have changing beliefs about the significance of bilingualism influenced teaching</p>	<p>Required Print Reading:</p> <p>Wiley, T.G. and Wright, W.E. (2004). Against the Undertow: Language-Minority Education Policy and Politics in the "Age of Accountability". Educational Policy 18, 142-168.</p> <p>Required Online Watching:</p> <p>No Child Left Bilingual Part I https://www.youtube.com/watch?v=gOniNoPMJlg</p>	<p>Required Activity: Poll a teacher about their experiences teaching in an era of accountability. Ask specific questions about the effects of testing policies on their abilities to teach language learners in their classes.</p> <p>Required Assignment: Report back to the class in a two paragraph response: 1) post a one paragraph report of your findings that includes a summary of the teacher's response 2) include a second paragraph where you make connections to this week's readings.</p> <p>Read two of your colleagues' posts and add your own response to their commentary. Does their response echo or depart from what you heard in your brief interview? Does the response extend or challenge this week's readings and video?</p>

and learning?	m/watch?v=AIUEEdj6lkw (Video duration: 9 minutes, 16 seconds)	
<p>Week 5 Language Rights (Feb 17-Feb 24)</p> <p>Topic: A framework for thinking about language rights in the US and internationally</p> <p>Overarching Question: What does the term language rights mean and how has it been taken up in various contexts?</p>	<p>Required Print Reading: Skutnabb-Kangas, T. Chapter in Language Policy book</p> <p>Required Online Watching: https://www.youtube.com/watch?v=OFW-SnKMz4Y (Video duration: 2 minutes, 10 seconds)</p>	<p>Required Activity: Browse through the website for the European Council, attending specifically to the pages on Human Rights related to Regional and Minority Languages (http://www.coe.int/t/dg4/education/minlang/).</p> <p>Download the brochure on The Charter, found at: http://www.coe.int/t/dg4/education/minlang/Brochure/Default_en.asp</p> <p>Read the brochure in preparation for the required assignment (see below).</p> <p>Required Assignment: If you were an expert assigned to the Committee of Experts (see page 8 of the brochure), what evidence of linguistic rights would you (as an educator-expert) want to see when you visited states to monitor their progress? What specific education-related activities would you look for? Post your response, including 3 pieces of evidence and make specific connections to how this evidence would help to indicate that the specific principles of The Charter.</p>
BILINGUAL POLICY AND PROGRAMS		
<p>Week 6 Bilingual Education in the context of current US educational policies (Feb 24-Mar 3)</p> <p>Topic: What are some of the new ways that language is being conceived of within the era of Common Core Standards?</p> <p>Overarching Question: What are our responsibilities for teaching language to our students, specifically in our role as BE teachers?</p>	<p>Required Online Reading: Read the paper by van Lier and Walqui, entitled "Language and the Common Core State Standards": http://ell.stanford.edu/sites/default/files/pdf/academic-papers/04-Van%20Lier%20Walqui%20Language%20and%20CCSS%20FINAL.pdf</p> <p>Required Online Watching: Watch the video of Aida Walqui, sharing the main points of the article that you have just read: http://ell.stanford.edu/publication/language-and-common-core-state-standards (Video duration: 2 minutes, 57 seconds)</p>	<p>Required Activity: Review the slideshow created for the NJ DOE regarding the Common Core State Standards and English Language Learners in New Jersey: http://www.state.nj.us/education/bilingual/pd/CCSS.pdf</p> <p>Required Assignment: Choose one slide that gives you insight into the way that language is being defined and discussed in New Jersey. This slide should also give you some insight into how this understanding of language is connected to the Common Core State Standards. Create your own PowerPoint slide that merges the key points from the reading and the NJ DOE slideshow--only paraphrasing key ideas--and demonstrates your own understanding of the meaning and significance of language in this context, and the particular role of bilingual teachers in advancing literacy and learning in schools. Review the slides and post your response to two classmates slides.</p>
<p>Week 7 Types of Bilingual Education Models (Mar 3-Mar 10)</p>	<p>Required Print Reading: Freeman, R. (2007). Reviewing the Research</p>	<p>Required Activity: Read the definitions for bilingual programs provided on the New Jersey Department of Education website: http://www.nj.gov/education/bilingual/policy/programs/</p>

