



## RHODE ISLAND COLLEGE

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### FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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### TESL 551 CURRICULUM DEVELOPMENT AND LANGUAGE ASSESSMENT IN ESL

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**Department:** Educational Studies, Ellen Bigler, Chair, 456-8170; Fax 456-8284

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#### 1. COURSE INFORMATION

Basic principles in ESL curriculum development and second language assessment are examined. *3 credit hours. Prerequisite: TESL 546 or consent of department chair. Offered spring.*

##### Extended Description

This course is part of the Professional Education Component for the M.Ed. in TESL, and it is a required course for candidates seeking the ESL endorsement in Rhode Island. It provides significant experience with and reflection about developing curricula and second language assessment procedures for culturally and linguistically diverse students of diverse backgrounds (ages, proficiency levels, cultural backgrounds, etc.). It prepares students to reflect on factors that affect curriculum development, such as theories of language and language learning, language policies, multiculturalism and global perspectives toward education, teaching approaches and materials, and learner characteristics. This course allows students to reflect on and analyze these factors through field-based learning projects and group discussion. This course is strongly based on the Reflective Practitioner Model.

##### **Course Outcomes (Shows Relationship to Professional Program and to the FSEHD Conceptual Framework)**

Cross-referenced to the TESOL/NCATE Standards for P-12 Teacher Education Programs, the Advanced Competencies of the FSEHD and the Rhode Island Professional Teaching Standards:

By the end of the course candidates will be able to:

1) describe the planning, action, and reflection (PAR) approach as it applies to ESL curriculum development and student assessment. [*Knowledge: Domain Specific Knowledge; Practice: Evidence Based Decision Making; TESOL 3a, 3b, 4b, 4c; RIPTS 1, 2, 3*]

*Assessed by class participation*

2) identify current issues in the assessment of culturally and linguistically diverse learners at the national, regional, and local levels related to student identification, placement, participation in statewide testing, and exit from special language programs [*Knowledge: Domain-Specific Knowledge; Information Literacy; Practice: Evidence-based Decision Making ; TESOL 4a, 4b; RIPTS 2, 4, 7*]

*Assessed by class participation and the Assessment Case Study*

3) explain the effects of federal, state, and local language policy on assessment and curriculum development [*Knowledge: Domain-Specific Knowledge; Professional Awareness; Practice: Technology Use*; TESOL 4a, 4b, 3a; RIPTS 2, 7]

*Assessed by class participation*

4) discuss how views about the nature of language and language learning influence assessment and curriculum development [*Knowledge: Domain-Specific Knowledge; Contextual Perspective; Practice: Evidence-based Decision Making; Technology Use, Diversity of Practice*; TESOL 1a, 1b, 2, 3a, 4b; RIPTS 1, 2]

*Assessed by the Assessment Case Study and Syllabus*

5) identify the different purposes of second language assessment: identification, placement in and exit from programs, and measurement of individual student progress [*Knowledge: Domain-Specific Knowledge; Contextual Perspective; Practice: Evidence-based Decision Making; Diversity of Practice*; TESOL 4b, 4c; RIPTS 2, 7, 9]

*Assessed by the Assessment Case Study and Needs Assessment*

6) identify, select, conduct and interpret formal and informal oral language and literacy assessment techniques and instruments (including standardized, authentic, performance, curriculum and portfolio-based assessments) in order to conduct individual assessments or complete a needs assessment of a particular group ESL learners (language proficiency, background knowledge, schooling experience, etc.) [*Knowledge: Domain-Specific Knowledge; Contextual Perspective ;Professional Awareness; Practice: Evidence-based Decision Making; Technology Use; Diversity of Practice*; TESOL 4b, 5b; RIPTS 2, 9, 11]

*Assessed by the Assessment Case Study*

7) appreciate individual differences in English Language Learners (in experiences, values, norms, abilities, needs, interests, learning styles, language variety, etc.) to plan effective curricula and write relevant goals and objectives [*Knowledge: Domain-Specific Knowledge; Contextual Perspective; Practice: Evidence-based Decision Making; Diversity of Practice*; TESOL 1b, 2, 3a, 4b; RIPTS 2, 4]

*Assessed by the Needs Assessment and Syllabus*

8) identify the various ESL curriculum design principles and select language content for an ESL syllabus [*Knowledge; Domain-Specific Knowledge; Practice: Evidence-Based Decision Making*; TESOL 1a. 1b. 3a, 3b; RIPTS 2, 3, 4]

*Assessed by class participation and the Syllabus*

9) select teaching methods, tasks, and activities and design and implement curriculum and instruction that matches students' linguistic, educational and cultural needs [*Knowledge: Domain-Specific Knowledge; Contextual Perspective; Practice: Evidence-based Decision Making; Diversity of Practice*; TESOL 1b, 2, 3a, 3b, 3c; RIPTS 2, 3, 4]

