UNIVERSITY OF THE SACRED HEART
EDUCATION GRADUATE PROGRAM
SISTEMAS DE INSTRUCCIÓN Y TECNOLOGÍA EDUCATIVA

COURSE TITLE   :   **Assessment in the ESL Classroom**

COURSE NUMBER   :   **ING 755**

CREDITS   :   **Three credits (three hours a week, 1 session)**

DESCRIPTION   :

This course will examine the theoretical framework for assessment as an integral process within the teaching and learning of a second foreign language. It focuses on assessment that is student centered, authentic, continuous, involves high-order thinking skills and integrative language and focus on process and product. A variety of assessments techniques such as portfolios, performance tasks, graphic organizers and others will be explored and used. Rubrics will also be designed and used with these assessments. Emphasis will be given to developing and practicing these techniques in the ESL classroom.

JUSTIFICATION   :

The assessment approach to evaluation is an important part of the educational reform movement of the past two decades. Dissatisfaction with traditional testing has led to interest in high quality assessments based on the constructivist and humanist paradigms of learning, in line with the most current educational research. These assessments are student centered, authentic, continuous, involve high-order thinking skills and integrative language and focus on process and product. The fundamental role of assessment is to provide authentic and meaningful feedback for improving instructional practices that should improve student learning. In the teaching learning process, assessment is one of the most important activities teacher engages in an effective learning environments. Therefore, teachers need the attitudes, knowledge and skills that will enable them to effectively use assessment procedures that will enhance second language teaching and learning in their classroom.

OBJECTIVES   :

The students will:

1. Acquire general knowledge of the theoretical framework of assessment.

2. Find the concepts of assessment, testing, measurement, evaluation and alternative assessment.

3. Identify and analyze the characteristics of alternative assessment.

4. Explore, apply, evaluate, and develop a variety of alternative assessment techniques.

5. Value the importance of alternative assessment in the teaching learning process.

6. Explore standards based assessment.

7. Align the Puerto Rico Department of Education Standards with assessments.

8. Identify apply and develop rubrics.

CONTENT   :

I. Theoretical Framework

A. The constructivist paradigm
B. The humanistic paradigm
C. Communicative language teaching

II. Definitions

A. Assessment, testing, measurement, evaluation, and alternative Assessment

III. Characteristics of alternative assessment

A. Critical thinking
B. New assessment roles
C. An integrated approach to the teaching learning process

IV. Rational for using alternative assessment

A. Students factors
B. Teacher factors
C. Views of learning
D. Validity and Reliability

V. Purposes of assessment

A. Diagnosis
B. Determine achievement
C. Student feedback
D. Instructional feedback
E. Instructional planning

VI. Standards based assessment

A. The Puerto Rico Department of Education English Standards
Aligning the English Standards with assessments

VII. Designing , developing and using alternative assessment techniques

A. Oral language
B. Speaking
C. Reading
D. Writing
E. Integrated skills

Assessment techniques

Portfolio	Drawing
Performance task	Dramatization
Exhibition	Games
Open ended questions	Experiments
Semantic/concept map	kid watching/ observation
Oral report	Checklists
Written report	Questionnaire
Research paper	Comic strip
Essay	Interview
One minute paper	Reflective Journal
Project	Learning log
Debate	Anecdotal Record
Creative work	Focused listing

The portfolio process

VIII. Designing developing and using rubrics

A. Definition
B. Types
C. Design process
D. Application

METHODOLOGY:

Simulation
Cooperative group work
Group discussions
Expository presentations
Workshops
Oral presentation

ASSESSMENT:

Attendance
Group and class participation
Semantic maps
Oral presentations
Written reports
Self evaluation
Reflection journal
Design and application of assessments in ESL classrooms

REFERENCES:

Required

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WEBSITES

www.tesol.org

www.ascd.org

www. rubrics. com

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