

**Southern Oregon University Summer Language Institute 2019**

[**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: [odonnelm1@sou.edu](mailto:odonnelm1@sou.edu)

First Session Summer Term 2019: June 23-July 12

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 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* **(3rd).** Pearson Educational, Inc., White Plains, NY. **2019.**
* 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**

|  |  |
| --- | --- |
| (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 (2 @ 15%) | 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.

**In regard to participation:** You will also be working semi-independently creating materials with a partner outside of class. This work counts toward your participation grade.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Attendance and Active Participation rubric** | | | |
| Excellent 10-9% | Good 8.9-8% | Fair 7.9-7% | Poor 6.9% or less |
| \_\_\_ Is consistently on time, prepared, and \_\_\_ always returns from break on time. \_\_\_ Always participates actively in the discussions in class (two or more thoughtful comments per class period).\_\_\_ Oral class contributions are insightful and of valuable to the class.\_\_\_ Is attentive and \_\_\_ never appear to be fatigued or distracted. \_\_\_Consistently contributes her/his fair share to collaborative work outside of class with partner. \_\_\_Responds quickly and thoroughly to online comments/suggestions.  \_\_\_Has a positive attitude toward  fellow students, the content  and the instructor. | \_\_\_ Is generally on time, generally prepared, and \_\_\_almost always returns from break on time. \_\_\_ Participates actively in the discussions in class (at least two thoughtful comments per class period).\_\_\_ Oral class contributions are generally of valuable to the class.\_\_\_ Is mostly attentive and \_\_\_ generally, does not appear to be fatigued or distracted. \_\_\_Almost always contributes her/his fair share with partner collaborative work outside of class. \_\_\_Responds fairly quickly to online comments/suggestions.  \_\_\_ Generally, has a positive attitude toward fellow students, the content, and the instructor. | \_\_\_ Is occasionally not on time for class, not well prepared, and \_\_\_ occasionally does not from break on time. \_\_\_ Participates in discussions in class (at least one comment per class period).\_\_\_ Oral class contributions are at times of little value\_\_\_ Is occasionally inattentive or \_\_\_ seems fatigued or distracted. \_\_\_ At times does not contribute her/his share to collaborative work outside of class. \_\_\_Eventually responds to online comments/suggestions.  \_\_\_At times has an indifferent or disrespectful attitude toward fellow students, the content, or the instructor. | \_\_\_ Rarely on time for class, rarely prepared, and \_\_\_ rarely returns from break on time. \_\_\_ Does not participate in discussions in class.\_\_\_ Is rarely attentive and \_\_\_ appears to be fatigued or distracted. \_\_\_ Does not contribute her/his fair share to collaborative work outside of class. \_\_\_Doesn’t respond to online comments/suggestions. \_\_\_Has a somewhat negative attitude toward fellow students, the content, or the instructor. |
| 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(es)**. 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, so please be on time.
2. **Reflection on Learning:** Two 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 when appropriate, class discussions and the cooperative work you do with your peers. You do not have to summarize readings; reference them as they relate to your learning. 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.

Your Reflection on Learningshould follow this format:

|  |
| --- |
| **Reflection on Learning #1 FL 513: Summer 2019 Jane Doe**  **Class One Theme: General Introduction to Course/Basic Information about FL Assessment**  On the first day of class after introductions, we discussed elements related to the reading the most important/interest of these for me, personally, being XXX. In addition, we discussed XXX not found in the readings. What I found new or innovative/interesting 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**  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,” “I/we weren’t sure what I/we were supposed to do because . . . ” etc.) |

