
Course materials

Required textbook: Sandrock, P. (2010). *The keys to assessing language performance: A teacher's manual for measuring student progress*. American Council on the Teaching of Foreign Languages (ACTFL). Available from: <https://my.actfl.org/portal/Books> (Cost: \$27)

Additional readings: In addition to the required text, you will be asked to read additional articles. These articles (see bibliography at the end of this syllabus) will be available on the SOU Moodle site.

Course website: SOU Moodle (<https://inside.sou.edu>)

Course assessments

Participation	10%
Critique of an existing assessment	25%
Performance assessment and rubric development	25%
Unit redesign and integrated performance assessment	25%
Presentation	15%

Grading scale

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%

Course assignments

Participation

Due to the intensive format of the SLI program, class attendance and punctuality are very important. No absences are allowed. Each absence will result in a 10% reduction in your final course grade. In the case of illness or some other emergency, please contact both the professor and the SLI director.

Your participation grade will be based on (1) attendance, (2) preparation for class, and (3) **active** and **informed** engagement in class discussions and activities. The following rubric will be used to evaluate your participation.

Participation Rubric

Points	Description
A	Full participation in class (in large group and small group interaction), asking quality questions, providing responses, and sharing knowledge with others—but also “shares the air” by not constantly dominating discussion. Always prepared for class having read and completed assignments. Fully engaged and thinking critically about the course material.
B	Above average participation as mostly a listener with some involvement in class (in large

	group and small group interaction). Some questions, some responses, and some sharing of knowledge. Always prepared for class having read and completed assignments. Fully engaged and thinking critically about the course material.
C	Does the minimum of what is expected: comes to class and completes assignments. Normally a listener in small- and large-group interactions. Asks and answers some questions. Sometimes distracted and/or unprepared and does not engage fully in the course material.
D	Does not demonstrate a time commitment to the course (e.g., is not well-prepared). Often does not participate, even when a group requests participation. Not interested in engaging with others to explore the course material.
F	Acts in a manner that disrupts the learning of self and others. Creates an uncomfortable environment for others (disrespect, incivility, etc.).

Critique of an existing assessment

You will be asked to analyze and discuss the qualities (both positive and negative) of two existing assessments in your existing instructional unit (one should be a performance assessment) in a written report (typed, 3-4 pages, 12-point font, 1-inch margins, double-spaced), making reference to the concepts studied in the course. For each of the two existing assessments that you choose to critique, please address the following issues in your paper and consult the rubric below:

- **Technical aspects:** validity, reliability, measurement of intended constructs
- **Assessment techniques:** alignment of assessment with learning objectives, standards, and learning activities; authenticity, scoring, item format, practicality
- **Ethical aspects:** access skills, washback, providing students enough practice and appropriate learning activities and feedback to be successful on the assessment

Grading criteria

	A	B	C
Technical aspects	Technical aspects of the existing assessment were thoroughly, critically, and thoughtfully discussed. Several aspects of validity and reliability were included, as was a discussion of item types and how they measured (or didn't measure) intended constructs.	Technical aspects of the existing assessment were adequately discussed. Some aspects of validity and reliability were included, as was a discussion of item types and how the measured (or didn't measure) intended constructs.	Technical aspects of the existing assessment were discussed in brief. Only a few aspects of validity and reliability and/or a brief discussion of item types and how the measured (or didn't measure) intended constructs were included.
Assessment techniques	For the existing assessment, all of the following are discussed fully: alignment of assessment with objectives, standards, and learning activities; activities practicality, authenticity, scoring, and item format choices.	For the existing assessment, five of the following are discussed adequately: alignment of assessment with objectives, standards, and learning activities; practicality, authenticity, scoring, and item format choices.	For the existing assessment, four of the following are discussed adequately: alignment of assessment with objectives, standards, and learning activities; practicality, authenticity, scoring, and item format choices.
Ethics	Much attention has been paid to the ethical aspects of the existing	Some attention has been paid to the ethical aspects of the existing	Minimal attention has been paid to the ethical aspects of the existing

	test. Student access skills have been addressed, along with washback and the alignment of instructional activities with assessment content and formats.	test. Three of the following have been adequately addressed: access skills, washback, alignment of instructional activities with assessment content and formats.	test. Two of the following have been adequately addressed: access skills, washback, alignment of instructional activities with assessment content and formats.
Clarity of expression	Ideas are expressed clearly and concisely using academic language. The written report is well organized and coherent.	Most ideas are expressed clearly, but some are less clear. Academic language, organization, and/or coherence are lacking in some parts.	Ideas are often not expressed in a clear and concise manner, making it difficult for the reader to process. Academic language, organization, and/or coherence are consistently lacking.

