2231 TLL 2253-1100: Principles and Practices of Foreign Language Testing and Assessment

Fall 2023

Type of course: In-person course
Meets: Tuesdays 12.00 to 2.20 pm Posvar Hall 4318
Instructor: Dr. Loretta Fernandez
E-mail: lof7@pitt.edu
Office hours: By appointment only

Course Description:

The purpose of this course is to teach you how to develop appropriate, equitable, 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. We will also examine how assessment can be a tool for social justice and how to make assessments that are inclusive and culturally relevant. To that end, we will 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.
- devise ways of using assessment as a means for social justice
- distinguish among different assessment types and purposes.
- plan culturally relevant ways of assessing students
- illustrate ways to create equitable assessments
- 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 and for the cultural and linguistic background of the students.

1. Discussion Facilitation Assignment (DFA)

Sign up for one article from the list of required readings. Lead the discussion of this article with on its assigned day (see the schedule). Your presentation can be done via zoom (Synchronous) or via a Panopto video.

Your presentation should summarize and critique the study. You have to prepare at least 3 questions for the class discussion. You should submit the question the day before the class discussion so that your classmates can prepare to discuss them. Please submit via CANVAS the presentation you will use in the class.

2. Phases of Assessment Test

In this short assignment, you will bring a commercially available test or a classroom test and identify to which phase of assessment 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 synchronously in the class you will send to 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 provide a critique in terms of its usefulness, practicality, reliability, and validity.

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 synchronously 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 CANVAS.**

Assignment	Components	Total points
1. Discussion Facilitation Assignment (DFA)	3	20
2. Phases of Assessment	1	10
3. Assessment of a Receptive Skill	2	30
4. Assessment of a Productive Skill	2	30
5. Final Project	3	50
7. Participation	ongoing	10
TOTAL		**150**

*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 language learners.

2. Knowledge and application of alternate and multiple assessment measures to ascertain what learners' know and can do with the new language.

3. Appropriate interpretation and use of data to support target language learners.

4. Assessment of students', 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 the target language proficiency and academic achievement.

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

Grading:

GRADE	PERCENTAGE
A	94-100
A-	93-90
B+	89-87
B	86-83
B-	82-80
C	79-74
D	73-69
F	Less than 69

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

- WIDA Standards:

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

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

http://www.corestandards.org/

- Diversity standards

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 that are not in your textbooks, general course information, and external links. I will post announcements, updates, and new documents during the course.

Attendance Policy:

Class attendance is mandatory in *FL Education* programs, and it is expected that you arrive on time when class begins. Given the short amount of time for courses and the nature of classroom instruction in a professional program, missing one **2.5**-hour class can result in serious deficits in your knowledge and can have effects on your understanding of future classes. In undergraduate general education courses, the emphasis is often on note-taking, memorization, and multiple-choice mid-term and final examinations. Graduate courses require your active participation in-

class activities and discussion, your responsibility to a group for the completion of projects, and your contribution to the class in terms of presentations and demonstration lessons.

University of Pittsburgh Teacher Education Attendance Policy

The teacher education faculty at the University of Pittsburgh view our courses as communities of practice. This means that we gather for collective critical inquiry and reflection that is focused on building shared knowledge over time. To be an active member of our community of practice, it is important to attend face to face courses prepared to engage with the course instructor, course colleagues, and course materials. While we believe course attendance adds value to the community of practice, we also know there may be times when students must miss class to attend to other needs. In these cases, you are allowed up to one absence per course hour. This means that if your course meets three times per week for 50 minutes each session, you are permitted three absences. If your course meets two times per week for an hour and fifteen minutes each session, you are permitted to have two absences. If your class meets once per week for two hours and thirty minutes, you are permitted one absence. Absences should be reserved for illness or unavoidable personal conflicts. If there are major circumstances that imply your absence beyond this period, please contact immediately the instructor

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.

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.

Inclusion and Diversity

The course aligns with the School of Education's mission to ignite learning and deliver a respective, inclusive, and equitable learning experience. We behave professionally, and we communicate respectfully, so we create an inclusive learning environment for all members of the course.

Preferred Names and Pronouns: Please feel free to email me privately if you want me to address you using a name or pronoun that you prefer.

Students with Disabilities

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, at 412-648-7890 or 412-383-7355 (TTY) as early as possible, but no later than the fourth week of the term or visit the Office of Disability Resources website as early as possible, but no later than the 4th week of the term. DRS will verify your disability and determine reasonable accommodations for this course.

Accessibility

Ensuring an accessible and pleasant experience for all users, regardless of disability, is a key focus of Canvas. The Canvas platform was built using the most modern HTML and CSS technologies and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Read more about Accessibility within Canvas.

Copyright Notice

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See Library of Congress Copyright Office and the University Copyright Policy.

Religious Observances

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

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 the department of Teaching, Learning, and Leading 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. Tinukwa Boulder or Dr. Emily Rainey) .

4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Andrea Zito).

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. **Andrea Zito**).