Originating Course Information

Offering of Education: Teaching & Learning 7645: Issues and Research in Foreign Language Testing and Assessment
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Workshop
Term of Offering Summer 2012 - Seven Week Summer Session
Level/Career Graduate
Rationale for proposing this offering Intensive summer workshop for students pursuing the TESOL endorsement as requested by the Columbus City Schools.
Description for this offering This course introduces core concepts, theories, issues, and practices in second/foreign language testing and classroom assessment. Assessment of English language skills & ability is the focus. Aimed at students who are pursuing TESOL Endorsement.

Attachments

* CCS Testing Course Syllabus for Summer 2012.doc
  (Syllabus. Owner: Mercerhill,Jessica Leigh)
* 7645 Flex Form.docx
  (One Time Form Supplement. Owner: Mercerhill,Jessica Leigh)

Comments

* Approved by GSC 4/3/12 (by Mercerhill,Jessica Leigh on 04/04/2012 02:05 PM)

Workflow Information

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<tr>
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<th>User(s)</th>
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Flex Course Request Form

College: EHE  
Course Bulletin Listing: EDUTL – Education Teaching and Learning

Course Number: EduTL 7645  
Generic course or decimal subdivision: Y  
Course Decimal: No

Level: Undergraduate _____ Graduate ____X__  
Grade Option: Letter  
Credit Hours: 3 semester

Proposed Effective Year: 2012  
Proposed Effective Term: Summer 2012  
Previous Terms of Offering: Summer 2011

Flexibly Scheduled / Off-Campus Information

Course Description: This course introduces core concepts, theories, issues, and practices in second/foreign language testing and classroom assessment. Assessment of English language skills and ability is the course focus. The course is aimed at students who are pursuing TESOL Endorsement. Testing/assessment as seen within a communicative language teaching (CLT) framework is emphasized. The course examines assessment of specific language domains and combinations of domains of language ability such as listening, speaking, reading, writing, grammar, and vocabulary. Students gain practical, hands-on experience in test development and the construction of classroom assessments.

25 word limit

Course offered less than term length: Y  
Distribution of Class Time: 40 hours --one week intensive 8:30-30:30, plus one follow-up day (8:30-3:30) in August 2012 (e.g. 3 hrs/14 weeks)

Offering Pattern: Distance Learning Format: N (means 100% online)  
Section Size: 25  
Date Range: June 4 through 8, plus August 2, 2012

Off-Campus Offering: Y  
Off-Campus ZIP code: 43211  
Off-Campus Location: Columbus Global Academy (Columbus City Schools)

Hours Out-of Class Preparation: _____  
Total Class Meeting Hours: 45  
Length of each Class: Full day (8:30 am to 3:30 pm) for 6 days

Advertised Course Title: Foreign and Second Language Testing

Faculty Name: Charles R. Hancock  
Faculty Rank: Professor

Faculty Phone: 292-8047  
Faculty E-mail: hancock.2@osu.edu

Secondary Instructor: Ms. Huili Hong (PhD student)  
Desired Access: Co-instructor/Guest

SI Phone: 688-7499  
SI E-mail: hong.257@buckeyemail.osu.edu

Academic Advising Opportunity: By appointment, before & after class, and via e-mail
Approved by the Graduate Studies Committee Chair: _______________________________ Date: ________________

Approved by the School Director: ___________________________________________ Date: ________________
Edu TL 7645 (formerly E D TL 963.08)
Foreign and Second Language Testing
Summer Semester 2012 (June 4 through 8, 8:30 am to 3:00 pm daily, plus August 2)
Columbus City Schools
Outreach and Engagement Course for TESOL Endorsement Students
Course will be offered at Columbus Global Academy in CCS (off campus)

Instructor Contact Information

Instructor: Dr. Charles R. Hancock
Phone: (614) 292-8046
E-mail: hancock.2@osu.edu
Office: 211 Arps Hall
Office hours: Will be arranged according to in-service teacher candidate schedules; by special appointment; and, via e-mail at any time.

Required Texts, Readings & Resources

Assessing English Language Learners: Bridges From Language Proficiency to Academic Achievement, Margo Gottlieb, Corwin Press, Inc., 2006

- Plus occasional handouts and reading materials (announced in class)

- See also references and websites listed at the end of this syllabus.

Additional recommended textbooks (non-required)
(2) Testing for Language Teachers, Arthur Hughes, Cambridge University Press, 1989
(3) Assessing English Language Learners, Lorraine Valdez-Pierce, National Education Association, 2003.

