

**Southern Oregon University Summer Language Institute 2018**

[**Guanajuato, Mexico**](http://www.google.com/search?hl=en&client=safari&rls=en-us&ei=syItSsyAHJLCMYH-yNAJ&sa=X&oi=spell&resnum=0&ct=result&cd=1&q=Guanajuato,+Mexico&spell=1)

**FL 513: Foreign Language Assessment**

Instructor: Mary E. O’Donnell: odonneme@jmu.edu

First Session Summer Term 2018: June 24-July 13

Class meeting time: 8:00-9:50 am M-F

**Course Description:**

This course is designed to examine both theoretical and practical issues associated with foreign language (FL) assessment. Students will both create and evaluate both formal and informal learner assessments. They will construct assessment instruments ranging from formative learning checks to summative performance evaluations with corresponding rubrics. Students will also learn to analyze assessment instruments in order to gauge impact on student learning so that instruction might be adjusted according to learner needs.

**Student Learning Goals:**

The primary objective of this course is for students to gain knowledge and expertise regarding issues related to FL assessment. Students will accomplish this goal in several ways:

* acquire information about FL assessment by reading the required texts;
* develop analytic skills in relation to FL assessment through systematic evaluation of various assessment procedures;
* design appropriate activities for student testing and evaluation;
* articulate the intended and unintended consequences associated with FL evaluation;
* critique assessment materials created by peers and those currently provided in FL;
* describe personal and institutional approaches to FL assessment;
* explore alternative assessment methods.

**Required Text:**

* Brown, H. Douglas and Abeywickrama, Priyanvada. *Language Assessment: Principles and Classroom Practices* (2nd). Pearson Educational, Inc., White Plains, NY. 2010.
* With supplementary selected readings provided by instructor and posted as PDFs on Moodle—from
  + Popham, W. James. *Classroom Assessment: What Teachers Need to Know* (7th). Pearson Educational Inc., White Plains, NY, 2014.
  + Adair-Hauck, Bonnie, Eileen W. Glisan, and Francis J. Troyan. *Implementing Integrated Performance Assessment*. American Council on the Teaching of Foreign Languages, 2013.

**Grading Criteria**

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| (1) Attendance and active participation (2 @ 10%) | 20% |
| (2) Daily preparation quizzes (11 @ 3% with lowest or missed score dropped) | 30% |
| (3) Reflection on Learning (3 @ 10%) | 30% |
| (4) Final Exam | 20% |
| **TOTAL** | **100%** |

**Components of the course:**

1. **Attendance and active participation:** Because of the intensive nature of this program, punctuality and attendance are extremely important. Absences are not permitted. With every absence, your grade will be penalized 10%. In case of illness or other emergencies, students should contact the Program Director and me immediately. At my discretion, every two tardy arrivals count as one absence.

Your attendance, preparedness, and participation are evaluated **twice** following this rubric:

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| **Attendance and active participation rubric (Assessed twice)** | | | |
| Excellent 10-9% | Good 8.9-8% | Fair 7.9-7% | Poor 6.9% or less |
| \_\_\_ Is consistently in class on time, prepared, and\_\_\_ always participates actively in the discussions.\_\_\_ Offerings are many, insightful and of valuable to the class as a whole.\_\_\_ Obviously comes to class having read the material,\_\_\_ is attentive, \_\_\_ does not appear to be fatigued or distracted and \_\_\_ frequently asks questions. | \_\_\_ Is consistently in class,mostly prepared, and\_\_\_ sometime participates actively in the discussions.\_\_\_ Contributes occasional offerings that are fairly insightful and of some valuable to the class.\_\_\_ Appears to have read the material,\_\_\_ is somewhat attentive, \_\_\_ and generally, does not appear to be fatigued or distracted. \_\_\_Asks occasional questions. | \_\_\_ Is usually fairly well prepared\_\_\_ and occasionally participates in the discussions.\_\_\_ Offerings are of limited valuable and\_\_\_ may reflect inadequate preparation.\_\_\_ Is sometimes inattentive, fatigued, distracted or off-task and\_\_\_ does not generally ask questions. | \_\_\_ Has been absent or\_\_\_completely unprepared for class.\_\_\_ Rarely participates during discussions.\_\_\_ Is distracted inattentive, fatigued, distracted or off-task & \_\_\_ does not ask questions. |
| Score \_\_\_\_\_\_\_\_/10% | | | |

