

Course Description & Goals

last modified:
3/29/11

This course provides language teachers, or those who wish to learn about language teaching, with a basic familiarity with the purposes, principles, concepts, methods, and tools of assessment - primarily of language learning, but also the assessment of learning materials, language programs, larger educational units as they relate to language learning, and language teachers themselves. Graduate students will receive a more advanced familiarity with one of these areas, especially with regard to research.




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Schedule & Assignments - 2011 Spring Quarter

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Unless otherwise noted, links open in a new window.

NOTE: Course is still being adjusted to current group of participants. Some content will change, especially the parts about Applied Linguistics, ESL, and the TOEFL

| | |
|--|--|
| Meeting # & Date | PREPARATION for Meeting/ Assignments Activated at That Meeting (due as specified below & on my deadline page) |
| Week 1: Introduction to Assessment; the FL (and AL) Culture(s) | |
| 01 • 29 March handout | Assignment 1: Written reflection on article, "Washington's proposed math rules to be released Tuesday" (due 5 April.) |
| 02 • 31 March handout | read (if available) Hughes: Preface, Chapters 1- 3, maybe 13 (alternate reading until Hughes is available: **); those who haven't taken an intro language pedagogy course: read supplementary materials as assigned individually (especially 0001, "Standards for Foreign Language Learning"; 0384 Allen, "Teachers' Pedagogical Beliefs and the Standards for Foreign Language Learning") |
| Week 2: Language Standards and Widely-Used Assessment Instruments | |
| NOTE: Content below here is OUT OF DATE | |
| 03 • 5 April handout | ACTFL Proficiency Guidelines [?& the TOEFL]: the "organizing principles" of testing and teaching; are there TESL equivalents of the ACTFL Guidelines, and FL equivalents of the TOEFL?; reliability, validity, backwash; more about major projects and ?class observations read ACTFL Guidelines for speaking and writing & Hughes chapters 4, 5 and (if not read earlier) 13; Assignment 1 is DUE TODAY; Assignment 2: Rate your own proficiency (due 21 Jan.) |
| 04 • 7 April handout | Pseudo-OPI training; preview of Assignment 3 (conduct a pseudo-OPI) reading: Hughes 7 (everybody); Lynch-Davidson |

Meeting 01 • 29 March 2011

Version:
3/29/11

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)

~~Struckthrough text like this~~ = a topic / activity that was proposed but not included / is not going to be taken up after all

Red italic text like this = comments after the meeting

need to grade
confirm student's
consciousness of
learning / or
lack of learning
or we can assess
progress / lack
there of
diagnostic
feedback
motivation
punishment
reward
participation
cover your ass
(posterior
security)
placement

- some : for
alternat/additional
career

| | |
|--|---|
| | Main topic(s): Introduction to Assessment; the FL and AL Cultures |
| | (5) Welcome. introductions, overview (see TOC link: "course description & goals"). |
| | (10) Course explanation: foundations and concepts |
| | (20) Ice-breaker activity: Who we are and what experiences of assessment we bring to the course. (Ever "frozen" on an exam - or "aced" one? Ever realized that, as a teacher, you have given a lousy exam - or (are you sure??) a wonderful one?) How do non-specialists talk about tests? How do they express their estimates of language skills? Media clip: Two very ordinary guys talk about tests in college, including a French test use this link to hear the audio clip, or go to my language-related media page to sample the larger collection of such. |
| | (30) Group discussion(s): The difficulties, breadth, and purposes of assessment |
| | (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 |
| | (10) Course explanation: mechanics; materials - main texts, upcoming DVD disk with collection of materials, use of links on course website; for upcoming reading, see the "schedule & assignments" page (under modification); assignments (subject to modification): 1) reflection about a test and an article about tests; 2) rate your own |

Agonias - has multimedia + web design BB; undergrad ed classes; lit./plm;
pt time at UW-Vancouver (more freedom)
Suzanne - 2001 JPN Univ E + Am lit; HR; 1yr teaching JPN in charter school + career

decision

| | |
|--|--|
| | proficiency; 3) conduct a pseudo-Oral Proficiency Interview; 4) create a scoring guide; 5) analyze the WebCAPE; 6) BIMP (Big Idea for a Major Project in assessment) |
| | (10) Assignments (subject to modification): 1) written assignment #1: reflection about a test and an article about tests; 2) rate your own proficiency; 3) conduct a pseudo-Oral Proficiency Interview; 4) create a scoring guide; 5) analyze the WebCAPE; 6) BIMP (Big Idea for a Major Project in assessment) |
| | (10) Announcements, debriefing and summation |

Upcoming class meetings

31 March: discussion of Hughes reading (if available) and the Oregonian article; mention of the optional textbooks; ••?? 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, 5 & 7 April) 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 comparison to its profiles. ••?? All participants will examine items from the TOEFL test.

