

Meeting 11 • 03 May 2011

Version:  
5/3/11

includes Wake samples  
0315 0673  
and SpeakEasy  
SG

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)
- M (earlier: -) = a topic / activity that was proposed but not carried out (but will be taken up later for MORE discussion)
- N = 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

	Main topic(s): Introduction to Assessment; the FL and AL Cultures
	(5) Review of previous meeting: main points; thoughts in the meantime? <i>also: on-line security</i>
	(5) (possibly a regular feature:) assessment (or language learning or just education) in the news! (If I can find something). →
	(10) The "Relative Contribution Model" as possible help for gauging speaking proficiency (and other modalities too, I guess), along with some notes taken during "eavesdropping" on a high-level ESL speaker.
	(30) Assessing and teaching writing (guidelines 0013): query: What are the text type, function(s), context(s), and accuracies of the various writing activities in textbooks?; three English (L1) samples (0315; 673; 0770 - unlinked for privacy reasons); PSU first-year German 102 final writing test with scoring guide and work samples (0683); (0278) a literary interpretation scale (presumably for speaking as well as writing); follow-up reading for later implementation: Liskin-Gasparro (giant in our field!) "Teaching for Writing Proficiency: Principles and Approaches" (0124)
	(20) CBI and scoring guide: SpeakEasy course scoring guide; a rubric for teamwork, if I can find it; example of CBI-based language course: Ryan-Scheutz and Colangelo, "Full-Scale Teacher Production and Foreign Language Learning" (0019)
	(10) Two generic scoring guides for language activities: 1) reading a dialog aloud; 2) global achievement SG - for just about anything.
	(20) More discussion of Big Ideas for Major Projects (see handout from previous meeting)
	(10) Assignment 4: scoring guide for a language activity
	(10) Maybe: validity and reliability of the OPI.

Oregonian May 3, 2011 B1

# Audit tracks college faculty

Oregon universities dispute a report that they lack info on where money, professors' time are spent

By BILL GRAVES  
THE OREGONIAN

The Oregon University System does not have a grasp of how much time professors spend in the class-

search activities." State officials say that raises questions about where the other \$1.7 billion was spent.

- The system cannot determine whether its professors and instructors could be better and more efficiently used without getting better information on how they are spending their time.

"Given the fact that tuition costs are going up and enrollment is going down as well, we're not entirely sure

students," said Gary Blackmer, director of the audits division of the secretary of state, which conducted the audit. The Oregonian obtained the audit Monday. University officials are expected to testify at a public hearing on the audit at 3 p.m. today before a legislative committee.

University officials argued that while there's always room to improve, the system is already among one of the most efficient in the country.

