A. Course Description

Credits: 4

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course includes formal and informal second language assessment techniques to determine placement and to evaluate the progress of English learners in grades K-12. It also addresses criteria for determining the readiness to enter and exit English proficiency programs. Students will gain an understanding of the characteristics and limitations of second language assessment, including the ones for placement in gifted and special education programs; they will learn item and test construction methods appropriate for students with limited English proficiency; and how to administer, interpret, and explain test results to parents and colleagues; rubrics and standards alignment with district goals. Other topics are: curriculum development related to the English learners; program planning; connecting schooling experiences with everyday life, the workplace, and further education; involving the community; purpose of co-curricular and extracurricular activities; and best practices. Urban field experience in grades K-12 is part of the requirements. Prerequisites: Admission to the UTP; Ling 316.

B. Course Effective Dates: 01/09/2012 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Understand the characteristics, uses, advantages, and limitations of formal and informal second language assessment techniques.
2. Understand the limitations of using traditional assessment procedures in the identification and placement of students with limited English proficiency in academic programs, including gifted and special education programs.
3. Understand second language assessment including item and test construction methods appropriate for students with limited English proficiency.
4. Design tests to measure various language skills such as speaking, listening, reading, writing, vocabulary, grammar, and pronunciation.
5. Create authentic assessment; portfolio assessment.
6. Know how to administer, interpret, and explain the results of standardized tests and alternative methods of assessment to students with limited English proficiency, the students' parents, and to colleagues.
7. Know how to create and use rubrics and how to conduct standards alignment with district goals.
8. Demonstrate using information from assessments and understanding of students to develop curriculum and implement effective instruction that increases student achievement in grades K through 12.
9. Understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents.
10. Develop curriculum goals and purposes based on the central concepts of English as a second language and know how to apply instructional strategies and materials for achieving student understanding.
11. Understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle level and high school education.
12. Understand the need for and how to connect students’ schooling experiences with everyday life, the workplace, and further educational opportunities.
13. Understand the role and alignment of district, school, and department mission and goals in program planning.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.
G. Special Information

None