

## Meeting 17 • 02 March 2010

Version:

3/2/10

## Today • my deadline page

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

also: DLI chart  
w/ levels of proficiency  
0157 + 0786

	<b>Main topic(s): Rubrics; Teaching and Testing Writing</b>
	(10) assessment in the news! The Oregonian article (25 February, A1) about proficiency-based instruction & testing in Oregon schools - good chance for short expansion of topic: after assessment - WHAT? Not to mention (pardon the flawed Latin): Quis custodiet ipsos custodes?
	(50) Oregon standards for second languages (0698), and maybe also for writing (0698); if available: worksamples used in FLL 2002 assessment of 300-level writing proficiency (setup & scoring guide: 0313); mention of Oregon Common Assessment of speaking
	(30) Assignment: create a scoring guide for a language activity, with reflection; more comments about the "BIMP"; photocopied work samples; I'm considering including this in a panel discussion that replaces the final exam (perhaps with invited guests from the FLL Assessment Committee)
	(10) Assessing listening and reading: introduction (see below, Lisking-Gasparro and James; also Hughes, Chapters 11, 12, 13
	(10) revisit a contentious topic: ranges in difficulty of languages; time needed to learn a language to whatever level - and can it be shortened? 0157 DLI 1973 chart; 0786 Clifford, Ray, "What Does it Mean to Learn a Language?" (TLE October 2008)

## Upcoming class meetings

02 & 04 March.: more about the BIMP; testing reading & listening (maybe); assessing textbooks & other resources, courses, curricula, programs (including details of research)

## 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.

Reading for upcoming topics: 0161 Liskin-Gasparro, "Practical Considerations in Receptive Skills Testing" (FLA 17.4 (1984): 369-73; 0162 James, "Are You Listening: the Practical Components of Listening Comprehension" (FLA 17.2 (1984); Hughes, Chaptcs 11, 12, 13; 0699 ACTFL "Blueprint for Action on Language Education (2005); Donato, et al, "Literary Discussions and Advanced Speaking Functions: Researching the (Dis)Connection" (FLA 37.2, 183-9; here 0104abs the abstract); 0171 Calvin, Lisa M., and N. Ann Rider, "Not Your Parents' Language Class: Curriculum Revision to Support University Language Requirements" (FLA 37.1: 26-36; here 0171abs the abstract); Mandell, Paul B., "On the Background and Motivation of Students in a Beginning Spanish Program" (FLA 35.5: 530-42; here 0319abs the abstract) ••more to come (Weber state dept assessment; WBF assessment of EWU; Schalock)

## Announcements

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