

Meeting 02 • 31 March 2011

Version:
3/30/11

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)
- 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*

Handout includes first page of "schedule"

	Main topic(s): Introduction to Assessment; the FL and AL Cultures
(5)	Review of previous meeting: main points; thoughts in the meantime?
(20)	Left over from 29 March: How do non-specialists talk about tests? How do they express their estimates of language skills? Media clips showing popular notions of language assessment (from my language-related media collection and conference presentation [January 2011]): proficiency as native-sounding accent (Kaye - Jester); proficiency as indicated by residence in the culture (Hassan - Spiegel); proficiency as claimed by self-assessment (Assault-border); proficiency as recitation of vocabulary (Henry - French lesson)
(20)	Group discussion(s): The targets of assessing language (and ___?); the difficulties of assessment (practical, personal, theoretical??)
(20)	Hughes Preface & Chapter 1: summary and critique (backwash; teaching \diamond testing; multiple-choice testing; NPR report about testing and scoring (5'09") - can we add to our list of difficulties?; reliability (consistency, scoring; interrater, intrarater); our own experiences of tests (including subjects / skills other than language) - see Reader Activities, p. 6
(10)	the situation with AppLing, TOEFL, and other testing "over there"
(10)	Demographic survey: participants' previous coursework and work experience; language inventory
(10)	backgrounds and professional interests of instructor; embarrassing example of one of his old tests (0347), for which he pleads the excuses of youth and lack of training
(10)	Assignments (subject to modification): 1) written assignment #1: all set? Look at the Scoring Guide. 2) upcoming reading (see "see schedule & assignments". 3) any comments about 0384 Allen article?
(10)	Announcements (WBF schedule - IAC, Street Scene), debriefing and summation

What are we testing?
 including features to test
 backwash - getting students to care
 lack of time
 test inconsistency -
 inter-rater reliability
 intra-rater reliability
 designing the test
 not designing the test
 so many students
 essay questions
 handwriting
 security
 privacy
 untrained raters
 distracted raters
 technology
 syntax
 how many tests?
 high stakes anxiety
 content of test
 subjectivity
 scoring criteria unclear
 (interviewing is not part of it)
 blank answers
 lack of confidence in testing
 cultural cliffs
 language problems
 supervising testing staff
 test - grade - competence

Upcoming class meetings

5 April: discussion of Hughes reading; broader discussion of assessment and grading in the course; initial discussion of ACTFL Guidelines

7 April: start of multi-meeting focus on pseudo-OPI training

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 Union and ••?? and the TOEFL Test. Also information about where to find other widely-circulated tests. The FL participants will get an assignment that

creative answers
weighting out sources
cost

Schedule & Assignments - 2011 last modified: 3/30/11
Spring Quarter

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

on-demand
 curriculum - embedded
 proficiency - achievement
 prochievement

Meeting # & Date	PREPARATION for Meeting/ Assignments Activated at That Meeting (due as specified below & on my deadline page)
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Week 1: Introduction to Assessment; the FL (and AL) Culture(s)

01 • 29 March	Assignment 1: Written reflection on article, "Washington's proposed math rules to be released Tuesday" (due 5 April.)
Handout	

02 • 31 March	read Hughes (0876): Preface, Chapter 1; 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")
Handout	

Week 2: Language Standards and Widely-Used Assessment Instruments

03 • 5 April	ACTFL Proficiency Guidelines: 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 2-5 and 13; Assignment 1 is DUE TODAY; start thinking about Assignment 2: Rate your own proficiency (due 19 March.)
Handout	

04 • 7 April	Pseudo-OPI training; preview of Assignment 3 (conduct a pseudo-OPI) reading: Hughes 7 (everybody); ??begin Stevens & Levi, <i>Introduction to Rubrics</i>
Handout	

Week 3: a) the inner workings of the OPI; b) validity, reliability, accuracy, precision

NOTE: Content below here is OUT OF DATE

05 • 19 Jan.	Pseudo-OPI training reading: Hughes chapters 6, 8, and Stevens & Levi or Lynch & Davidson as above will be modified - main thing right now is to get several chapters into Hughes Assignment 2 (evaluate your own speaking proficiency) is DUE TODAY - 21 January
Handout	

06 • 21 Jan.	Pseudo-OPI training; preview of Assignment 3 (not due for several weeks) language-specific ACTFL Guidelines Assignment 2 (evaluate your own speaking proficiency) is
Handout	