Performance assessment and rubric development

You will be asked to create (or *substantially* revise) an oral or written performance assessment and accompanying rubric that fits into the existing instructional unit that you brought, keeping in mind the assessment concepts that we have covered in class.

Make sure that your new or substantially revised** **performance assessment**:

- Elicits language that is as natural as possible.
- Has tasks that are as contextualized in real-life activities as possible.
- Includes meaningful topics that are engaging and relevant to your students.
- Reflects use of language in a real-world task.

Make sure that your new or revised** **rubric** includes:

- Only those aspects that describe a quality performance on the task (you can also indicate “non-negotiables” separate from the rubric itself).
- Clear expectations.
- Realistic expectations for language use at the target proficiency level.
- Observable indicators.
- Criteria appropriate for the task and mode of communication.
- Useful feedback about student performance.

In addition to (re)designing the performance assessment and rubric, you will be asked to discuss the choices you made in (re)designing your performance assessment and rubric in a discussion paper (typed, 1-2 pages, 12-point font, 1-inch margins, double-spaced). In your paper, please describe the choices that you made and how your performance assessment and rubric reflect the characteristics listed above. Also, please indicate in your paper what learning objective(s) this performance assessment will measure.

If you are revising an existing assessment and/or rubric, please turn the originals in with your redesigned materials.

Grading criteria

	A	B	C
Performance assessment	The performance assessment elicits language that is very natural and that is contextualized in an engaging, realistic, and meaningful real-world task. The performance assessment is aligned perfectly with the learning objectives.	The performance assessment elicits language that is somewhat natural and that is contextualized in a real-world task. The performance assessment is somewhat aligned with the learning objectives.	The performance assessment elicits language that is pretty unnatural and that is not contextualized in a real-world task. The performance assessment is not well aligned with the learning objectives.
Rubric	The rubric provides very clear expectations, includes excellent descriptors of a quality performance and only observable indicators. The criteria are very appropriate for the task, mode of communication, and proficiency level. The feedback students receive will be very useful and relevant.	The rubric provides somewhat clear expectations, includes descriptors of a quality performance and mostly observable indicators. The criteria are almost always appropriate for the task, mode of communication, and proficiency level. The feedback students receive will be mostly useful and relevant.	The rubric does not always have clear expectations and the descriptors do not (just) focus on a quality performance. Indicators may not always be observable. The criteria are mostly inappropriate for the task, mode of communication, and proficiency level. The feedback students receive will not be very useful.
Discussion paper	The paper thoroughly explains how the performance assessment and rubric reflect best practices.	The paper explains superficially how the performance assessment and rubric reflect best practices.	The paper does not clearly explain how the performance assessment and rubric reflect best practices.
Clarity of expression	Ideas are expressed clearly and concisely using academic language. The written report is well organized and coherent.	Most ideas are expressed clearly, but some are less clear. Academic language, organization, and/or coherence are lacking in some parts.	Ideas are often not expressed in a clear and concise manner, making it difficult for the reader to process. Academic language, organization, and/or coherence are consistently lacking.

Unit redesign and integrated performance assessment

You will be asked to revise the instructional unit plan that you brought with you using backward design and other techniques learned in class, as well as adding (or revising) an integrated performance assessment for your unit. ***You will be provided with a unit plan template that you should use for this assignment.*** Your revised unit should have the following characteristics:

- **Theme** should reflect important learning and be worth studying. It should address a “big idea” or “essential question” that has enduring value beyond the classroom.
- **Learning objectives** should reflect observable behaviors, align with national (and possibly state) standards, represent understanding of the theme and increased communication, and engage higher-order thinking.