10) access and evaluate a variety of curriculum materials and texts for use with individual students, including technology-rich materials and discuss the role of instructional materials in relation to L2 development [*Knowledge: Domain-Specific Knowledge; Practice: Evidence-based Decision Making; Diversity of Practice*; TESOL 1b, 3c; RIPTS 2, 3, 4, 8]

Assessed by the Syllabus and Curriculum Material Evaluation

11) understand text adaptation principles and strategies for accommodating students' linguistic, academic, and cultural needs as well as strategies for evaluating the effectiveness of the curricular adaptations made [*Knowledge: Domain-Specific Knowledge; Practice: Evidence-based Decision Making; Diversity of Practice*; TESOL 1a, 1b, 2, 3c, 4c; RIPTS 2, 3, 4]

Assessed by class participation and the Syllabus

12) confer with students' families in a culturally and linguistically responsive manner to discuss the results of language assessments and the curriculum and instruction planned for their child. [*Knowledge: Domain Specific Knowledge; Contextual Perspective; Practice: Diversity of Practice*; TESOL 5b; RIPTS 2, 7, 9]

Assessed by the Assessment Case Study

## 2. COURSE TEXTS AND MATERIALS

### Course Texts and Materials

#### Required Course Texts:

Graves, K. (2000). Designing language courses: A guide for teachers. Boston, MA: Heinle and Heinle. (Hereafter referred to as **Graves**)

O'Malley, J.M. and Valdez Pierce, L. (1996). Authentic assessment for English Language Learners: Practical approaches for teachers. Reading, MA: Addison Wesley Publishing Co. (Hereafter referred to as **O'Malley and Valdez Pierce**)

#### Recommended:

For K-12 ESL Educators:

Law, B. & Eckes, M. (2007). Assessment and ESL: An Alternative Approach. Second Edition. Winnipeg, Manitoba, CA: Portage & Main Press. (Hereafter referred to as **\*Law & Eckes**)

For Adult ESL Educators:

Stoynoff, S. & Chapelle, C.A. (2005). TESOL tests and testing. Alexandria, VA: Teachers of English to Speakers of Other Languages. (Hereafter referred to as **\*Stoynoff & Chapelle**)

You must also obtain the WIDA Consortium English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12 at [www.wida.us](http://www.wida.us)

Or the RI Adult ESL or Maryland ESL Standards



<http://www.ride.ri.gov/adulteducation/ri%20content%20standards.aspx>

<http://www.umbc.edu/alrc/ESOLCS405.pdf>

### 3. COURSE CALENDAR/TOPICS

#### Week 1: **I. Foundations**

Curriculum Design, Curriculum Terminology  
Interrelationship Between Assessment and Curriculum Design (p.3)  
Curriculum Frameworks; Curriculum Integration, Coordination & Articulation  
*Handout: Richards and Rodgers: Curriculum Approach, Design, and Procedure*  
*Graves* Chapter 1  
*\*Law & Eckes* Chapter 1

#### Week 2: Assessing the Learning Context

Defining Your Teaching/Learning Context and Constraints (*page 16*)  
Language Policy, Student Assessment and Curriculum Design  
Aligning Curriculum with Standards (GLE/GSEs and ELPs)  
  
*Graves* Chapter 2  
*\*Law & Eckes* Chapter 10  
*WIDA ELP or Adult ESL Standards (RI or MD)*

#### Week 3 Conducting Needs Assessments with Learners

The Role of Needs Assessment in Course Development  
Planning a Needs Assessment: Types of Information to Gather: Assessment Methods  
Understanding Results of the *ACCESS for ELLs™* Assessment  
  
*Graves* Chapter 6

#### Week 4 **II. Curriculum Development in ESL: *Learners Lives As Curriculum (Weinstein)***

Beliefs About Language, Language Learning, Learners, and Teaching and Their Effect on Curriculum Design; Advocating for Needed Changes  
Philosophical and Ideological Frameworks that Underlie Curricula (e.g. Multicultural and Global Perspectives on Language Teaching)  
  
*Graves* Chapter 3  
*\*Law & Eckes* Chapter 11

#### Week 5 Planning and Organizing Course Content

Language Syllabus Organizing Principles (Skills, Situations, Topics/Themes, Competencies, Tasks);  
Sequencing and Organizing Units of Instruction  
  
*Graves* Chapter 4 and 7

#### Week 6 Writing Goals and Objectives for Units of Instruction in Syllabus

Linking Syllabus Units of Instruction with the WIDA ESL Standards  
Evaluating Units  
  
*Graves* Chapter 5, 10  
*WIDA and Adult ESL Standards*

#### Week 7 Developing and Adapting Materials and Activities for ELLs

Selecting and Adapting Published Materials  
Evaluating Textbooks and Materials: *In-Class Assignment*  
  