**Reflections Rubric**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reflections Rubric # Name** | | | | | | | | | |
| **Categories/**  **Formatting** | | **Summarization/**  **Organization** | | **Personal Reflection** | | **Cooperative Work** | | **Linguistic Accuracy/**  **Clarity of Expression** | |
| \_\_\_ includes all categories  \_\_\_ excellent formatting  \_\_\_ length more than adequate | 2  1.95  1.9  1.85  1.8 | \_\_\_ excellent summary of content  \_\_\_ excellent organization  \_\_\_excellent articulation of content | 2  1.95  1.9  1.85  1.8 | \_\_\_ excellent reflection on personal implications of information (or lack thereof)  \_\_\_ excellent inclusion of identified new or innovative information or if not, excellent explanation of why the information wasn’t helpful | 2  1.95  1.9  1.85  1.8 | \_\_\_excellent description of the cooperative work experience  \_\_\_excellent description personal contributions to cooperative work | 2  1.95  1.9  1.85  1.8 | \_\_\_excellent grammatical use  \_\_\_excellent use of correct language  \_\_\_excellent clarity of expression | 2  1.95  1.9  1.85  1.8 |
| \_\_\_ includes almost all categories  \_\_\_good  formatting  \_\_\_ length is adequate | 1.75  1.7  1.65  1.6  1.55 | \_\_\_ good summary of content  \_\_\_ good organization  \_\_\_ good articulation of content | 1.75  1.7  1.65  1.6  1.55 | \_\_\_ good reflection on personal implications of information (or lack thereof)  \_\_\_ good inclusion of identified new or innovative information or if not, good explanation of why the information wasn’t helpful | 1.75  1.7  1.65  1.6  1.55 | \_\_\_good description of the cooperative work experience  \_\_\_good description personal contributions to cooperative work | 1.75  1.7  1.65  1.6  1.55 | \_\_\_good grammatical use  \_\_\_good use of correct language  \_\_\_good clarity of expression | 1.75  1.7  1.65  1.6  1.55 |
| \_\_\_ includes some categories  \_\_\_fair  formatting  \_\_\_ length is somewhat less than adequate | 1.5  1.45  1.4  1.35  1.3  1.25  1.2  1.15  1.1 | \_\_\_ fair summary of content  \_\_\_ fair organization  \_\_\_fair articulation of content | 1.5  1.45  1.4  1.35  1.3  1.25  1.2  1.15  1.1 | \_\_\_ fair reflection on personal implications of information (or lack thereof)  \_\_\_ fair inclusion of identified new or innovative information or if not, fair explanation of why the information wasn’t helpful | 1.5  1.45  1.4  1.35  1.3  1.25  1.2  1.15  1.1 | \_\_\_fair description of the cooperative work experience  \_\_\_fair description personal contributions to cooperative work | 1.5  1.45  1.4  1.35  1.3  1.25  1.2  1.15  1.1 | \_\_\_fair grammatical use  \_\_\_fair use of correct language  \_\_\_fair clarity of expression | 1.5  1.45  1.4  1.35  1.3  1.25  1.2  1.15  1.1 |
| \_\_\_ not enough categories  \_\_\_poor  formatting  \_\_\_ length is definitely less than adequate | 1 or less | \_\_\_ poor summary of content  \_\_\_ poor organization  \_\_\_ articulation of content | 1 or less | \_\_\_ poor reflection on personal implications of information (or lack thereof)  \_\_\_ poor inclusion of identified new or innovative information or if not, poor explanation of why the information wasn’t helpful | 1 or less | \_\_\_poor description of the cooperative work experience  \_\_\_poor description personal contributions to cooperative work | 1 or less | \_\_\_poor grammatical use  \_\_\_poor use of correct language  \_\_\_poor clarity of expression | 1 or less |
| **Total\_\_\_\_\_\_\_\_\_/10** | | | | | | | | | |

**Course Grading Scale (as expressed in points/percentages)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade |  | Grade |  | Grade |  |
| A | 100-94 | B- | 83-80 | D+ | 69-67 |
| A- | 93-90 | C+ | 79-77 | D | 66-64 |
| B+ | 89-87 | C | 76-74 | D- | 63-60 |
| B | 86-84 | C- | 73-70 | F | 59-0 |

|  |  |
| --- | --- |
| **Week 1** | **DAILY SCHEDULE/ASSIGNMENTS** |
| June 24 | **Theme: *General Introduction to Course /Basic Information about FL Assessment***  **Class Preparation**: *Brown & Abeywickrama*: Chap. 1 pgs. 1-23 (23 pgs.)  **In-class Activities:** Pre-test/Discuss Reading and Course Expectations  **Homework:** Reading and write Unit SLGs for your respective unit in pairs |
| June 25 | **Theme: *Reliability and Practicality in Testing/Unit Student Learning Goals***  **Class Preparation**: *Brown & Abeywickrama*: Chap. 2 pgs. 27-31 & pgs. 42 to mid-pg. 44 (8 pgs.) and Unit SLGs  **In-class Activities:** Preparation Quiz #1 /Discuss Reading/ Review Unit SLGs and begin filling our Unit Plan Templates  **Homework:** Reading and re-write Unit SLGs, if necessary; Also finish filling out Unit Plan Template |
| June 26 | **Theme: *Validity and Authenticity and Unit Plan Template***  **Class Preparation**: *Brown & Abeywickrama:* Chap. 2 pgs. 31-42 & 45-51 (19 pgs.) and re-write Unit SLGs (if necessary) and work with Unit Plan Template  **In-class Activities:** Preparation Quiz #2 /Discuss Reading/Review SLGs/Begin discussing Lesson SLGs  **Homework:** Reading and write lesson SLGs and create two multiple-choice test items for your lesson that could be included on a unit exam |
| June 27 | **Theme: *Designing Classroom Language Tests/Designing Selected-Response Test Items***  **Class Preparation**: *Brown & Abeywickrama:* Chap. 3 pgs. 57-84 (to top of page) (27 pgs.) Write lesson SLGs and create two multiple-choice test items for your lesson that could be included on a unit exam  **In-class Activities:** Preparation Quiz #4 /Discuss Reading/ Review Lesson Plan Template/MC test items  **Homework:** Reading and create one matching item |
| June 28 | **Theme: *Selected-Response Test Items***  **Class Preparation**: *Popham:* Chap. 6 pgs. 155-176 (22 pgs.) Create one matching item  **In-class Activities:** Preparation Quiz #4 /Discuss Reading/ Review matching item  **Homework:** Reading |