1. **Daily preparation quizzes:** Most class periods will begin class with a quiz intended to check your preparedness. Quizzes cover information found in the **assigned class readings** **but also might include information discussed in the previous class**. There will be 11 quizzes each worth 3% of the final grade. If you take all quizzes, your lowest quiz score will be dropped. If you miss a quiz, the missed quiz grade will be “dropped.” Preparation quizzes are given as soon as the class period begins; if you are 10 minutes late you will **not** be able to take that day’s quiz so arrive on time.
2. **Reflection on Learning:** Three times during this course you will prepare a summary and discussion of your learning. The information included in these reflections should come from the readings, class discussion and the cooperative work you do with your peers. Reflections on Learning should be typed and double-spaced. They are due at the beginning of the class period—in hardcopy form— following the due dates indicated on the syllabus. A 2% point per day penalty will be assessed if turned it late.

You will write a Reflection on Learningfollowing this general format:

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| **Reflection on Learning #1 FL 513: Summer 2018 Jane Doe**  **Reading: *Brown & Abeywickrama*: Chap. 1 pgs. 1-16**  In this chapter the most important elements were XXX. This information represented a general review of information I learned in another course: XXX or This information is new to me with the exception of XXX. What I found innovative in this reading was XXX. This information does (does not) have implications to my present work because XXX. (Obviously, this should be longer.)  **Class Two Theme: General Introduction to Course /Basic Information about FL Assessment**  On the first day of class we discussed elements related to the reading including XXX. In addition, we discussed XXX. What I found new or innovative about this information was XXX. This information does (does not) have implications to my present work because XXX.  **Cooperative Work as Homework for Class Two: Writing Unit Student Learning Goals XXX**  In preparation for class two, John Smith and I worked together to write Unit SLGs for XXX. This was a (productive, frustrating, surprising, disappointing) experience because XXX. (As an aside, do not be afraid to include elements such as “the instructions weren’t clear,” “we weren’t sure what we were supposed to do because . . . ” etc.) |

Your Reflection on Learning will be evaluated following this rubric:

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| **Categories/**  **Formatting** | | **Summarization/**  **Organization** | | **Personal Reflection** | | **Cooperative Work** | | **Linguistic Accuracy/**  **Clarity of Expression** | |
| \_\_\_ includes all categories  \_\_\_ excellent formatting  \_\_\_ length more than adequate | 2 | \_\_\_ excellent summary of content  \_\_\_ excellent organization  \_\_\_excellent context comprehension | 2 | \_\_\_ excellent reflection on personal implications (or lack thereof) of information  \_\_excellent inclusion of identified new or innovative information or if not, why the information wasn’t helpful | 2 | \_\_\_excellent description of the cooperative work experience | 2 | \_\_\_excellent grammatical use  \_\_\_excellent use of correct language  \_\_\_excellent clarity of expression | 2 |
| \_\_\_ includes almost all categories  \_\_\_good  formatting  \_\_\_ length is adequate | 1.75 | \_\_\_ good summary of content  \_\_\_ good organization  \_\_\_ good concept comprehension | 1.75 | \_\_\_ good reflection on personal implications (or lack thereof) of information  \_\_good inclusion of identified new or innovative information or if not, why the information wasn’t helpful | 1.75 | \_\_\_good description of the cooperative work experience | 1.75 | \_\_\_good grammatical use  \_\_\_good use of correct language  \_\_\_good clarity of expression | 1.75 |
| \_\_\_ includes some categories  \_\_\_fair  formatting  \_\_\_ length is somewhat less than adequate | 1.5 | \_\_\_ fair summary of content  \_\_\_ fair organization  \_\_ fair concept comprehension | 1.5 | \_\_\_ fair reflection on personal implications (or lack thereof) of information  \_\_fair inclusion of identified new or innovative information or if not, why the information wasn’t helpful | 1.5 | \_\_\_fair description of the cooperative work experience | 1.5 | \_\_\_fair grammatical use  \_\_\_fair use of correct language  \_\_\_fair clarity of expression | 1.5 |
| \_\_\_ not enough categories  \_\_\_poor  formatting  \_\_\_ length is definitely less than adequate | 1 or less | \_\_\_ poor summary of content  \_\_\_ poor organization  \_\_ poor concept comprehension | 1 or less | \_\_\_ poor reflection on personal implications (or lack thereof) of information  \_\_poor inclusion of identified new or innovative information or if not, why the information wasn’t helpful | 1 or less | \_\_\_poor description of the cooperative work experience | 1 or less | \_\_\_poor grammatical use  \_\_\_poor use of correct language  \_\_\_poor clarity of expression | 1 or less |
| Total\_\_\_\_\_\_\_\_\_/10%  Comments: | | | | | | | | | |

