

ENGL 4532—Skills, Approaches and Assessment for ESL

Course Description: This course, through readings, discussion over the internet, and research in the text and on web site, introduces approaches to evaluation and means of assessment of language skills, with special emphasis on English as a Second Language. Specifically, it examines authentic assessment in contrast with traditional ways of assessment and provides students with a range of assessment tools to be used in the future.

Course Text: Herrera, S., Cabral, R., & Murry, K. (2020). *Assessment of Culturally and Linguistically Diverse Students*. 3rd ed. Pearson. ISBN: 0-13-480032-X

Prerequisites: None

Support of Conceptual Framework: The primary objective of this course is to give participants an understanding of principles of effective assessment and an awareness of various variables which affect learners' performance on tests such as test formats, cultural background, linguistic skills, and so forth. Students gain a better understanding of the complexities of assessment of English language learners and how these can be faced in a real classroom.

Methods of Web-based Instruction:

- Discussion board
- Short tasks
- Short paper
- Readings in the text
- Short readings
- Appropriate sites on the internet
- Videos

Course Objectives:

SWBAT

- Understand and explain terminology associated with assessment
- Provide criteria for an effective assessment tool
- Define differences between standardized and alternative assessments
- Discuss various formal and informal means of evaluating language skills
- Develop appropriate evaluation tools for various language skills

- Explain how language learners can be assessed regarding their language proficiency skills
- Identify and use accommodations for ESL students on standardized tests
- Develop understanding of means of assessing content knowledge for students with limited language skills

Major Topics:

1. Assessment in the context of Cultural and Linguistic Diversity
2. Authentic Assessment
3. Pre-instructional Assessment
4. Assessment of Acculturation
5. Assessment of Language Proficiency
6. Assessment of Content-Area Learning
7. Data-driven Problem-Solving Processes
8. Special Education Issues in the Assessment of CLD Students

Assignments, Exams, and Grading Criteria:

Course Assignments: The participants complete individual module assignments that can consist of summaries of assigned readings or webcasts, response papers, and tasks such as assessment tool analysis or design.

Engl 4532 Availability Dates for Assignment

Assignments will not be accepted after the availability date unless arrangements are made with me.

ASSIGNMENT	DUE DATE for Web assignments
One	January 31
Two	February 11
Three	February 21
Four	March 6
<i>Spring break</i>	<i>Catch up</i>
Five	March 22
Six	April 8
Seven	April 16
Eight	April 26
Final	May 5

8 modules (discussions, internet assignment, short answer, short papers) and a 200 pt final=1000 pts

Grade system:

992-1000 A+ (assumes all work is turned in by original due date)

960-991 A (assumes all work is turned in on time)

930-959 A-

900-929 B+
870-899 B
840-869 B-
810-839 C+
780-809 C
750-779 C-
Below 750, we have a meeting!

Please note the following:

1. Assignments should be done in a professional manner exemplifying work at the upper-division level.
2. Late assignments, unless cleared by the instructor, will result in a letter grade reduction.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning *plagiarism*. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Arts & Sciences.