**Week 2**

|  |  |
| --- | --- |
| July 1 | **Theme: *Constructed Response Items and Essay Development***  **Class Preparation**: *Popham:* Chap. 7 pgs. 181-190 (10 pgs.) **First Reflection on Learning to be turned in in hardcopy**  **In-class Activities:** Preparation Quiz #5 /Discuss Reading/Discuss constructed response items  **Homework:** Reading and creation of one short-answer constructive response item with instructions, model and answer key for your LESSON**.** Also, create an **essay item** that will be administered separately from your unit test. No answer key needed for your essay item |
| July 2 | **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 pgs.) and see homework instructions from July 1  **In-class Activities:** Preparation Quiz #6 /Discuss Reading/Work with constructive response item for test and later with essay item  **Homework:** Reading and **First Reflection on Learning** |
| July 3 | **Theme:** ***Grading and Student Evaluation/Creating Rubrics***  **Class preparation**: *Brown & Abeywickrama:* Chap. 11 pgs. 286-309 (24 pgs.) and catch up with any prior work yet to be completed  **In-class Activities:** Feedback given: Attendance and active participation/Preparation Quiz #7 /Discuss Reading/Work with Rubrics  **Homework:** Reading and Rubric Creation |
| July 4 | **Theme: *Assessing Receptive Skills: Listening***  **Class preparation**: *Brown & Abeywickrama:* Chap. 6 pgs. 128-153 (26 pgs.) and Rubric Creation  **In-class Activities:** Preparation Quiz #8 /Discuss Reading/Work with Rubrics  **Homework:** Reading and Creation of a listening activity for your unit exams to include answer keys and scripts |
| July 5 | **Theme: *Assessing Receptive Skills: Reading***  **Class Preparation**: *Brown & Abeywickrama:* Chap. 8 pgs. 195-225 (30 pgs.) and Creation of a reading activity for your unit exams to include answer keys and scripts, for your unit  **In-class Activities:** Preparation Quiz #9 /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 |

**Week 3**

|  |  |
| --- | --- |
| July 8 | **Theme: *Performance Assessment: Speaking***  **Class Preparation**: *Brown & Abeywickrama*: Chap. 7 pgs. 156-192 (36 pgs.)Create a unit exam incorporating items created to this point. **Second Reflection on Learning to be turned in in hardcopy**  **In-class Activities:** Preparation Quiz #10 /Discuss Reading/Begin creating speaking assessments in class  **Homework:** Reading and the creation of a speaking assessment with rubric |
| July 9 | **Theme: *Performance Assessment: Writing***  **Class Preparation**: *Brown & Abeywickrama*: Chap. 9 pgs. 227-246 and 249-256 (29 pgs.)  **In-class Activities:** Preparation Quiz #11 /Discuss Reading/Discuss the speaking task and rubrics/Begin discussing writing assessments  **Homework:** Reading and catch up day |
| July 10 | **Theme: *A Review of Integrated Performance Assessments***  **Class Preparation**: Adair-Hauck et al pgs. 1-5, 9-19, 27-37 (25 pgs.) and catch up on work  **In-class Activities:** Preparation Quiz #11 /Discuss Reading/Look at IPA assessments  **Homework:** Reading and create an IPA Overview for your chapter |
| July 11 | **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 pgs.)  **In-class Activities:** Discuss Reading/Look at IPA assessments again/Talk about Final Exam  **Homework:** Begin to prepare for Final Exam and **Second Reflection on Learning** |
| July 12 | **Theme: *End-of-course Wrap up***  **Class Preparation**: **Second Reflection on Learning to be turned in in hardcopy**  **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/odonneme/Desktop/6.%20Mexico%20Summer%202018/%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.