(5) KEY websites: ESL/ELL websites such as TESOL (Teaching English to Speakers of Other Languages) www.tesol.org ; NCELA (National Clearinghouse for English Language Acquisition), www.ncbe.gwu.edu ; Northwest Regional Educational Laboratory (NWREL) Comprehensive Center, Region X www.nwrac.org ; and other web sites
Materials & Supplies

Please obtain the following materials to aid you in completion of testing course assignments:
- Notebook to keep class notes & reflections.
- Folder or binder to keep collected class materials and artifacts
- Colored pencils, highlighter and 3x5 index cards for test item development
- Access to various teacher and testing websites on the Internet

Course Description

This course introduces students to core concepts, theories, issues, and practices in second/foreign language testing and classroom assessment. The emphasis is on the assessment of English language skills and ability; however, the course content and activities may also apply other second languages. The course is aimed at two primary audiences: those who are pursuing the MA degree in Foreign & Second Language Education and those who are pursuing TESOL Endorsement. Testing/assessment as seen within a communicative language teaching (CLT) framework is emphasized. In addition to reviewing fundamental aspects of testing & assessment, the course examines the assessment of specific domains and combinations of domains of language ability such as listening, speaking, reading, writing, grammar, and vocabulary. Students gain practical, hands-on experience in test development and the construction of classroom assessments. The course seeks to provide students who have little or no prior or formal experience in testing/assessment with a foundation in assessment principles and practices in an effort to prepare for their own classroom (and other) testing and assessment tasks.

Goals, Professional Standards, and Tk20

OSU’s teacher licensure program in foreign and second language education (FSLED) is accredited by the National Council for Accreditation of Teacher Education (NCATE). As such, our teacher licensure program is bound by and promotes NCATE standards in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL). The ACTFL/NCATE Standards for the Preparation of Foreign Language Teachers are noted in parentheses for the course goals.

1) To articulate and reflect on the assumptions that underlie your beliefs about teaching and learning, especially as these relate to evaluation, testing, and assessment of students. (Standards 3, 6)

2) To study in-depth the specifics of second language testing and assessment, to engage in extended discussions and dialogue about specific teacher developed assessments, and communicate the acquired knowledge to your teacher-and future-teacher colleagues. (Standard 6)

3) To develop the skills to develop and critique test and assessment measures, from a teacher-practitioner perspective, as a means for continued reflection on practice. (Standards 3, 6)
4) To develop the skills to work collaboratively on testing and assessment tasks with teacher- and peer-colleagues, in order to engage in collaboration and exemplify professionalism. (Standard 6)

5) To guide you through testing and assessment of student learning insight development, which include personal narratives & reflections, a testing literature review, a test or assessment measure critique, and/or a test construction or assessment measure, and/or position paper. (Standards 3, 4, 6)

6) To assist you with aspects applications of the 963 course content to your teaching and field experiences. (Standards 1, 2, 3, 4, 5, 6)

7) To provide in-class time with peers and instructor to reflect on weekly tasks, situations, and theory/practice, which will facilitate your success during your as a teacher or future teacher teaching internships. (Standard 3)

8) To prepare and engage you in formal presentations on testing or assessment to your teacher-colleagues. (Standard 6)

Tk20:
For those in the OSU teacher licensure program or TESOL Endorsement programs, Tk20, the “online portfolio” system, is what OSU uses for documenting teacher candidates’ attainment of benchmarks for licensure. All TESOL Endorsement students MUST enroll in Tk20 and submit documents therein.

Written Assignments
All assignments should be word-processed and double-spaced, using 12-point font size and the standard, pre-set, 1-inch page margins. Times New Roman is the recommended standard font style. Professionalism is important, so all student assignment and projects must be carefully proofread and include your name, date, and assignment title. Assignments are to be saved as an MS Word file (.doc or .docx) only, submitted electronically. All assignments should be saved electronically as “Lastname_Assignment_Title.doc”.

Please bring a printed copy of assignments to class for discussion and in-class activities (e.g., testing websites, sample tests and assessments to discuss).

Attendance & Participation
In order to participate fully in this course as part of your professional preparation, attendance is mandatory. It is crucial that you come to every class session on time. If you have a dire emergency and must miss any class or portion of a class, please e-mail Dr. Hancock in advance. NOTE: Please do not schedule meetings or appointments during class time.

You will lose participation points if you miss class, come late to class, or come to class unprepared. I will use a scoring rubric to assign participation points. Please note that if
you have two (2) or more absences for **any** reason, it will hard to receive an A in this course.