**Course Grading Scale**

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| Grade |  | Grade |  | Grade |  |
| A | 94.0%-100% | B- | 80%-83.9% | D+ | 67%-69.9% |
| A- | 90%-93.9% | C+ | 77%-79.9% | D | 64%-66.9% |
| B+ | 87%-89.9% | C | 74%-76.9% | D- | 60%-63.9% |
| B | 84%-8.69% | C- | 70%-73.9% | F | 59.9% and below |

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| **Week 1** | **DAILY SCHEDULE/ASSIGNMENTS** |
| June 25 | **Theme: *General Introduction to Course /Basic Information about FL Assessment***  **Class Preparation**: *Brown & Abeywickrama*: Chap. 1 pgs. 1-16 (16 total pgs.)  **In-class Activities:** Pre-test/Discuss Reading  **Homework:** Reading and write SLGs for your respective unit in pairs |
| June 26 | **Theme: *Reliability and Practicality in Testing/ Unit Student Learning Goals***  **Class Preparation**: *Brown & Abeywickrama*: Chap. 2 pgs. 25-29 & pgs. 40 to mid-pg. 42 (7 total pages) and SLGs for your respective unit  **In-class Activities:** Preparation Quiz #1 /Discuss Reading/ Review SLGs  **Homework:** Reading and re-write SLGs for respective units. Also fill out Unit Plan Template |
| June 27 | **Theme: *Validity and Authenticity and Unit Plan Template***  **Class Preparation**: *Brown & Abeywickrama:* Chap. 2 pgs. 29-39 & 42-48 (16 total pages) and re-write SLGs for their respective units AND fill out Unit Plan Template  **In-class Activities:** Preparation Quiz #2 /Discuss Reading/ Review SLGs/Begin discussing lesson planning  **Homework:** Reading and write SLGs for their respective LESSONS and fill out LESSON Plan Template |
| June 28 | **Theme: *Selected-Response and Matching Items/ Lesson SLGs and Plan Template***  **Class Preparation**: *Popham:* Chap. 6 pgs. 155-176 (22 total pages) write SLGs for respective LESSONS AND fill out LESSON Plan Template  **In-class Activities:** Preparation Quiz #3 /Discuss Reading/ Review Lesson SLGs and Template/Begin discussing the creation of selected-response and matching items  **Homework:** Reading and the creation of two selected-response test items for this lesson that will be included on the unit exam (Multiple Choice and Matching) |
| June 29 | **Theme: *Designing Language Test Items/Examples of Selected-Response Items***  **Class Preparation**: *Brown & Abeywickrama:* Chap. 3 pgs. 52-72 (21 total pages)  **In-class Activities:** Preparation Quiz #4 /Discuss Reading/ Review selected-response and matching items/Discuss first Reflection on Learning  **Homework:** Reading and First Reflection on Learning |