- **Integrated performance assessment (IPA)** should be the summative assessment for the unit, aligned with learning objectives, and reflect the characteristics described in the previous assignment (e.g., real-life task, authentic language, engaging and relevant, etc.).
- **Formative assessment** should provide students feedback along the way to prepare them to be successful on the summative assessment.
- **Learning activities** should be aligned with objectives and assessments and give students opportunities to develop the grammar, vocabulary, cultural knowledge, and other skills needed to succeed on the summative assessment.

You are asked to discuss the choices that you made in a discussion paper (1-2 pages, 12-point font, 1-inch margins, double-spaced), making reference to the concepts and techniques studied in the course. Please address the following questions in your paper, but be sure to synthesize the information and present it in essay format (please don't just answer each question one by one):

- In what ways do your assessments (formative and summative) align with your theme and learning objectives?
- In what respects does your IPA reflect best practices in the design of IPAs? (Refer to the readings on IPAs to help you answer this question.)
- How do your unit learning activities and formative assessments prepare students to be successful on the summative performance assessments?

Grading criteria

	A	B	C
Integrated performance assessment (IPA)	All tasks in the IPA involve authentic and contextualized language. All tasks are engaging, realistic, and include a meaningful real-world communication. The tasks are very well integrated with each other. The IPA is aligned perfectly with the unit learning objectives.	All tasks in the IPA involve somewhat authentic and contextualized language. All tasks involve real-world communication. The tasks are somewhat integrated with each other. The IPA is somewhat aligned with the unit learning objectives.	The tasks in the IPA mostly involve inauthentic and decontextualized language. Some tasks involve real-world communication, but not all. The tasks are not well integrated with each other. The IPA is not well aligned with the learning objectives.
Unit learning objectives	The learning objectives all reflect observable behaviors. Several involve higher-order thinking. They very clearly describe the target behavior, the content of the objective, and the specific circumstances of the objective. Objectives are well aligned with national (and possibly state) standards. Objectives are consistent with the unit theme.	Most of the learning objectives reflect observable behaviors. There is little higher-order thinking involved. They describe the target behavior, the content of the objective, and the specific circumstances of the objective, although some of these aspects may not be clear. Objectives are aligned with national (and possibly state) standards. Objectives	Most of the learning objectives do not reflect observable behaviors. They do not involve higher-order thinking. They do not do a good job of describing the target behavior, the content of the objective, and the specific circumstances of the objective. Objectives may not be well aligned with national (and possibly state) standards. Objectives

		are consistent with the unit theme.	may not be consistent with the unit theme.
Learning activities and formative assessment	The learning activities and formative assessment will ensure that students are well prepared with the knowledge and skills to succeed on the summative unit assessments.	The learning activities and formative assessment will provide students with some of the knowledge and skills needed to succeed on the summative unit assessments, but they could be improved.	The learning activities and formative assessment do not provide students with the appropriate knowledge and skills to be successful on the summative unit assessments.
Discussion paper	The paper thoroughly and thoughtfully discusses the backward design process of redesigning the unit, how the IPA reflects best practices, and the alignment of assessment, learning activities, and learning objectives.	The paper adequately (but not very thoroughly or thoughtfully) discusses the backward design process of redesigning the unit, how the IPA reflects best practices, and the alignment of assessment, learning activities, and learning objectives.	The paper does not thoroughly, thoughtfully, or clearly describe the backward design process of redesigning the unit, how the IPA reflects best practices, or the alignment of assessment, learning activities, and learning objectives.
Clarity of expression	Ideas are expressed clearly and concisely using academic language. The written report is well organized and coherent.	Most ideas are expressed clearly, but some are less clear. Academic language, organization, and/or coherence are lacking in some parts.	Ideas are often not expressed in a clear and concise manner, making it difficult for the reader to process. Academic language, organization, and/or coherence are consistently lacking.

