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. Prerequisites: TSL 331 or TSL 332.

III. PURPOSE: This course will prepare pre-service ESL teachers in the design, implementation, and interpretation of classroom-based and standardized language tests. In addition, this course will prepare pre-service teachers to address student and family advocacy related to language and cultural issues.

IV. 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) and
   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)

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.

V. 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.

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

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None.

VIII. RESOURCES: Students will have access to University resources, including electronic course materials and library resources.

IX. 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.

X. ATTENDANCE POLICY: The Attendance Policy in the current MSU Undergraduate Bulletin will be followed.

XI. ACADEMIC HONESTY POLICY: The Academic Honesty Policy in the current MSU Undergraduate Bulletin will be followed.

XII. TEXT AND REFERENCES: May include texts such as the following:

XIII. PREREQUISITES: TSL 331 or TSL 332.

XIV. NON-DISCRIMINATION POLICY STATEMENT: 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. For more information, contact Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).