



ORIGINAL COURSE IMPLEMENTATION DATE: January 2004
 REVISED COURSE IMPLEMENTATION DATE: September 2026
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032
 Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: TESL 420	Number of Credits: 4 Course credit policy (105)										
Course Full Title: Curriculum and Assessment in Second Language Education Course Short Title: Curr & Assessment in SLE											
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Adult Education										
Calendar Description: This course examines curriculum design and assessment practices in second and additional language education across K–12 and adult contexts. Students explore how frameworks such as the B.C. English Language Learning (ELL) Standards, Canadian Language Benchmarks (CLB), and Portfolio-Based Language Assessment (PBLA) inform instruction and evaluation with attention to inclusive, culturally sustaining, and relational approaches to language education.											
Prerequisites (or NONE):	None.										
Corequisites (if applicable, or NONE):	None.										
Pre/corequisites (if applicable, or NONE):	TESL 400, TESL 408, and TESL 410.										
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: TESL 310 Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">60</td> </tr> </table>	Lecture/seminar	15	Tutorials/workshops	45					Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	15										
Tutorials/workshops	45										
Total hours	60										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: January 12, 2026										
Faculty Council approval	Date of meeting: February 20, 2026										
Undergraduate Education Committee (UEC) approval	Date of meeting: March 27, 2026										

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze how national and provincial frameworks—such as the B.C. ELL Standards, CLB, and PBLA—inform curriculum and assessment design in language education.
2. Adapt curriculum documents and learning outcomes to meet diverse learners and community needs across adult and K–12 contexts.
3. Design inclusive, outcomes-based instructional and assessment plans that integrate language skills, content, and cultural perspectives.
4. Apply formative, summative, and portfolio-based assessment practices that promote learner reflection, growth, and autonomy.
5. Evaluate curriculum and assessment approaches for their responsiveness to cultural, linguistic, and community contexts, including Indigenous ways of learning.
6. Reflect critically on ethical and professional responsibilities in curriculum and assessment, informed by the First Peoples Principles of Learning and culturally responsive perspectives and ways of knowing.

Recommended Evaluation Methods and Weighting (*Evaluation should align to learning outcomes.*)

Assignments:	100%	%	%
		%	%

Details: Teaching statement and context analysis (20%); module plan and reflection (25%); online forum contributions with self-assessment (20%); assessment package and reflection (35%)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Students will facilitate online learning discussions of weekly readings with tasks associated with that week's topic. In Face to Face classes, students will present their major assignments and work in groups to explore critical issues raised in the course to-date.

Texts and Resource Materials (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form.](#)*)

Type	Author or description	Title and publication/access details	Year
1. Book	Richards, J. C.	Curriculum development in language teaching (2nd ed.). Cambridge Press	2017
2. Book	Christison, M. & Murray, D.	What English language teachers need to know volume III: designing curriculum. Routledge	2022
3. Journal		TESL Canada journal; B.C. TEAL journal	
4. Online resource	Centre for Canadian Language Benchmarks	Canadian Language Benchmarks (CLB) https://www.language.ca/home	
5. Online resource	Centre for Canadian Language Benchmarks	PBLA guide https://www.language.ca/category/pbla/	2021
6. Online resource	B.C. Ministry of Education	English Language learning teaching resources: https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning	2022
7. Online resource	B.C. Ministry of Education	English Language learning standards: https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf	2017
8. Online resource	B.C. Ministry of Education	Centre for Canadian Language Benchmarks (CLB): https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning	2020

Course Content and Topics

- Curriculum, assessment, and TESL roles
- Frameworks – CLB, PBLA, and B.C. ELL standards
- Curriculum as a living framework
- Program and module design
- Constructive alignment
- Differentiation, equity, and universal design
- Collaboration and co-planning
- Rethinking assessment
- Portfolio- and classroom-based assessment
- Rubrics and performance descriptors
- Feedback for growth and autonomy
- Indigenous and relational assessment approaches
- Ethics and professional judgment
- Integrating curriculum and assessment