Announcements

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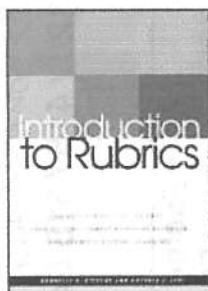
Misc.

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Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning

by Dannelle D. Stevens



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Synopses & Reviews

Publisher Comments:

You need rubrics if: * You find yourself repeating the same comments on most student papers* You worry that you're grading the latest papers differently from the first* You're concerned about communicating the complexity of a semester-long assignment* You question the consistency of your and your colleagues' grading scales * Grading is taking up far too much of your valuable timeResearch shows that rubrics save professors time while conveying meaningful and timely feedback for students, and promoting self-regulated and independent learning. The reason rubrics are little used in higher education is that few faculty members have been exposed to their use. At its most basic a rubric is a scoring tool that divides an assignment into its component parts and objectives, and provides a detailed description of what constitutes acceptable and unacceptable levels of performance for each part. Rubrics can be used to grade any assignment or task: research papers, book reviews, participation in discussions, laboratory work, portfolios, oral presentations, group work, and more. This book defines what rubrics are, and how to construct and use them. It provides a complete introduction for anyone starting out to integrate rubrics in their teaching. The authors go on to describe a variety of processes to construct rubrics, including some which involve student participation. They demonstrate how interactive rubrics--a process involving assessors and the assessed in defining the criteria for an assignment or objective--can be effective, not only in involving students more actively in their learning, but in establishing consistent standards of assessment at the program, department and campus level.

Synopsis:

"This wonderfully compact introduction to rubrics will serve higher education teachers well [and] when departments or groups of faculty use rubrics as described in this book, they will indeed achieve the 'academic currency' sought today in higher education." — Amy Driscoll, director of Teaching, Learning and Assessment CSU, Monterey Bay.

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
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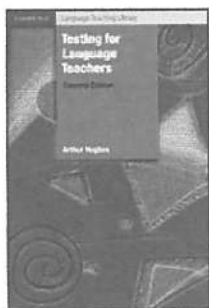
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Testing for Language Teachers (Cambridge Language Teaching Library)

by Arthur Hughes



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from Oregonian*



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Synopses & Reviews

Publisher Comments:

This is a second edition of this classic text on language testing. Over the years the first edition has established itself as a core text on many ESL teacher training programs. There is no other text that is as comprehensive and accessible as Testing for Language Teachers. All of the chapters for this second edition have been revised and updated. It also has new chapters on tests for young learners and testing overall ability, as well as new and accessible appendices on statistical analysis and item banking. No other book on language testing covers the areas that all language teachers need to know when testing their students' language skills.

Synopsis:

This second edition of the best selling book on language testing remains the most practical guide for teachers who want to have a better understanding of the role of testing in language teaching. It has a new chapter on testing young learners and expanded chapters on common test techniques and testing overall ability. There is also an additional appendix on item banking and a revised appendix on statistical analysis of test data. The principles and practice of testing are still presented in a logical, accessible way and guidance is given for the reader to devise their own tests.

Synopsis:

Hughes offers practical and realistic guidance on how to create a good test. The author pays special attention to the effect of testing on teaching - a test should not only be reliable and valid but should also have a positive effect on teaching. Chapters on the testing of writing, oral ability, reading, listening, grammar and vocabulary, and test administration are included. Also included are testing techniques that have been proven to be useful for teachers, and statistics that enable teachers to interpret test results. Reader activities can be found at the end of each chapter.

Synopsis:

Includes bibliographical references (p. 237-245) and indexes.

Synopsis:

This second edition remains the most practical guide to testing language. It has a new chapter on testing young learners.

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1 Teaching and testing; 2 Testing as problem solving: an overview of the book ; 3 Kinds of tests and testing; 4 Validity; 5 Reliability; 6 Achieving beneficial backwash; 7 Common test techniques; 8 Stages of test development; 9 Testing writing; 10 Testing oral ability; 11 Testing reading; 12 Testing


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