Presentation of unit redesign

The goal of this activity is for you to share your hard work with your colleagues! You are asked to present about your instructional unit redesign. Please use visuals to accompany what you say (e.g., Google Slides, Powerpoint). In your presentation, please include the following information:

- Briefly describe the teaching context for this unit (grade, level, etc.)
- Describe your redesigned unit: explain the new theme, the new unit objectives, and the new summative integrated performance assessment (IPA).
- Indicate how your IPA aligns with your unit objectives and what types of formative assessment will be used to help students prepare for the IPA.
- Show and describe each of the three performance assessments that you created or revised for your summative IPA and discuss the design principles that you used to create your IPA.
- Describe a key “take-away” after completing your unit redesign that you hope to keep in mind as you implement future assessments in your teaching.

Your presentation should last 10-12 minutes. Afterwards, we will have time for questions and comments from your colleagues.

Grading criteria

Content: The unit theme, objectives, and IPA, alignment, and key take-away are clearly and succinctly described.	10	9	8	7	6	5	4	3	2	1
Delivery: Visuals used are effective in presenting information. Information is presented in a clear, organized, and engaging manner.	10	9	8	7	6	5	4	3	2	1
Preparation: Presenter is well-prepared, professional, and observes the time limit.	10	9	8	7	6	5	4	3	2	1
Total points	/ 30 points									

Course policies and information

Late work

Students should plan to turn in assignments on time. Late assignments will be accepted, but after the deadline, points will be deducted following the rule that the later an assignment is turned in, the more points will be deducted.

Raider reminder

All students must abide by the [Code of Student Conduct](#) and [Equal Opportunity, Harassment, and Sexual Misconduct Policy](#). Make sure that any contact with others is wanted, that any recording is done with informed consent of any other party, and that it involves no illegal downloads or activity.

In addition, we remain committed to the [University's mission and values](#). We provide a healthy, safe and civil campus; respectful, inclusive, and equitable interactions in all of our learning spaces including physical and virtual classrooms; and no tolerance for racist, sexist, or other forms of hurtful discourse.

COVID-19 response

To reduce risk to the campus community, all staff, faculty, students, and visitors are required to adhere to [SOU's face covering policy](#).

We will continue our efforts to keep all members of the SOU community safe; those efforts will include attempts to limit contact between individuals and may include restricted access to buildings and other spaces on campus. Please follow all guidelines provided on SOU's [COVID-19](#) pages and adhere to campus building closures and restrictions. Should these guidelines be adjusted, SOU will communicate any adjusted expectations to all students.

SOU Cares and equity grievance reporting

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 System allows us to connect you with staff members who can assist with concerns and connect you to further available resources. This includes concerns

regarding finances, food security, health, housing, mental health, wellbeing, legal concerns, family concerns, study skills, time management, etc. You are also welcome to use the SOU Cares System to share concerns about yourself, a friend, or a classmate. Go to www.sou.edu/cares to submit a note of concern.

The Dean of Students' Office and the Office of Equity Grievance provide recourse for students through the Student Code of Conduct, Equal Opportunity, Harassment and Sexual Misconduct Policy, and other applicable policies, regulations, and laws. SOU's Equity Grievance Program addresses concerns about sexual harassment, sexual assault, stalking, intimate partner violence, bias and discrimination for students, staff and faculty. Reports related to sexual misconduct, assault, harassment, or bias may be made anonymously or confidentially by completing [this form](#).

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](#). 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 work that has been graded and returned to you.

Turnitin originality checker

Per SOU's [Code of Student Conduct](#), each student's education is the product of their own intellectual effort and engagement. Breaches of academic integrity compromise the overall quality of scholarship and detract from the value of the SOU degree. In order to provide opportunities for the instructor and students to review their work for originality, instructors may require students to submit all or some of their work to Turnitin. In order to meet this requirement, students must agree to the Turnitin End User License Agreement (EULA). Any work submitted to Turnitin without a EULA in place may not be accepted by the instructor for credit. Any student who does not wish to accept the EULA in a course where Turnitin is required should withdraw from the course. [Learn more about Turnitin](#) and review the terms and conditions.

Emergency notifications

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit Inside SOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

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 [SOU's confidential advising](#) or SOU's [Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form](#).

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 comply 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](#) 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.

