## Objectives/Learning Outcomes

<p>| Understand the main concepts and analytical procedures associated with current language testing practices. | Textbook readings, journal articles, lecture, videos, weekly discussion and activities | Online Discussion rubric | TS – ESL 1.1k, 1.2k, 3.2k, 6.1k, 6.2k, 6.3k, 6.4k, 6.5k, 7.1k, DDP – 1, 5, 7, CF – 1, 4, TESOL – 1.a, 4.a, 4.b, 4.c, NETS – 2, 3 |
| Understand the impact of assessment on various stakeholders (e.g., students, teachers, administrators, institution, and community) | Textbook readings, journal articles, lecture, videos, weekly discussion and activities | Research learning project rubric Online discussion rubric | TS – ESL 1.1k, 1.2k, 3.2k, 6.1k, 6.2k, 6.3k, 6.4k, 6.5k, 7.1k, 7.2k, 7.3k, DDP – 1, 5, 6, 7, CF – 1, 3, 4, TESOL – 1.a, 2.e, 2.g, 4.a, 4.b, 4.c, NETS – 2, 3, 4 |
| Understand the inherent relationship between teaching and assessment. | Weekly discussions | Online discussion rubric Research learning project rubric | TS – 1.1k, 1.2k, 3.2k, 6.1k, 6.2k, 6.3k, 6.4k, 6.5k, DDP – 1, 5, 7, 8, CF – 1, 3, 4, TESOL – 4.a, 4.b, 4.c, NETS – 2, 5 |
| Define and explain major concepts and principles of language assessment and Reflect on how they relate to their current/future teaching contexts. | Textbook readings, journal articles, lecture, videos, weekly discussion and activities | Research learning project rubric Online discussion rubric | TS – ESL 1.1k, 1.2k, 3.2k, 6.1k, 6.2k, 6.3k, 6.4k, 6.5k, DDP – 7, 8, CF – 1, 4, TESOL – 4.a, 4.b, 4.c, NETS – 2, 3, 5 |</p>
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| Understand, explain, and critically evaluate the existing assessment methods and instruments. | Textbook readings, journal articles, lecture, videos, weekly discussion and activities | Research learning project rubric | TS — Texas Educator Standards/Competencies  
DDP — Diversity and Disposition Proficiencies  
CF — Conceptual Framework Indicator  
N — NCATE Standard 1 (if there is no SPA)  
NETS — ISTE NETS Technology Standards |
| Reflect on and contribute to the design of test instruments and assessment procedures to be used in current/future teaching contexts. | Textbook readings, journal articles, lecture, videos, weekly discussion and activities | Research learning project rubric | TS — ESL 1.1s, 1.2s, 3.2s, 6.1s, 6.2s, 6.3s, 6.4s, 6.5s  
DDP — 1, 5, 7, 8, 9, 10  
CF — 1, 4  
TESOL — 4.a, 4.b, 4.c, 5.a, 5.b  
NETS — 2, 4 |
| Design authentic, valid, and reliable assessment tools that are culturally appropriate for a specific teaching context. | Textbook readings, journal articles, lecture, videos, weekly discussion and activities | Research learning project rubric | TS — ESL 1.1s, 1.2s, 3.2s, 4.1s, 4.2s, 4.3s, 5.1s, 5.2s, 6.1s, 6.2s, 6.3s, 6.4s, 6.5s  
DDP — 7, 8, 10  
CF — 1, 3, 4  
TESOL — 4.a, 4.b, 4.c, 5.b  
NETS — 2, 3, 5 |