Graduate-level performance is expected from all students in the course. This is a 900-level course worth FOUR credits. It is also expected that you will **do all of the assigned readings and tasks** prior to class and come to class prepared to discuss and critique them. Try not to get behind in your readings because class discussions will depend on prior completion of the course readings. Please bring questions and share comments that you may have about the assigned course readings as a prompt for our class discussions.

### Professionalism

Use of social networking (e.g. Facebook) during class is not allowed. Cell phones are always to be **turned off** during class, no exceptions. Receiving or making phone calls and text messaging in class are prohibited. Students who persist in using computers or phones during class, or whose phones ring, will be asked to leave the classroom and will have participation points reduced for class attendance. Hope you understand my reasoning on this point.

You are welcome to use your cell phone, check email, check the web, and eat during class break time, before or after class. Please be considerate to our cleaning staff and dispose of any papers or trash in the trash can before leaving the classroom.

Given that our class meets intensively all day, I will discuss with the class whether or not we want to have group snacks and who will bring what. If we decide to do so, I will ask a volunteer to coordinate our snacks schedule.

### E-mail Correspondence and Communication

Please visit with your instructor, chat **after class**, or send me an e-mail to discuss our course and assignments. However, **during class breaks, I, too, need to “take a break.”** Indeed, it is expected that graduate students will make frequent contact with their instructors. Personal conversations are highly encouraged, as long as you respect the fact that there are other students in the class and among my OSU advisees. E-mails will generally receive a response in a day or so. **Note:** It is not acceptable to e-mail an instructor your assignment before it is due and ask them to proofread or “check it over.” If you ask for my reactions to assignment drafts, I will do what I can within reason. My feedback will be general and designed to make sure you are on the right track. I tend to use rubrics for most assignments, so you will know what the scoring criteria are.

Some of our course communication will be via CARMEN, the OSU course management system. I will occasionally make announcements in class and also send brief e-mail updates to supplement the course. E-mails will be sent only to OSU e-mail addresses, so if you prefer not to use OSU e-mail, you must set up an automatic forward (i.e., change
the delivery address) on your OSU e-mail account. HOWEVER, from past Carmen experience, I do NOT recommend doing this change of e-mail address because there are sometimes problems with using non-OSU e-mails on CARMEN. Most assignments need to be submitted on CARMEN. See https://acctmgt.service.ohio-state.edu/Email.html for assistance, or contact 8-HELP (at 614-688-4357, 8help@osu.edu, or http://8help.osu.edu).

As a professional, you should be in the habit of checking and promptly responding to e-mail at least once a day (Monday-Friday) and maintaining a professional tone in your correspondence. If you must send an email to the instructor that is beyond the scope of a brief question or comment (i.e., that will be longer than two or three sentences), you should make an appointment to speak with me in person during office hours or after class.

Accommodations

**Statement of Student Rights:** Any student who may need an accommodation based on the impact of a disability should contact Dr. Hancock privately to discuss specific needs **before the second class meeting.** The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations: http://www.ods.ohio-state.edu/

Statement on Diversity

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon a protected class status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Academic Misconduct

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.
If an instructor suspects that a student has committed academic misconduct in a course, he or she is obligated by University Rules to report the suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct: http://studentaffairs.osu.edu/info_for_students/csc.asp

**Writing Assistance for Papers**

If you would like to improve your writing skills and the quality of the written assignments required for this and other graduate-level classes at OSU, I strongly encourage you to make an appointment to see a tutor in the Writing Center, located on the 4th floor of Mendenhall on the OSU main campus, and/or to arrange for an online consultation and tutorial with the staff in the Writing Center. Graduate students may make frequent use of the Writing Center, and such consultation is a good way to improve your grades on written assignments. This service is free of charge at OSU. Since the majority of class grades are dependent on written work, it is best not to leave the quality of written assignments to chance.

Visit http://cstw.osu.edu/writingCenter/ for more information.