<p>Topic: The variety of approaches to teaching bilingually in the US</p> <p>Overarching Question:</p> <p>What types of bilingual program models exist? How do these program differences matter for teaching pedagogy and student learning?</p>	<p>on Language Education Programs. In O. García and C. Baker (Eds.), <i>Bilingual Education An Introductory Reader</i> (pp. 3-18). Clevedon, UK: Multilingual Matters.</p> <p>Required Online Watching:</p> <p>Take a firsthand look at a dual-language Spanish-English bilingual program in Washington:</p> <p>https://www.youtube.com/watch?v=KfegW-v7wu0</p> <p>(Video duration: 14 minutes, 31 seconds)</p>	<p>Required Assignment:</p> <p>Complete the T-chart comparing the definitions provided by Freeman and the definitions provided by the NJ DOE. Write one paragraph explaining how you think bilingual education has been adapted locally to meet the needs of communities and schools in the state of New Jersey.</p>
<p>BILINGUAL PEDAGOGY</p>		
<p>Week 8 Scaffolding and Language as Action (Mar 10-Mar 14)</p> <p>Topic: Reconceptualizing language as a set of grammatical rules or forms and moving towards an understanding of language as a set of practices</p> <p>Overarching Question:</p> <p>What would it mean for you to consider language as a set of practices? How would this change your teaching?</p>	<p>Required Print Reading:</p> <p>Walqui, A. (2006). Scaffolding Instruction for English Language Learners: A Conceptual Framework. <i>The International Journal of Bilingual Education and Bilingualism</i> 9(2), 159-180.</p> <p>Required Online Watching:</p> <p>On scaffolding, from the Pennsylvania Department of Education</p> <p>https://www.youtube.com/watch?v=9gNjGD_W3dM</p> <p>(Video duration: 5 minutes, 13 seconds)</p>	<p>Required Activity:</p> <p>Choose one of the teaching tools in the Walqui article (Figure 2, 3, or 4) and adapt it for your own current or imagined teaching context. Identify a text that you would read with your students and modify the figure so that it scaffolds student's reading of that text. Make content, language, and age-appropriate modifications.</p> <p>Required Assignment:</p> <p>Imagine that the Pennsylvania Department of Education hires you as an educational expert to consult on the remaking of the video that you just watched. They want you to recreate the video, focusing specifically on language learners in bilingual settings. What edits would you make to the video? Consider the content that you would revise for the following: scaffolding techniques and curricular materials shown, classroom settings featured, and the prompts provided for teachers interviewed for the video. Use the Walqui article to inform your recommendations and cite it appropriately in your response.</p>
<p>Spring Recess Mar 14-Mar22</p>		
<p>Week 9 Developing Translanguaging Approaches (Mar 24- Mar 31)</p> <p>Topic: Considering</p>	<p>Required Print Reading:</p> <p>Velasco, P. & García, O. (2014) <i>Translanguaging and the Writing of Bilingual Learners</i>. Bilingual Research Journal: The Journal of</p>	<p>Required Activity:</p> <p>Find a person--colleague, friend, family member--and take at least 10 minutes to explain the concept of "translanguaging" to them based on your developing understanding from reading and watching this week's assignments. This can be an informal conversation that takes place over lunch in the staff lounge or on a walk with a friend. Explain to them</p>

<p>another perspective on language as social action</p> <p>Overarching Question: How does the concept of translanguaging contribute to or challenge your existing beliefs about language learning and teaching?</p>	<p>the National Association for Bilingual Education, 37(1), 6-23.</p> <p>Required Online Watching: https://www.youtube.com/watch?v=1HXo25S16a4</p> <p>(Video duration: 9 minutes, 57 seconds)</p>	<p>that you are interested in their responses and questions, specifically focused on what this might mean for you as a classroom teacher. Take notes as you engage in this conversation.</p> <p>Required Assignment: In a threaded discussion, share two key points that you communicated during your conversation and share at least two of the responses that you received (ideally, your report-back would include one comment and one question, though two comments and two questions is also acceptable). Read the posts shared by two of your colleagues and respond with the following: a quote from the reading or video that extends or challenges what they've reported and a connection that you made to your own experience of sharing the concept with a peer.</p>
