

Meeting 02 • 07 January 2010 • Thursday

Version:
1/7/10

Today

numbers in () = minutes planned for activity/ topic

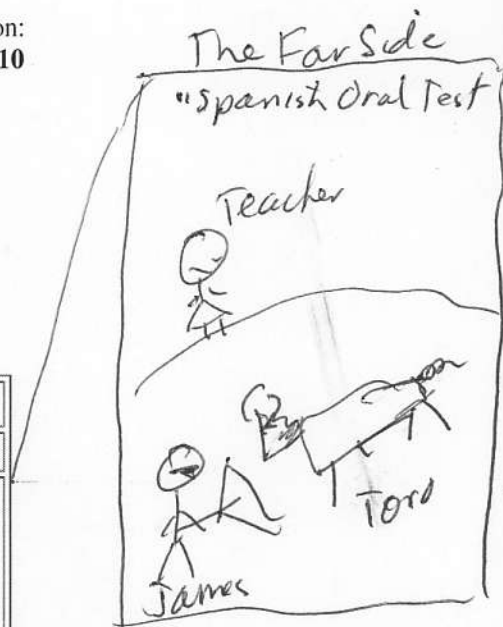
√ = topic / activity that was adequately dealt with during the class

+ = topic needs more attention & will be resumed at next / subsequent meeting(s)

- = a topic / activity that was proposed but not carried out (but will be taken up later)

~~Struck through text like this~~ = a topic / activity that was proposed but not included / is not going to be taken up after all*Italic text like this* = comments after the meeting

| | |
|--|---|
| | Main topic(s): Introduction to Assessment; the FL and AL Cultures |
| | (5) (possibility a regular feature:) assessment in the news! |
| | (20) How do non-specialists talk about tests? How do they express their estimates of language skills? Media clips: failing a German Coast Guard ESL test; failing a German high-school Shakespeare & ESL test; (caution advised) passing (or failing?) a low-level Spanish OPI at the Mexican border; to sample the larger collection of such (caution advised), go to my language-related media page. |
| | (10) norm-referenced vs. criterion-referenced tests: some examples outside the area of languages: Prof. Fischer's swimming class (at age 6); yearly medical checkup; SAT and other ETS-type tests; driver's license; "white glove & dust"; DUII; speed-dating and the notorious 1-10 rating (someone help me here!). Which type are they, and how is that related to the purpose(s) they serve? And now the TOEFL and OPI |
| | (30) Group discussion(s): The difficulties, breadth, and purposes of assessment: don't forget logistics and stakeholders |
| | (10) How to adjust the course: issues related to Applied Linguistics, ESL, and the TOEFL? How to support participants who haven't had an intro language pedagogy course? |
| | ?(10) Demographic "survey": backgrounds and professional interests of instructor(s) |
| | ?(10) Demographic survey: participants' previous coursework and work experience; language inventory |
| | (5) Assignments - checking in and up: 1) reading, see the "schedule & assignments" page (under modification); 2) written assignment #1: reflection about a newspaper article |
| | (10) Announcements, debriefing and summation |



accuracy vs. precision

Upcoming class meetings

12 January: discussion of Hughes reading and the Oregonian article; the AL and FL "cultures" - differences and similarities; scoring guide for Assignment 1; broader discussion of assessment and grading in the course

Upcoming assignment(s)

This section offers a PREVIEW, not activated assignments. Assignments are made, with announcement of their deadlines, both in class and on the "schedule" page. The next topic (week 2, 12 & 14 January) is "Language 'gold standards': ACTFL Guidelines, the standards and test instruments of the European, ••?? and the TOEFL Test. Also information about where to find other widely-circulated tests. The FL participants will get an assignment that emphasizes ACTFL Guidelines; ••?? the AL participants will get one that focuses on the TOEFL. All participants will rate themselves (or someone else) on the ACTFL scale, by

Presenter _____

Scorer _____

Date _____

Total Score _____

Grade _____

Scoring Guide for Reflective Writing: Oregonian Article about Math Teaching & Testing in Washington

Initial check before detailed scoring: The prescribed parts of the activity must be present, or else it cannot be scored and is to be returned for revision. (Score "on-time" according to date of original reception.) The base presentation must be distinct from the other parts in the organization of the reflection, whether as a separate section, or set off by temporal indicators (past perfect, etc.). But the two parts of the revisitation may be more closely intertwined. If writer addresses Factors 3 & 4 creatively, as is allowed for in the specifications, the piece has to accomplish the major purpose of the activity; it can't be an unsubstantiated rant or inner monolog that other language professionals cannot relate to.

Rule of thumb for 4/satisfactory: The writer views the recollected experience differently, as a human being, and applies the article to the profession of language teaching.

Each higher level assumes that the content described in lower levels is also present. The level descriptions are typical profiles, not check-off lists to apply tightly, without allowance for compensating features within the level. Levels 5/3/1 represent quality that is CLEARLY closer to 6/4/2, rather than halfway between the level below and the one above. The principle here is that the next level could be reached with moderate revision and little help.

Score calculation: Factor 2 = 30%; Factor 3 = 30%; Factor 4 = 30%; Factor 5 = 10%. (If Factor 1 is eventually activated, each Factor = 20%)

| Factor 1: On time* | Factor 2: Base (pre-reading) presentation of the recollected test (objective & subjective count equally) | Factor 3: Revisitation - reflections about the test | Factor 4: Revisitation - reflections about language teaching & learning | Factor 5: Expository skills |
|--|---|--|--|--|
| 6 received within ½ of the time before due date | The experience is "alive" - it includes several details (or one deep detail), and detail contributes to our insight. | Multiple insights applied to multiple stakeholder-types. Sees education as much more than individual classes with undifferentiated learners being taught with no consideration of larger features and need for change through time and circumstance. | Reflection shows integrative understanding in breadth and depth, applied specifically to the complexity of the profession: learning, teaching, society. If the understanding is not from insight gained through the reading, there must be clear evidence that the writer is confirming previous knowledge and wisdom. | Can be shared, as is, with advanced professionals. Level 5: needs a few fast edits of small errors or expressions. |
| 4 received on the due date | Essentials of what, when, where, how, but no significant details. More than 1 subjective reflection. Distinguishes reactions then from reactions later. | Clearly applies the math-testing content to the recollected testing experience. Expresses one deeper insight gained from the article (or else explains why the insight was there before reading.) The insight probably has to do with fellow test-takers, rather than teachers, administrators, taxpayers. | There is a clear insight related to something specific about language teaching. The focus is likely limited to one aspect of the profession / one party in the process (just the learners, just the teacher, etc.). | Can be shared with peers. Readers will respect the piece. Style is not memorable or notably effective. |
| 2 received up to a week after the due date | Essential facts are absent. Reflection is terse and vague. | Insights are barely insights, but instead largely superficial comparisons. Little evidence of consciousness of causality, underlying concepts, and role of circumstances. | There is evidence of attempt to make the connection between the world of the article and the world of language learning / teaching, but the outcome is either vague, narrow, trite, distorted, or simply unattended to the article (example: links the rigor of math and language study as "discipline") | Needs extensive revision of thought and repair of expository language. |

*For this version of the activity, Factor 1 On-time is intended only for discussion, not for scoring and grading, and is thus grayed-out.