

## MURRAY STATE UNIVERSITY

Revised 9/15

**DEPARTMENT:** English and Philosophy

**COURSE PREFIX:** TSL    **COURSE NUMBER:** 410

**CREDIT HOURS:** 3

**I. TITLE:** ESL Assessment, Placement, and Advocacy

**II. COURSE DESCRIPTION:** Students will understand and practice various types of assessment particular to English language learners in the public school context, including administration and interpretation of standardized language proficiency and placement tests, tracking student language progress with respect to curricular standards, and creation of traditional and alternative language assessment instruments. Emphasis is also placed on developing skills to communicate student and family needs and progress to communities both inside and outside the school context. A field experience is required. Prerequisites: TSL 331 or TSL 332.

**III. COURSE OBJECTIVES:** Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) addressed by that objective. After successful completion of this course, students will be able to

- A. demonstrate knowledge of the history and current use of language tests in American public schools for English language learners; (KTS #1, 5)
- B. design English language tests for all language skill areas for purposes such as proficiency, achievement, placement, and diagnosis; (KTS #1, 2, 5, 7)
- C. evaluate the characteristics of language tests; (KTS #1, 5, 6)
- D. interpret results of both classroom-based and commonly used standardized language tests for both placement and tracking purposes; (KTS #1, 5, 7)
- E. articulate various needs of English language learners and their families that may need to be met by schools and their communities; (KTS #4, 8, 10)
- F. demonstrate appropriate and ethical use of technology for assessing and communicating results to English language learners, families, and authorized members of the school community; (KTS #6) and
- G. prepare developmentally appropriate assessments that are aligned with Kentucky Academic Standards, national content area standards, learning targets, and instructional strategies. (KTS #2, 5)

The ESPB Themes of Assessment, Literacy/Reading, and Closing the Achievement Gap will also be explored in the course through classroom discussion and classroom projects.

**IV. CONTENT OUTLINE:** This course will address issues related to language testing for English language learners in American public schools, including the history of language tests, analysis of currently implemented tests, and the interpretation of language test scores for student placement and tracking. Students will also be taught to evaluate the characteristics of language

tests and will be taught effective test design. Finally, student and family advocacy issues will be addressed as they relate to English language learning and cross-cultural communication.

**V. INSTRUCTIONAL ACTIVITIES:** Course will include short lecture, class discussion, pair and group work, and a variety of workshop activities.

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:** Two hours of field experience are required.

**VII. TEXTS AND RESOURCES:** Students will have access to University resources, including electronic course materials and library resources.

May include texts such as the following:

Davies Samway, K., & McKeon, D. (2007). *Myths and realities, second edition: Best practices for English language learners*. Portsmouth, NH: Heineman.

Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Law, B., & Eckes, M. (2007). *Assessment and ESL: An alternative approach*. Winnipeg, Manitoba, Canada: Portage & Main Press.

**VIII. GRADING PROCEDURES:** Students' grades will be determined based on performance on course assignments and exams. Student grades will be based on the following grading scale: A - 100-90 pts., B - 89-80 pts., C - 79-70 pts., D - 69-60 pts., E - 59-0 pts.

**IX. ATTENDANCE POLICY:** Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:** Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information, contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University

Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone:  
(270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email:  
[msu.titleix@murraystate.edu](mailto:msu.titleix@murraystate.edu)