



### **Course description**

#### **TSL4441C | ESOL Testing and Evaluation | 3.00 Credits**

The student will learn to apply TESOL theories, principles, and current research in the selection, development, and adaptation of assessment instruments/evaluation materials appropriate for ESOL students. This course is restricted to in-service teacher certification candidates and is required for Florida Add-on ESOL Endorsement.

### **Course Competencies:**

**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 assessment purposes 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 for ELLs of diverse backgrounds and at varying English proficiency levels.
4. Comparing and contrasting the advantages and limitations of assessments, including the 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 the League of United Latin American Citizens (LULAC) Consent Decree requirements.
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 English language and literacy development levels.
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.

### **Learning Outcomes**

- Communicate effectively using listening, speaking, reading, and writing skills.
- Use quantitative analytical skills to evaluate and process numerical data.