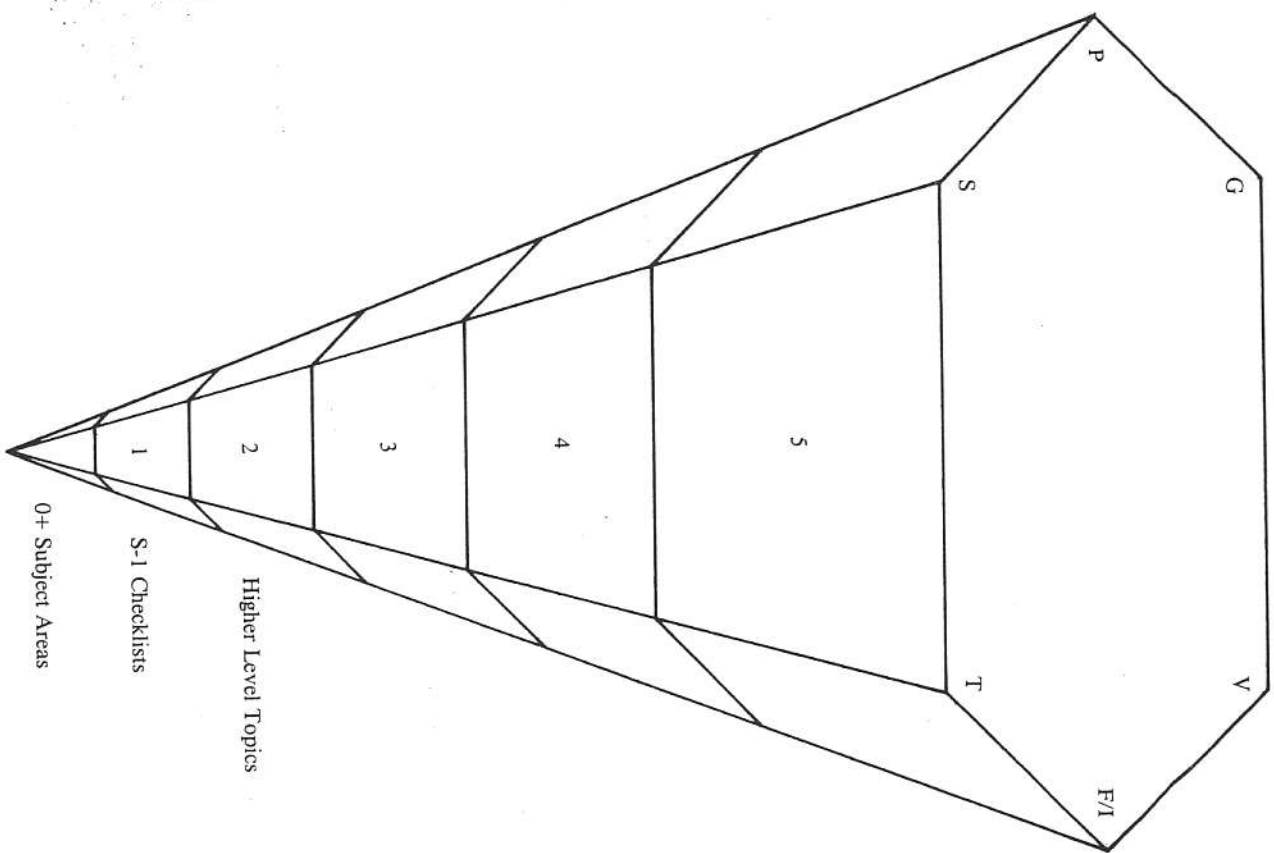


Figure 1. Inverted Pyramid of Language Proficiency

Reprinted with permission from the *Manual for LS Oral Interview Workshops* (June 1980).