**Week 2**

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| July 2 | **Theme: *Constructed Response Items and Essay Development***  **Class Preparation**: *Popham:* Chap. 7 pgs. 181-190 (9 total pages) **First Reflection on Learning to be turned in at the beginning of class period**  **In-class Activities:** Preparation Quiz #5 /Discuss Reading/Begin to discuss constructed response items  **Homework:** Reading and students need to creation of one short-answer item constructive response with instructions and answer key for their UNIT exam. Also, create an essay item that will be treated separately—not part of the unit exam. No answer key needed for essay item. |
| July 3 | **Theme: *Scoring Students’ Responses to both Short-item, Constructive Response and Essay***  **Class Preparation**: *Popham:* Chap. 7 pgs. 190-200 and 219-221 and 224-227 (17 total pages)  **In-class Activities:**  Preparation Quiz #6 /Discuss Reading/Work with constructive response item for test and later with essay item  **Homework:** Reading and Rubrics for Essay |
| July 4 | **Theme: *Assessing Receptive Skills: Listening/Rubrics for Short-Answer and Essays***  **Class Preparation**: *Brown & Abeywickrama:* Chap. 7 pgs. 156-180 (26 total pages)  **In-class Activities:** Feedback given: Attendance and active participation/Preparation Quiz #7 /Discuss Reading/Work with Essay Rubrics  **Homework:** Reading and Creation of a listening activity for your unit exams to include answer keys and scripts, if necessary |
| July 5 | **Theme: Assessing *Receptive Skills: Reading/Review Listening Assessments***  **Class Preparation**: *Brown & Abeywickrama:* Chap. 9 pgs. 224-255 (33 total pages)  **In-class Activities:** Preparation Quiz #8 /Discuss Reading/Work with Listening Activities  **Homework:** There is no reading for next class. Instead you will create a unit exam incorporating items created to this point. You will present your exam to other members of the class so bring copies to share. |
| July 6 | **Class Preparation**: Pairs/Groups will present their unit exams. Bring copies to share. This will be a workshopping class.  **In-class Activities:** Workshopping unit exams  **Homework:** Reading and Second Reflection on Learning |

**Week 3**

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| July 9 | **Theme: *Performance Assessment: Speaking***  **Class Preparation**: *Brown & Abeywickrama*: Chap. 8 pgs. 183-221 (39 total pages but some are pictures) **Second Reflection on Learning to be turned in at the beginning of class period**  **In-class Activities:** Preparation Quiz #9 /Discuss Reading/Begin creating speaking assessments in class  **Homework:** Reading and the creation of a speaking assessment with rubric |
| July 10 | **Theme: *Performance Assessment: Writing***  **Class Preparation**: *Brown & Abeywickrama*: Chap. 10 pgs. 259-277 and 283-291 (26 total pages)  **In-class Activities:** Preparation Quiz #10 /Discuss Reading/Look at speaking assessments/Begin discussing writing assessments  **Homework:** Reading and the creation of a writing assessment with rubric |
| July 11 | **Theme: *A Review of Integrated Performance Assessments***  **Class Preparation**: Adair-Hauck et al pgs. 1-5, 9-19, 27-37 (25 total pages)  **In-class Activities:** Preparation Quiz #11 /Discuss Reading/Look at IPA assessments  **Homework:** Reading and create an IPA Overview for your chapter. |
| July 12 | **Theme: *Appropriate Test-Preparation Practices and The Evaluation of Instruction***  **Class Preparation**: *Popham:* Parts of chapters 12, 14, and 15; pgs. 355-368 and 373-383 (25 total pages)  **In-class Activities:** Discuss Reading/Look at IPA assessments again/Talk about Final Exam  **Homework:** Begin to prepare for Final Exam and for **Third Reflection on Learning** |
| July 13 | **Theme: *End-of-course Wrap up***  **Class Preparation**: **Third Reflection on Learning to be turned in at the beginning of class period**  **In-class Activities:** Course Wrap Up/Final Exam |

**SOU Cares**

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at<http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

**Academic Honesty Statement and Code of Student Conduct**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited.” Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s Code of Student Conduct[: https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf](file:///Users/connora/Downloads/%20https/inside.sou.edu/assets/policies/CodeofStudentConduct.pdf) In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

**Statement on Title IX and Mandatory Reporting**

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at <http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: <https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L>

**SOU Academic Support/Disability Resources:**

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at [www.sou.edu/dr](http://www.sou.edu/dr) for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.