**COURSE INFORMATION**

<table>
<thead>
<tr>
<th>Course Prefix/Number:</th>
<th>TSL4441C</th>
<th>Course Title:</th>
<th>ESOL TESTING &amp; EVALUATION</th>
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<tr>
<td>Number of Credits:</td>
<td>3.00</td>
<td>Clock Hours:</td>
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<td>Course Type:</td>
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<td>Lab</td>
<td>Lecture/Lab Combo</td>
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<td>Degree Type:</td>
<td>B.A.S.</td>
<td>C.P.P.</td>
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**COURSE DESCRIPTION**

The student will learn about the selection, development, and adaptation of assessment instruments/evaluation materials appropriate for English Language Learners, including issues related to cultural and linguistic bias, testing in two languages and the study of the impact of standardized tests, performance-based assessment, and other issues related to student outcomes. This course is one of five required for the Florida Add-on ESOL Endorsement. (15 hours of clinical experience is required.)

Recommended Preparation: Bachelor's degree.

Prerequisite(s): Co-requisite(s):

**COURSE COMPETENCIES**

**Learning Outcomes Legend:**

1. Communication
2. Numbers / Data
3. Critical Thinking
4. Information Literacy
5. Cultural / Global Perspective
6. Social Responsibility
7. Ethical Issues
8. Computer / Technology Usage
9. Aesthetic / Creative Activities
10. Environmental Responsibility

**Competency 1:** The student will apply knowledge of assessment issues as they affect the learning of English Language Learners (ELLs) from diverse backgrounds and at varying English proficiency levels by:

1. Identifying the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
2. Identifying and selecting a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
3. Utilizing appropriate and valid language and literacy assessments to ELLs of diverse backgrounds and at varying English proficiency levels.
4. Comparing and contrasting the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
5. Distinguishing among ELLs language differences, giftedness, and special education needs.

**Competency 2:** The student will use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, to align their instruction for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels by:

1. Implementing district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the League of United Latin American Citizens (LULAC) Consent Decree.
2. Identifying and using a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
3. Using multiple sources of information to assess ELLs language and literacy skills and communicative competence.

**Competency 3:** The student will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to align instruction and assess student learning by:

1. Using performance-based assessment tools and tasks that measure ELLs progress in English language and literacy development.
2. Using criterion-referenced assessments appropriately for ELLs from diverse backgrounds and at varying English proficiency levels.
3. Using various tools and techniques to assess content-area learning for ELLs at varying levels of English language and literacy development.
4. Preparing ELLs to use self- and peer-assessment techniques, when appropriate.
5. Assisting ELLs in developing necessary test-taking skills.
6. Assessing ELLs language and literacy development in classroom settings using a variety of authentic assessments.