*Graves* Chapters 8, 9

Week 8 **III. Introduction to Case Study/Language Assessment in ESL**

*Presenting Information to Stakeholders—Electronic Portfolios (Scanning, Importing Sound, Video, Adding Interpretation next to Student Performance--See*

<http://www.ric.edu/faculty/spatterson/tesl551.html>)

Identification of English Language Learners (ELLs)

Conducting Home Language Surveys; Entry, Exit and Placement Procedures

Formal Assessment of Proficiency with the ACCESS for ELLs

*\*Law and Eckes*

*Chapters 3, 9; Appendix*

*\*Stoyhoff & Chapelle*

*Chapter 1;*

*(Use Chapter 2 test reviews as applicable across the remaining weeks)*

Week 9 Planning Valid Assessments of ELLs

Authentic Assessment: Principles, Practices and Technical Features

Portfolio Assessment: Designing and Using Portfolios with ELLs

*O'Malley and Valdez Pierce*

*Chapters 1-3*

*\*Law and Eckes*

*Chapter 2*

*\*Stoyhoff & Chapelle*

*Chapter 4*

Week 10 Oral Language Assessment, Placement Procedures

Observing Students' Oral Language with the MELA-O and SOLOM

Other Tools and Approaches for Evaluating Oral Language

*O'Malley and Valdez Pierce*

*Chapter 4*

*\*Law & Eckes*

*Chapter 3, pp. 43-54 (top)*

*Pages 157-162*

Week 11 Reading Assessment: Formal and Informal Approaches

Flynt-Cooter and Other Measures

*O'Malley and Valdez Pierce*

*Chapter 5*

*\*Law & Eckes*

*127-130; 163-4; 170--173*

Week 12 Planning and Conducting Writing Assessments

Identifying Students' Current Stage of Writing Development with Developmental Stages of Writing (Kid Writing and 6 + 1 Traits)

*O'Malley and Valdez Pierce*

*Chapter 6*

*\*Law and Eckes*

*Chapters 3 (pp. 54-78); 4*

*\*Law and Eckes*

*130-156; 164-170; 174-179*

Week 13 Conducting Content Area Assessments with ELLs

Grading ELLs and Reporting to Parents

*O'Malley and Valdez Pierce*

*Chapter 7,8*

*\*Law and Eckes*

*Chapter 8*

*\*Stoyhoff & Chapelle*

*Chapter 5*

Week 14 Exiting an ESL Program; Decision-Making and Measures

#### 4. REQUIREMENTS

**Course Requirements:** [All Assessments Are Aligned to the FSEHD Advanced Competencies, the RIPTS and TESOL Standards on the Project Scoring Rubrics]

- A. The completion of all assigned readings from the required text and additional required readings to be distributed.
- B. Attendance at and participation in all class sessions.
- C. Completion of the following assignments:
  - 1. **Readings.** Completion of assigned readings from the required text and additional required readings to be distributed.
  - 2. **Needs Assessment and Curriculum Development Project.** Candidates conduct a needs assessment of a group of ESL learners and a particular teaching context in order to plan a course curriculum (syllabus/framework) with an outline of three to five sample unit outlines from that syllabus. This two-part assignment consists of:
    - 1. A **Needs Assessment and a Written Summary** of the Procedure Used and Major Findings.
    - 2. An **ESL Course Syllabus** for the Group of Learners Selected (Content-Based or Traditional ESL Language or Literacy Course) With Goals and Objectives for Units of Instruction in Syllabus Linked to the ESL Standards, Major Learning Activities, Materials, and Evaluation Strategies.
    - 3. **Comprehensive Evaluation of a Selected Curriculum Material.** Candidates evaluate a curriculum material of their choice, rating it according to its linguistic, cultural, and instructional demands.
    - 4. **Assessment Case Study.** Candidates conduct formal and informal assessment of the language of a selected student. They collect information on the oral language (L/S), reading and writing abilities of the selected student in an electronic portfolio and summarize the most important and instructionally-relevant information in a brief written report.

**Grading:** Your course grade will be based on:

1. Attendance and Class Participation	10 points
2. Assessment Case Study and Report <i>As a PowerPoint &amp; Microsoft Word Report</i>	25 points
3. Curriculum Material Evaluation <i>In-class assignment</i>	20 points
4. Needs Assessment Report	20 points
5. ESL Course Syllabus	25 points

#### Course Grading

A = 94-100	B+ = 87-89	C+ = 77=79	D+ = 67-69
A- = 90-93	B = 84-86	C = 74-76	D = 64-66
	B- = 80-83	C- = 70-73	D- = 60-63

## 5. RIC POLICIES

- *For Information Regarding Criminal Background Check Policies of the Feinstein School of Education:*  
<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>
- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):  
[http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities:  
<http://www.ric.edu/disabilityservices/faq.php>  
*Any student with a documented disability is encouraged to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please contact Disability Services for Students in Craig Lee 127 (phone 456-8296 or 456-8061).*
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.