**Evaluation & Grading Scale**

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<th>Points</th>
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<tr>
<td>Class attendance, punctuality, preparedness &amp; participation (10 @ 3 pts ea.)</td>
<td>30</td>
</tr>
<tr>
<td>Periodic In-Class and Homework Assessment Tasks (10 @ 4 pts ea.)</td>
<td>40</td>
</tr>
<tr>
<td>Group Testing/Assessment Presentation (1 @ 30 pts)</td>
<td>30</td>
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<tr>
<td>1 un-announced in-class quiz (@ 10)</td>
<td>10</td>
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<tr>
<td>Final Exam (based on course readings)</td>
<td>50</td>
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<tr>
<td>Literature Review (1 essay @ 25 pts)</td>
<td>25</td>
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<tr>
<td>Test Critique (1 critique @ 30 points)</td>
<td>30</td>
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**Total maximum points per student =** 225

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<td>(93-100%)</td>
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<tr>
<td>A-</td>
<td>(90-92%)</td>
</tr>
<tr>
<td>B+</td>
<td>(87-89%)</td>
</tr>
<tr>
<td>B</td>
<td>(83-86%)</td>
</tr>
<tr>
<td>B-</td>
<td>(80-82%)</td>
</tr>
<tr>
<td>C+</td>
<td>(77-79%)</td>
</tr>
<tr>
<td>C</td>
<td>(73-76%)</td>
</tr>
<tr>
<td>C-</td>
<td>(70-72%)</td>
</tr>
<tr>
<td>D+</td>
<td>(67-69%)</td>
</tr>
<tr>
<td>D</td>
<td>(60-66%)</td>
</tr>
<tr>
<td>E</td>
<td>(59% or less)</td>
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Assignment Descriptions

Major Assignments

**Literature Review.** This will be a paper approximately 6-8 pages in length (double-spaced, 12 point type) in which you will select a topic within the testing/assessment field and, through synthesis and discussion of important scholarly literature on the topic you select, identify key aspects (theories, models, research findings, controversies) of your chosen topic. Information about potential topics and ways of constructing the paper will be discussed during the course. Due on CARMEN: Monday **July 23** (by 11:59 pm)

**Test Critique.** This will be a paper approximately 10 pages in length (double-spaced, 12 point type) in which you will discuss a language test of your choice (e.g., OTELA, TOEFL, TOIEC, OPI). The paper would consist of five parts: (1) general introduction to the test (history, purpose, uses, etc.); (2) detailed description of the exam itself; (3) analysis/critique of the test (here you could also cite other critiques); (4) discussion of your recommended changes; (5) short conclusion. Due on CARMEN: Monday, **July 9** (by 11:59 pm).

--Written course work must be submitted on Carmen in the DROPBOX unless other arrangements have been made with the course instructor.

--Additional specific details, directions, and grading rubrics for each of the assignments will be reviewed in class.

**Quizzes (1) @ 10 points each**
Because this is a testing course, I feel compelled to give tests and quizzes. Therefore, I will administer one quiz (UNANNOUNCED). The quiz will deal with class readings and testing/assessment concepts (e.g., validity, reliability, standardized testing) that are being studied at the time it is given.

**Final Exam @ 50 points**
We will have a final exam mainly on the readings and class discussions in this course. It will include all readings (Gottlieb textbook, handouts, and class discussions) for the entire course. It will be an in-class exam, probably scheduled at the start of afternoon class on June 8, 2012. We will have a review session the day before the exam.

For each day of class, you will find readings and tasks listed below under **Course Schedule.** These tasks will help you explore and expand on issues related to testing and assessment, with a focus on second language testing. Please complete the assigned tasks **before** the due-date, come to class prepared to discuss the task with others about your experiences with the topics. In other words, be ready to discuss the tasks in class. I believe this type of active participation in your own learning will be most beneficial.
**Group Presentation** @ 50 points  (August 3, 2012)
You and your partners will make a 20–25 minute presentation on the highlights from your testing or assessment project and engage your classmates in discussion & activities intended to deepen their understanding of the testing/assessment issues addressed in presentation. For example, I recommend that groups select one of the language skills areas (i.e., SPEAKING, LISTENING, READING, or WRITING) as the main focus of the group presentation activity. There should be clearly evident “group presentation” and “class activity” portions with opportunities for interaction between your group and the members of the class. A planned interaction must be included in each group presentation. Feel free to discuss your group presentation with the instructor before the date of the presentation. I will present a scoring rubric to collect class feedback on each group’s presentation as well as assign a group grade.

**Literature Review** (essay worth 25 points)
You may, of course, choose any topic in the field of language testing and/or assessment that you deem appropriate for your purposes. However, to receive the maximum points (25) on this assignment, you must include at least five references from professional TESOL journals or other publications. See additional details below under Literature Review.

**Test Critique Task** (worth 30 points)
Everyone is likely to be assigned OTELA as the test to critique, but I will entertain other tests if an individual makes a case for critiquing another test. I will disseminate a template for critiquing a test and use a scoring rubric.

**Class Participation and Attendance** (worth 30 points)
I will use a class rubric to assign participation and attendance points.

