

Meeting 19 • 09 March 2010

Version:
3/9/10

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

Symposium - try
for 18:30 - 16:20

	Main topic(s): Rubrics; Teaching and Testing Writing
(5)	assessment in the news! NY state proposes to cut its Regents exams for and in languages (0792)
(20)	Oregon Common Assessment of speaking (0305); what's left of the CIM/PASS/CAM system - something important; and we've come a long way, baby, since the 1970s (0060 standards; and another document I can't find - the one with the pithy marginal comments)
(20)	Assignment: create a scoring guide for a language activity, with reflection; the "BIMP" as topic for panel discussion instead of final exam
(20)	Assessing listening and reading: introduction (see below, Lisking-Gasparro and James; also Hughes, Chapters 11, 12, 13)
(20)	EU and similar standards; mapping them and ACTFL standards onto each other
(20)	Textbook, course, curriculum, program assessment: an introduction (Organizing Principle quick assessments of classroom & materials)
(5)	What to do during our last regular class meeting (see topics below) - maybe each person read an article and lead a discussion?

remaining topics?
portfolios
EU
student attitude
self-assessment

Upcoming class meetings

11 March.: more about the BIMP; more about assessing courses, curricula, programs (including details of research); selected topics from: assessment of language teacher training programs, assessment of own progress in language pedagogy (see reading selections immediately below); some topics may wait until the "symposium" on Tuesday, 16 March

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:

assessing reading & listening:

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, Chapters 11, 12, 13;

assessing instructional materials:

0144 "Choosing and Adapting Materials", Higgs, Organizing Principle, p. 190
0186 "Sometimes you need to know more than how to conjugate a verb" (ad for textbook);
0227 Walz, Joel, "Is Oral Proficiency Possible with Today's French Textbooks?" MLJ 70:i(1986): 13-20; 0704a / 0704b text book evaluation guide form U Arizona French course

handout includes?
0305 Oregon
Benchmark IV manual
0186 Sometimes You Need
to know more than how to
conjugate a verb.
WB Test manual
LT 4 RT 17

assessing courses & programs

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); Mathews, Thomas J., et al, "Ongoing Assessment of a University Foreign Language Program" (FLA 37.4: 630-40; here 0398abs the abstract); Schulz, Renate, "Changing Perspectives in Foreign Language Education: Where Do We Come from? Where Are We Going?" (FLA 35.3: 284-292; here 0002abs the abstract); Olsen, Solveig, "A Plea to Graduate Departments" (FLA 31.4: 501-04; here 0070abs the abstract); Wilkerson, Varol, "College Faculty Perceptions About Foreign Language" (FLA 39.2:310-19; here 284abs the abstract); Wilbur, Marcia L.. "How Foreign Language Teachers Get Taught" (FLA 40.1:79-101; here 0297abs the abstract); Rava, Susan, "The Changing Face of the Intermediate Language Curriculum" (FLA 33.3:342-8, WBF source 0371);

other topics: student attitudes & behaviors; teacher attitudes; portfolios; error correction

••more to come WBF assessment of EWU; Schalock; old Oregon standards); 0147 Ryder

Announcements

••

Misc.

••EU standards?

top of page

Handwritten notes:
 0104
 0105
 0106
 0107
 0108
 0109
 0110
 0111
 0112
 0113
 0114
 0115
 0116
 0117
 0118
 0119
 0120
 0121
 0122
 0123
 0124
 0125
 0126
 0127
 0128
 0129
 0130
 0131
 0132
 0133
 0134
 0135
 0136
 0137
 0138
 0139
 0140
 0141
 0142
 0143
 0144
 0145
 0146
 0147
 0148
 0149
 0150
 0151
 0152
 0153
 0154
 0155
 0156
 0157
 0158
 0159
 0160
 0161
 0162
 0163
 0164
 0165
 0166
 0167
 0168
 0169
 0170
 0171
 0172
 0173
 0174
 0175
 0176
 0177
 0178
 0179
 0180
 0181
 0182
 0183
 0184
 0185
 0186
 0187
 0188
 0189
 0190
 0191
 0192
 0193
 0194
 0195
 0196
 0197
 0198
 0199
 0200