

IL 2253-1040: Principles and Practices of Foreign Language Testing and Assessment

Fall 2020

Synchronous Zoom meeting time: Mondays

Place: hybrid course/ synchronous zoom meetings/in person meetings on assigned days/
recorded asynchronous meetings

Instructor: Dr. Loretta Fernandez

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Office hours: By appointment only

Important Notice:

The zoom meetings and in person meetings will be recorded to allow students that are not able to participate to view the lectures. The lectures will be posted online in the course. This is the only use that will be made of the recordings they will not be used outside the classroom. If you have any questions or concerns about the recording please contact the instructor.

Course Description:

The purpose of this course is to teach you how to develop appropriate and effective assessments for your language classrooms. Throughout the course, you will learn how to create standards-based, integrated, and dynamic assessments that are suitable for your teaching context; critique assessments with regards to test usefulness, validity, reliability, practicality, and interactiveness; and engage in collaborative assignments that will require you to develop language assessments for a variety of teaching contexts following the most current language testing and assessment principles and procedures.

Course Objectives:

During this course you will:

- demonstrate an understanding of the difference between assessment and testing;
- identify the most current language testing and assessment principles and procedures;

- distinguish among different assessment types and purposes;
- design performance-based assessment rubrics;
- create and critique standards-based, dynamic, and integrated assessments;
- identify the benefits and drawbacks of alternative assessments, such as portfolios, journals, conferences, interviews, observations, and self-and peer-assessments;
- evaluate a variety of language testing instruments with regards to their usefulness, validity, reliability, practicality, interactiveness, and washback effects; and
- develop assessment tools that are suitable for your teaching context.

Assignments:

I will assign the working groups for the semester

1. Discussion Facilitation Assignment (DFA)

With your group mates choose and sign up for one article marked from the list of required readings. Lead the discussion of this article with on its assigned day

(see the schedule).

Your part of the presentation can be done via zoom (Synchronous) or via a Panopto video or .

Write a review of the article in which you (personally)

summarize and critique the study (2 pages maximum; double spaced; 12- point font).

Submit the critique before the class discussion via the Assignment Link on CourseWeb.

Although you can prepare the class discussion with your group members, each should submit an individual review for grading.

2. Phases of Assessment Test

In this short assignment you will identify a commercially available test or a classroom test and identify to which phase of assignment it belongs explaining why you think it belongs to that phase. You will also bring this test to class and we will criticize it in the classroom. If you are not able to participate synchronous in the class you will send me by email a two page (12 font double space) critique of your test after watching the recording of the class, following our critique as a model for your writing.

3. Assessment of a Receptive Skill

With your groupmate/s, select one teaching context and design a language test to evaluate your imagined learners' reading or listening comprehension skills. This assignment requires you to select and describe a foreign language teaching context and purpose for assessment, develop a reading or listening comprehension test (select one skill, please); and both explain and justify the grading criteria and the kind of feedback you will provide to the learners.

4. Assessment of a Productive Skill

With your groupmate/s, select one teaching context and design a language test to evaluate your imagined learners' speaking or writing skills. This assignment requires you to select and describe a foreign language teaching context and purpose for assessment, develop a speaking or writing test (select one skill, please), provide a sample outcome, and both create a rubric and justify its use for grading and feedback.

5. Final Project

This is a multi-part assignment that comprises

- (a) the development of an integrated performance assessment– one submission per group
- (b) an oral group presentation that describes the assessment in detail as well as the context and principles that guided the construction of the assessment, and provides a critique in terms of its usefulness, practicality, reliability, and validity; and
- (c) an individual reflection.

6. Flipgrid assignments

Your active participation during classroom discussions of readings and assessments and on the Flipgrid assignments count towards this grade.

There will be five Flipgrid assignments you can find them on the schedule

Grading Flipgrid

The grading system is as follows:

- | | |
|----------|--|
| 4 points | Demonstrates competence about course material and makes insightful connections between assessment and teaching. Completed the personal video and the 2 comments to classmates. |
| 3 points | Demonstrates competence of course material. Correct application of theories and concepts. Ideas are clearly linked. One response might be missing. |
| 2 points | Needs Improvement. Comments need more in-depth description and/or clearer connections to the learning module. 2 responses could be missing. |
| 1 point | Needs Work. Does not show understanding of concepts. Responses are missing or incomplete. |

7. Participation

Your active participation during classroom discussions of readings and assessments will be assessed throughout the semester. If you are not able to participate synchronous in class, you will email me a paper answering questions about the lecture of the day.