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**Relationship to Other Courses/Curricula**

Edu TL 7645 (formerly EDTL 963) is a required course for students enrolled in the TESOL Endorsement program and it affords participants the chance to coalesce their learning experiences related to teaching & testing/assessment with other coursework and their own classroom teaching experiences as a coherent and professional “whole.” Please try to relate this course to other aspects of your professional development.
Course Schedule
Ed T&L 7645 (formerly EDTL 963)

Assessing English Language Learners (Gottlieb) = AELL
TESOL Quarterly Special Issue = TQSI (e-articles from this journal are posted in our CARMEN course for your convenience)

Note: Readings and assignments should be completed before the class period for which they are assigned.

Class 1: Course Introduction, VALIDITY, RUBRICS
- Pre-test
- Introduction to course and an overview of initial perspectives on foreign language/ESL testing and assessment.
- Discussion of the relationship between teaching and testing/assessment. This session will create a conceptual foundation for the course.
- Review of course requirements, CARMEN, and syllabus
- Standardized testing and related concepts (measures of central tendency)
- Initial discussion of VALIDITY in testing/assessment
  - Practical classroom test skill development activities

Class 2: RELIABILITY & ORAL PROFICIENCY TESTING
- Standardized testing (continued)
- Principles of testing and links between teaching and testing. Common types of tests.
- Discussion of RELIABILITY in testing/assessment
- Relationships between VALIDITY and RELIABILITY
- Oral Proficiency Interview (ACTFL-ETS)
- Scoring rubrics
  - Practical classroom test skill development activities

Reading material to be discussed:
*Article 1: Current Issues in English Language Teacher-Based Assessment [TQSI]
*Gottlieb, Chapter 5 (Classroom Assessment) [LELL]

Class 3: Internet-based Testing & Assessment
- Continued discussion of types of tests. Academic language proficiency.
- Internet-based tests and assessments websites
- Speaking testing (continued)
  - Practical classroom test skill development activities

Reading material to be discussed:
*Article 2: How do teachers observe and evaluate elementary school students [TQSI]
*Gottlieb, Chapter 2 (Standards and Assessment) [LELL]
*Gottlieb, Chapter 8 (Standardized Testing and Reporting) [LELL]
Class 4: LANGUAGE SKILLS: SPEAKING

-Recap of key principles of language testing/assessment (validity, reliability, trustworthiness).
-Performance assessment.
-Authentic assessment
-Practical classroom test skill development activities

Reading material to be discussed:
* Validity handout
* Reliability handout
* Gottlieb, Chapter 6 (Documenting Performance Assessment) (LELL)

Class 5: LANGUAGE SKILLS: READING

-Developing test specifications. Assessing writing.
-Portfolio assessment
-Practical classroom test skill development activities

Reading material to be discussed:
* Gottlieb, Chapter 3 (Assessing Oral Language and Literacy)
* Gottlieb, Chapter 7 (Supports for Student, Classroom, and Large-Scale Assessment)

Follow-up in August: August 2, 2012 Group Project Presentations

Practical classroom test skill development activities

GROUP PRESENTATIONS August 2, 2012

Group presentations with peer and instructor feedback will be made during our two-day follow-up sessions in August. The dates I have chosen are August 11 and 12, a Thursday and Friday.

Additional Testing and Assessment References for Edu TL 7645 (formerly EDTL 963) (Summer Semester 2012)

Please try to include some of these references in your Literature Review assignment to receive maximum points on the assignment.

FL Teach listserv --- LISTSERV@listserv.buffalo.edu


Dave’s ESL Café: WEB: http://eslcafe.com
This site was created by Dave Sperling and hosts forums and activities for ELL students and teachers from around the world. Activities for students include test taking, pronunciation activities, work on idioms, and lots of practical activities.

ERIC Clearinghouse on Languages and Linguistics
This site contains articles on language learning, using resources from within language-minority communities, model programs, and integrating world language learning with other subject-matter classes.

Everything ESL – WEB: http://everythingesl.net
This site is the work of Julie Haynes, an experienced, ESL teacher. It contains lesson plans, teaching tips, and links to other sources for English language learners.


Liu, J. (2007). Developing a pragmatics test for Chinese EFL learners. Language Testing, 24, 391-5415. [Dr. Liu is a graduate of our F/SLED program who teaches at the University of Arizona, Tucson.]


Many Things for English Language Learners. WEB: http://manythings.org
This website is mainly for English language learners themselves. It includes quizzes, word games, anagrams, a random-sentence generator, and computer-assisted learning activities for ELLs. It is a non-commercial site that does not have advertising.