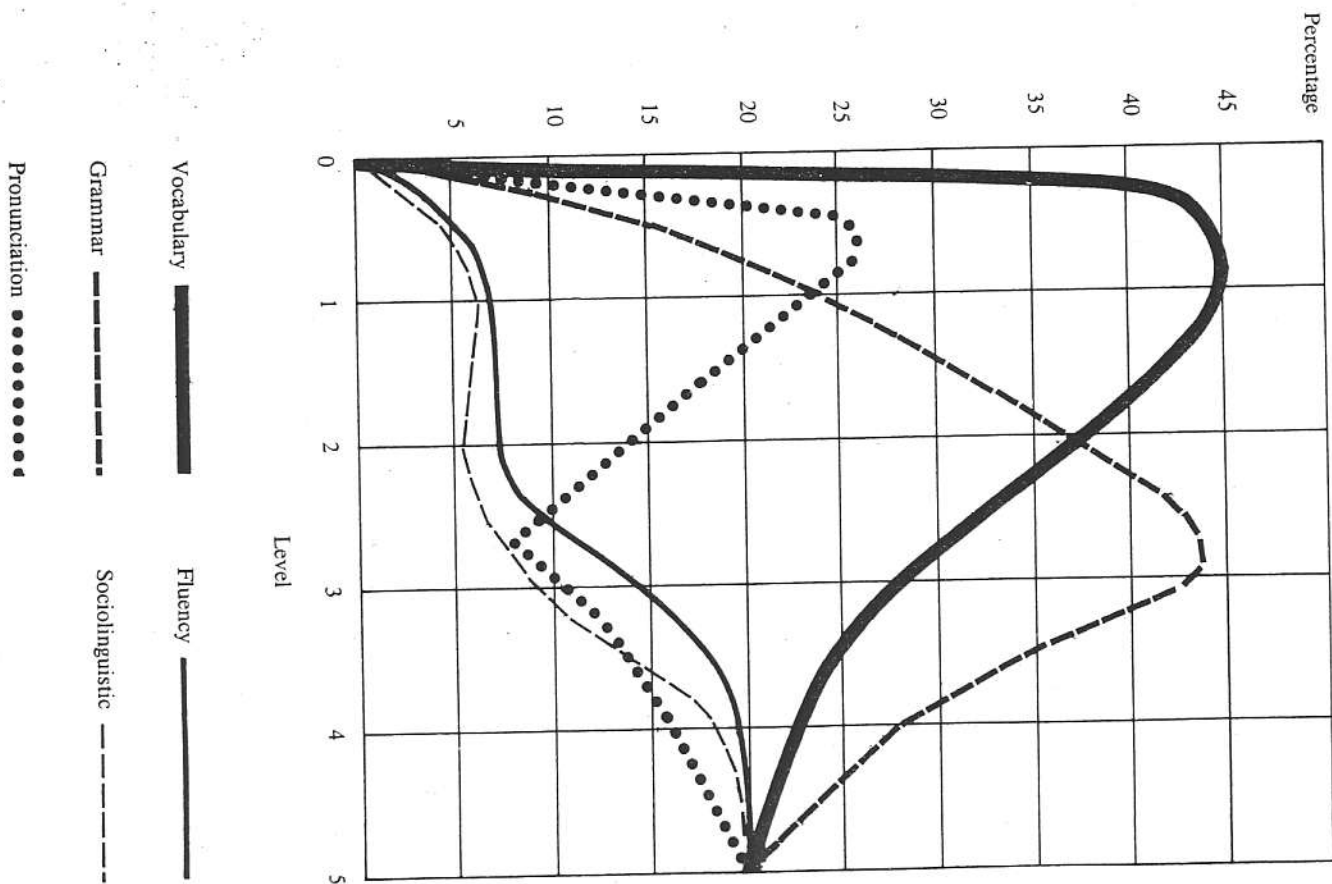


Figure 1. Hypothesized Relative Contribution Model

Item \_\_\_\_\_

Presenter \_\_\_\_\_

Scorer \_\_\_\_\_

Date \_\_\_\_\_

Total Score \_\_\_\_\_

Grade \_\_\_\_\_

## Global Scoring Guide for Language Prochievement Tests

<b>Generic Performance Descriptions</b>	
<b>6</b>	<b>Exemplary</b> —Mastery of current material is complete and abundantly demonstrated. Learner appears to have made systematic effort to demonstrate competence, or is quite simply off the top of the scale. Errors, to be self-corrected, need not be marked; reminder of concepts suffices. A short time for error correction would produce language that, for current and previously presented material, is essentially perfect.
<b>5</b>	<b>Outstanding</b> —Mastery of current material is readily observed, although some features may appear sparsely enough, or with accuracy in some instances partly offset by errors, that the scorer may wonder whether the feature would always be managed as well.
<b>4</b>	<b>Satisfactory</b> —The sample demonstrates comprehension of the concepts of current material and ability to apply them with sufficient accuracy that errors, when noted individually, could be self-corrected in a small fraction of the time needed to produce the initial sample.
<b>3</b>	<b>Nearly satisfactory</b> —Current new concepts are applied, but with frequent errors (but even more frequent successes); or else the sample is marginally inadequate but there is enough evidence that it could be expanded, accurately, in a short time, after brief teacher explanation and demonstration.
<b>2</b>	<b>Some Progress</b> —Most current new concepts are applied frequently when they are called for, but with frequent errors. Insufficient control of earlier material obstructs progress in acquiring control of related current material. Significant improvement would require systematic remediation. Or else the sample is notably inadequate but there is some evidence that it could be improved, in quantity or quality, in a relatively short time, after brief teacher explanation and demonstration.
<b>1</b>	<b>Very Insufficient</b> —The sample is manifestly neither sufficient nor proficient with regard to current material. Control of earlier material is almost equally faulty.