<p>Week 10 Developing an asset view of students (Mar 31-Apr 7)</p> <p>Topic: Shifting from deficit to asset-based views of students</p> <p>Overarching Question: What perspectives do you tend to hear around you? What do you bring to your teaching?</p>	<p>Required print reading: Nieto, S. (1994). Lessons from students on creating a chance to dream. Harvard Educational Review 64(4), 392-426.</p> <p>Required online watching: Video Sonia Nieto: https://www.youtube.com/watch?v=pOFCsYPol5g</p> <p>(Video duration: 2 minutes, 35 seconds)</p>	<p>Required Activity: Nieto advocates for "listening to students" (see pages 396 and 420, in particular). Given your current or imagined teaching context, what would it mean to listen to students? What opportunities do you/would you need to create to listen in the ways that Nieto advocates? What do you imagine that your students might say and what would you do with that newfound information? Take notes on your own as you read and watch and then use those notes to complete the required assignment.</p> <p>Required Assignment: Complete the template provided to make connections between the Nieto article and video and your own reflections about your teaching practice. The focal questions mirror those that you used for the note taking activity: Given your current or imagined teaching context, what would it mean to listen to students? What opportunities do you/would you need to create to listen in the ways that Nieto advocates? What do you imagine that your students might say and what would you do with that newfound information?</p>
<p>Week 11 Bilingual Education-teaching about language and identity (Apr 7-Apr 14)</p> <p>Topic: Examining how teachers and students make connections between language, identity, and society</p> <p>Overarching Question: How does one bilingual program</p>	<p>Required Print Reading: Mangual Figueroa, A., Baquedano-López, P., & Leyva-Cutler, B. (2014). La Cosecha/The Harvest: Sustainable Models for School-Community Engagement at a Bilingual Program. Bilingual Research Journal, 31(7), 43-63.</p> <p>Required Online Watching: Watch the video that accompanies the article: La Cosecha Video (video duration: 42</p>	<p>Required Activity: Pick one of the key concepts that we have discussed so far in this section of the course on bilingual pedagogy: Scaffolding, translanguaging, or developing an asset view. As you watch the video, identify examples of how the teacher and students engage in one of these activities. Enter your notes into the template provided.</p> <p>Required Assignment: Reread the last paragraph of the article found on page 60. It provides several recommendations for educators working in bilingual settings: 1) considering "the central role that language can play in learning about and replicating best practices for empowerment and sustainability" 2) audio recording classroom interaction in order "to listen in on learning while becoming an active participant in the unfolding educational activity" 3) "developing long-term, socially relevant units of instruction that invite participation among key stakeholders" 4) identifying "linguistic role models who can not only support student learning but also teach educators about unique</p>

<p>integrate language learning and identity development?</p>	<p>minutes, 57 seconds)</p>	<p>approaches to socializing children to become empowered agents of learning and change”</p> <p>Choose one of these four recommendations and complete the t-chart provided, answering the following questions: What examples of this are provided in the article? How might I apply this recommendation in my current or imagined teaching context?</p>
<p>Week 12 Making home-school connections (Apr 14- Apr 21)</p> <p>Topic: Models and ideas for connecting parents and teachers</p> <p>Overarching Question: What can you do in your teaching context to collaborate with and work alongside your students’ parents?</p>	<p>Required print reading: Delgado-Gaitan, C. (1991). Involving Parents in the Schools: A Process of Empowerment. American Journal of Education, 100(1), 20-46.</p> <p>Required online watching: Watch this trio of video-- 2 interviews with one parent and 1 webinar presentations that builds on the interviews--made available by the New Jersey Department of Education.