The following table shows the assignment point distribution as well as the number of components and competencies assessed for each assignment. **Detailed assignment guidelines, due dates, and grading criteria for the different component parts will be posted on CourseWeb.**

Assignment	Competencies Assessed*	Components	Total points
1. Discussion Facilitation Assignment (DFA)	IV. B, G	3	20
2. Phases of Assessment	IV. B, G	1	5
3. Assessment of a Receptive Skill	IV. A, B, E	2	30
4. Assessment of a Productive Skill	IV. A, B, E	2	30
5. Final Project	IV. A, B, E	3	55
6. Flipgrid Participation	IV. B, G	ongoing	20
7. Participation	IV. B, G	ongoing	20
TOTAL			180

*Competencies listed below

By the end of this course, students should demonstrate the following competencies: -----

IV. Assessment

A. Use multiple and appropriate formative and summative assessment measures for a variety of purposes, including classroom and student self-assessment and technology-based assessment (e.g., audio, video, computer) at various grade levels.

B. Apply appropriate testing practices for English language learners including:

1. Determination of the validity and reliability of tests to make assessment related decisions for ELLs;

2. Knowledge and application of alternate and multiple assessment measures to ascertain what ELLs' know and can do;

3. Appropriate interpretation and use of data to support ELLs;

4. Assessment of ELLs' test-taking challenges and creation of strategies and scaffolding techniques to address these challenges.

E. Implement a variety of assessment tools as part of classroom instruction (observation checklists, reading logs, self- and peer-assessment, among others) planning for classroom practice of each technique, to record progress towards ELLs' English language proficiency and academic achievement.

1. Identify accountability measures and assessment targets in order to analyze real-time ELL data in order to make programmatic and instructional adjustments.

Grading:

A 93 – 100%

A- 90 – 92%

B+ 87 – 89%

- 83 – 86 %

B- 80 – 82%

C+ 77 – 79%

- 73 – 76 %

C- 70 – 72%

Below 70 is failing. A “B” or better is expected in graduate classes.

Required Texts:

1. Green, (2014). *Exploring language assessment and testing*. New York, NY: Routledge.
2. Adair-Hauck, B., Glisan, E. W., Troyan, F. J. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: ACTFL.

Links to Standards:

- World-Readiness Standards for Learning Languages:

<http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

(download the summary)

- WIDA Standards:

<https://www.wida.us/standards/eld.aspx>

- TESOL Standards: <http://www.tesol.org/advancethefield/standards>
- Common Core Standards:

<http://www.corestandards.org/>

Additional Readings

**Bailey, A., & Heritage, M. (2014). The role of language learning progressions in improved instruction and assessment of English language learners. *TESOL Quarterly*, 48, 480-506.

**Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*, 14, 191-205.

- **Davin, K. J., & Donato, R. (2013). Student collaboration and teacher-directed classroom dynamic assessment: A complementary pairing. *Foreign Language Annals*, 46, 5–22.
- **Davin, K. J., Troyan, F. J., Donato, R., & Hellmann, A. (2011). Research on the Integrated Performance Assessment in an early foreign language learning program. *Foreign Language Annals*, 44, 605–625.
- **Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77, 81–112.
- Heritage, M. (2007). Formative assessment: What do teachers need to know and do. *Phi Delta Kappan*, 89, 140-145.
- Krashen, S., Mason, B., & Smith, K. (2014). Can we increase the power of reading by adding communicative output activities? A comment on Song and Sardegna (2014). *RELC Journal* 2014, 45, 211-212.
- **Muñoz, A. P., & Álvarez, M. E. (2010). Washback of an oral assessment system in the EFL classroom. *Language Testing*, 27, 33–49.
- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.
- **Song, J., & Sardegna, V. G. (2014). EFL learners' incidental acquisition of English prepositions through enhanced extensive reading instruction. *RELC Journal*, 45, 67-84.
- **Vandergrift, L. (2003). From prediction through reflection: Guiding students through the process of L2 listening. *The Canadian Modern Journal*, 59, 425-440.

Technology:

All projects and assignments completed outside of class must be submitted electronically. A CANVAS site has been established for this course; the site contains a copy of this syllabus and schedule, project guidelines, readings which are not in your textbooks, general course information, and external links. I will post announcements, updates, and new documents during the course.

Attendance Policy:

Due to the actual COVID 19 situation attendance is not mandatory whether to zoom meetings or to in person classes. Recordings of the lectures will be available on the course CANVAS. I would advice to see the lectures because they can be useful to understand the readings and the assignments. Discussion board participations will be important to show your point of view regarding the readings.

Academic Integrity:

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services:

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Statement on Classroom Recording:

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

DIL Departmental Grievance Procedures:

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of
(currently Dr. Sheila Conway) .
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. **Shederick McClendon**) .
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer (currently Dr. **Shederick McClendon**).