Statement on military and other forms of active service duty

Pursuant to Oregon law, any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for more than 30 consecutive days has the right to request accommodation for such service, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to withdraw from a course without penalty, a grade of Incomplete and option to complete at a later date once service has concluded, and/or the right to credit for any tuition and fees already paid, depending on the student's status.

Any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for fewer than 30 consecutive days and misses a course session, assignment, examination or other course work due to serving on active duty or is receiving medical treatment for an injury sustained on active duty has the right to request accommodation for their service or medical treatment, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to submit any missed examination, assignment or other course requirement upon completion of service or treatment; and/or the right to have a course grade assigned without submitting missed assignment or examinations, should the instructor determine that sufficient work has been assessed for the determination of a grade. Any student who expects to be called for active duty should contact instructors as soon as possible to discuss accommodations.

Course schedule

Date	Preparation prior to class	In class
Week 1		
<i>July 11</i>	Readings (see links in bibliography below): <ul style="list-style-type: none">• ACTFL Standards for Foreign Language Learning: Preparing for the 21st Century Executive Summary• ACTFL performance descriptors for language learners• ACTFL Spanish Proficiency Guidelines	Introduction
<i>July 12</i>	Readings: Brown & Abeywickrama (2010), chapter 1 (pp. 1-18)	Assessment concepts and issues
<i>July 13</i>	Readings: Brown & Abeywickrama (2010), chapter 2 (pp. 25-51)	Principles of assessment
<i>July 14</i>	Readings: Wiggins & McTighe (2005), introduction (pp. 1-11) and chapter 1 (pp. 1-11)	Assessment in curriculum design
<i>July 15</i>	Readings (see links in bibliography below): <ul style="list-style-type: none">• CAST (2018): click on all the links in the graphic labelled "Universal Design for Learning Guidelines" and read the short descriptions at each link• CAST (2020, pp. 1-5)	Assessment in curriculum design
Week 2		
<i>July 18</i>	Readings: Sandrock (2010), chapters 1-3 (pp. 1-	Performance assessments

	32) Due: CRITIQUE OF AN EXISTING ASSESSMENT	
July 19	Readings: Sandrock (2010), chapters 4-6 (pp. 35-85)	Rubrics
July 20	Readings: Adair-Hauck et al. (2013), chapters 1, 2 and 5 (pp. 1-19 and 41-50)	Integrated performance assessment
July 21	Readings: Adair-Hauck et al. (2013), chapter 6 (pp. 53-104)	Integrated performance assessment
July 22	Readings: Green (2014), chapter 5 (pp. 97-126)	Assessing receptive skills
Week 3		
July 25	Readings: Green (2014), chapter 6 (pp. 127-142) Due: PERFORMANCE ASSESSMENT AND RUBRIC DEVELOPMENT	Assessing productive and interactive skills
July 26	Readings: Brown & Abeywickrama (2010), chapter 6 (pp. 130-154)	Portfolios, journals, conferencing, and self-and peer-assessment
July 27	Presentations	
July 28	Presentations	
July 29	Presentations Due: UNIT REDESIGN AND IPA	

Bibliography (additional course readings)

- Adair-Hauck, B., Glisan, E. W., & Troyan, F. J. (2013). *Implementing integrated performance assessment*. ACTFL.
- American Council on the Teaching of Foreign Languages. (1999). *ACTFL performance descriptors for language learners*. ACTFL.
<http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>.
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http://www.actfl.org/sites/default/files/StandardsforFLLexecsumm_rev.pdf.
- American Council on the Teaching of Foreign Languages. (2012). Spanish proficiency guidelines. ACTFL. <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/spanish>.
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). Pearson Education.
- CAST (2018). Universal Design for Learning Guidelines version 2.2.
<http://udlguidelines.cast.org>
- CAST. (2020). UDL tips for assessments. Wakefield, MA.
<https://www.cast.org/binaries/content/assets/common/publications/downloads/cast-udltipsforassessment-20200920-a11y.pdf>
- Green, A. (2014). *Exploring language assessment and testing: Language in action*. Routledge.
- Sandrock, P. (2010). *The keys to assessing language performance: A teacher's manual for measuring student progress*. ACTFL.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed). Association for Supervision and Curriculum Development.