</p> <p>http://www.state.nj.us/education/bilingual/parents/family.htm</p> <p>(Includes three videos: 2 interviews with one parent. The first video is 2 minutes, 28 seconds long and the second one is 6 minutes, 9 seconds long. The webinar is 1 hour and 39 seconds long)</p>	<p>Required Activity: Listen again to what Mary Cowhey said from 12:36-14:50 minutes. She talks about two kinds of families and teachers’ work: she describes one group as “the harvest of the low-hanging fruit” and then she provides characteristics of the families that are easiest to communicate with. She then contrasts these families to those that she works closely with, which she calls “the high-hanging fruit, the fruit where you really gotta climb a ladder” and then she provides a description of these families. Then, pause the webinar at minute 17:32 and write your responses to the questions projected on the slide.</p> <p>Required Assignment: Consider the questions that the Webinar leader, Mary Cowhey, posed at the very end of the webinar. Listen again to her reading the questions from 49:20 through 49:50 minutes.</p> <p>Where can you find them? Who are the parent/guardian leaders (and potential leaders) in your school and community? Who can you collaborate with? What strengths can you build on? How can you make current activities more appealing and accessible? Where will you begin?</p> <p>Post your responses to these questions in a threaded discussion, weaving in ideas that Mary Cowhey shared in the webinar. Respond to two of your colleagues, chiming in with your own ideas about rethinking parental involvement at your school, considering which parents you would like to connect with more, and thinking ahead to how you might implement some of these important ideas in your current or imagined teaching context.</p>
<p>ASSESSMENT</p>		
<p>Week 13 Assessment of Bilinguals (Apr 21-Apr 28)</p> <p>Topic: Standardized Assessments</p> <p>Overarching Questions: What are some of the existing challenges with using standardized</p>	<p>Required Print Reading: Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. Educational Researcher, 33 (1), 4 –14.</p> <p>Required Online Reading: Kieffer, M., Lesaux, N., and Snow, C. (2006). Promises and pitfalls: Implications of</p>	<p>Required Activity: Find an assessment artifact--by this I mean a sample test item from a standardized test or summative exam which can be in English or another language--and consider the language and content demands of the question or prompt. In your analysis, include a brief description of the challenges that this type of assessment would pose for bilingual students and language learners, and the challenges that it poses for you as a teacher. Take notes using the template provided.</p> <p>Required Assignment: Post your completed template in the class gallery for your peers and I to view. While you do not have to post on each other’s responses this week, I encourage you to read and learn from one another’s responses.</p>

<p>exams to test bilingual and ELL students' learning?</p>	<p>No Child Left Behind for defining, assessing, and serving English language learners. Presented at: Key Reforms Under the No Child Left Behind Act: The Civil Rights Perspective. Berkeley, CA: University of California, Berkeley.</p> <p>Available at http://www.law.berkeley.edu/files/NCLB_ELLs_Final.pdf</p> <p>Required Online Watching: See what Jamal Abedi has to say about ELL students' "opportunity to learn" in classrooms: https://vialogues.com/vialogues/play/3318 (Video duration: 3 minutes, 7 seconds)</p>	
<p>Week 14 Performance-based assessments (Apr 28-May 4)</p> <p>Topic: Performance-based assessments as an alternative to standardized testing</p> <p>Overarching question: What are some of the possibilities and advantages of using performance-based assessments in a bilingual context?</p>	<p>Required Online Reading: https://scale.stanford.edu/system/files/performance-assessments-english-language-learners.pdf</p> <p>Required online watching: Watch Lorraine Valdez Pierce present a webinar on performance-based assessments for ELLs: http://www.colorincolordo.org/webcasts/assessment/#readings (Video duration: 45 minutes)</p>	<p>Required Activity: Based on the illustrative examples of performance-based assessments that Abedi provides on pages 14 and 15 on the Required Online Reading, find a performance-based assessment artifact and compare it to the standardized or summative exam item that you analyzed from last week. Use the template provided to organize your notes.</p> <p>Required Assignment: Post your two items (standardized and performance-based) and your comparative analysis to the class gallery. Read through and respond to the work of two of your peers in the threaded discussion provided.</p>