Presenter \_\_\_\_\_

Scorer \_\_\_\_\_

Date \_\_\_\_\_

### Dialog Reading from Text

- 6** reads at close to natural pace, with same speed throughout (thus indicating familiarity with all words); chunks in accord with meaning; adds expression; does not ignore umlauts or reverse sounds (\*Kartofflen for Kartoffeln)
- 5** Clearly closer to 6 than to 4
- 4** Reads without stumbling core language from previous material and more than half of current unit (i.e., does not handle low-frequency vocab, or trips on new morphological variation of known words). Does not distort umlauts or other characteristic sounds in words from previous core vocab. May not chunk and intone emphatically for German but does not chunk and intone distortedly. Does not speak only in monotone. No long pauses or incorrect sequencing of words (as in □ \_\_\_ or \_\_\_ Uhr). Does not slow down on arabic numbers of 1 through 3 digits. (Allow single lapses in above if the passage has other instances of the same feature that are managed properly.)
- 3** Clearly closer to 4 than to 2. Does not turn statements into questions due to uncertainty.
- 2** Severe distortion even of language from earlier units. Reading is slow, unchunked, and monotone. May intone statements as questions, due to insecurity.
- 1** Gets part way into the dialog, but with much difficulty.

**From:** "William B. Fischer" <fischerw@pdx.edu>  
**Subject:** 0770 Katie – education in Tanzania  
**Date:** January 25, 2010 8:16:08 PM PST  
**To:** "William B. Fischer" <fischerw@pdx.edu>

Begin forwarded message:

**From:**  
**Date:** January 23, 2010 12:11:44 AM PST  
**To:** "William B. Fischer" <fischerw@pdx.edu>  
**Subject:** Re: Changing Travel Plans

Dad,

Thanks for the support and vote of confidence in my travel plans...

I enjoyed your reminiscing of childhood. Lacy and I were talking the other day (as we spent a few minutes relaxing by coloring with color crayons) about how much we each enjoyed our childhoods and therefore can still enjoy childish activities as adults. I feel especially blessed that in addition to my memories of baking, hiking and picnics at the park, I have memories of other countries (Mexico though remote, Europe, Canada, Japan), helping others (making sandwiches in the kitchen at the old house for church), and the ever present general learning of the world around me. All reasons for which I feel drawn back to Tanzania, and want to take advantage of the opportunity to explore Greece. My guidebook reminds me I have the Greeks to thank for Democracy, thermometers, geometry, umbrellas, and more recently, the Pap-smear. I think, though, that it will be especially interesting to contrast education in Tanzania with that in Greece. Liv has told me the Tanzanian government's educational curriculum includes Organic Chemistry in high school and that 95% of students fail the government's benchmark tests. Most students are failing so miserably after primary school that they lose motivation to work hard, have difficulty with rote memorization let alone analysis and higher levels of information processing, and therefore don't take school seriously. This leads to disrespect of teachers, which in turn leads to situations like one Liv encountered last week where the teachers beat all 600 students for poor test scores. Quite a contrast to Greek civilization and the development of geometry, astronomy, public school systems and a policy the keep historical sites and museums cheap to encourage students to visit and learn. I think I'll get quite a different picture of Tanzania this time around.

That's exciting that you might get to travel to East Africa...

William B. Fischer, Ph.D.  
Professor of German  
Department of Foreign Languages & Literatures  
Portland State University  
PO 751, Portland OR 97207-0751  
TEL 503 725-5285 • FAX 503 725-5276 • email: [fischerw@pdx.edu](mailto:fischerw@pdx.edu)  
website: <http://web.pdx.edu/~fischerw>