Term Information

Effective Term: Spring 2014
Previous Value: Autumn 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
To change the "off-campus" status to "sometimes".

What is the rationale for the proposed change(s)?
When reviewing the course offering information, I discovered that this setting was not made accurately. This should have been listed as "sometimes" to reflect the fact that that 7645 is offered both on-campus (for M.A., Ph.D. and grad non-degree students) as well as off-campus (to grad non-degree students, for the purposes of the TESOL Endorsement).

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
The change will bring the course offering information in-line with its correct default setting.

Is approval of the request contingent upon the approval of other course or curricular program request? No
Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7645
Course Title: Issues and Research in Foreign Language Testing and Assessment
Transcript Abbreviation: FL Testing & Asses
Course Description: Focuses on theories and practices for testing and assessing the knowledge and skills of second language learners. Topics include constructing tests and assessments, validity, reliability, grading, and test score interpretation test scores.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered Less than 50% at a distance
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Sometimes
Previous Value: Never
Prerequisites and Exclusions

Prerequisites/Corequisites
Prereq: Enrollment in a graduate program in T&L or graduate non-degree program.

Exclusions
Not open to students with credit for 963.09.

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1306
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral, Professional

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
• Critique commercial and standardized tests (e.g., TOEFL)
• Analyze and recommend foreign language tests for specific purposes (e.g., placement)
• Review the professional literature on second language tests and assessments
• Construct second language testing

Content Topic List
• Foreign Language and Second Language test validity and reliability
• Test item analysis
• Second Language proficiency tests such as OTELA, OPI, SPEAK Test, TOEIC, etc.
• Second Language tests aligned with K-12 academic content standards in Ohio

Attachments

• EDU T L 7645 (Spring 2013).doc
  (Syllabus. Owner: Wisnor,Steven Thomas)

Comments

• Approved by GSC. (by Mercerhill,Jessica Leigh on 10/09/2013 02:04 PM)

Workflow Information

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EDU T & L 7645  Language Testing (Spring 2013)
4:30—6:48 Tuesdays,  Room 0012 Arps Hall

Instructor:  Dr. Alan Hirvela
Office:  219 Arps
Telephone:  292-0137
E-Mail:  hirvela.1@osu.edu (school only; no home access)
Mailbox:  327 Arps
Office Hours:  3:00-5:00 Thursdays (sign-up sheet on my office door)

Other times available by appointment

Course Overview
This course introduces students to core concepts, theories, issues, and practices in second/foreign language testing and classroom assessment. While the emphasis is on the assessment of English language ability, the course is also useful for those who teach other languages. Some of the course content is especially applicable to those who teach English or other languages overseas, while some content will be particularly helpful for those who teach English Language Learners (ELLs) in the United States. In addition to reviewing fundamental aspects of testing/assessment, we look at the assessment of specific domains of language ability: listening, speaking, reading, writing, grammar, and vocabulary. Students gain both theoretical understanding and practical, hands-on experience in test development and the construction of classroom assessment measures. The course seeks to provide students who have little or no prior or formal experience in second/foreign language assessment with a foundation in assessment principles and practices in an effort to prepare them for their own classroom (and other) assessment experiences. Hence, the course operates mainly from the perspective of the foreign language/ESL teacher as developer of locally based tests and assessment tools for her/his own classroom. Class sessions are typically a combination of lecture, class discussion, and group work.

Course Objectives
As indicated above, the course aims to prepare teachers to design their own tests and other assessment instruments. In keeping with this overall goal, the course pursues the following objectives:
● Develop in students the ability to design valid and reliable assessment instruments.
● Empower students to develop their own philosophy toward testing and classroom assessment.
● Enrich understanding of the notion of academic English/foreign language proficiency and how to assess it (as well as no-academic language).
● Draw links between teaching and testing/assessment.
● Prepare students to engage in both assessment of learning and assessment for learning.
Guiding Questions
1) Why is it important for classroom teachers to have a working knowledge of language testing/assessment principles and techniques?
2) What are the key concepts, principles, and techniques in foreign language/ESL testing and assessment?
3) What makes an ESL/foreign language assessment instrument good? Conversely, what makes it poor?
4) What are the key components to be considered in language test development, and in what sequence (if any) should they be addressed?
5) What constitutes good test items, and how does one produce them?
6) Why are constructs of language ability so important?
7) What are the best uses of test results?
8) What ethical considerations must teachers and test developers bear in mind when designing language assessment instruments?
9) What are some viable alternative approaches to conventional testing and assessment?
10) Is it possible to develop a perfectly valid and reliable assessment instrument?
11) How do we develop appropriate scoring procedures/instruments for the assessment devices we create?
12) How do we align assessment procedures with mandated standards for language proficiency (e.g., TESOL’s PreK-12 English Proficiency Standards)?
13) To what extent is it necessary or desirable to approach testing from an integrated skills approach (e.g., combined reading-writing instrument) rather than a single skills or stand-alone skills approach?

Topics to be Addressed
- Academic language and academic language ability versus other types
- Reliability
- Validity
- Constructs of language ability
- Norm-referenced vs. criterion-referenced testing
- Assessment of learning vs. assessment for learning
- Principles of test construction
- Techniques of test construction
- Types of tests
- Stages of test development
- Ethics in testing
- Portfolios
- Scoring procedures
- Assessing speaking ability
- Assessing writing ability
- Assessing listening ability
- Assessing reading ability
- Assessing vocabulary knowledge
- Assessing grammatical knowledge and ability
- Integrated vs. separate skills assessment
Course Texts

**Required for All Students**


**Additional Requirement for Doctoral Students Only**

- Special issue of *TESOL Quarterly:* “Teacher Based Assessment: An International Perspective on Theory and Practice.” 2009, Volume 43, Number 3. (Access through online journals function on OSU Library website)

**Strongly Recommended for TESOL Endorsement Students**


**Written Assignments**

**For All students**

*Test Construction Project.* In this assignment, you will have to develop a blueprint or plan for testing/assessment, i.e. what are commonly called “test specifications.” The project will roughly approximate the models provided on pp. 66-72 of the Hughes book, *Testing for Language Teachers,* and a template for the assignment will be distributed early in the course. The assignment will involve deciding upon a fundamental framework for assessment—assessment of learning (AoL) or assessment for learning (AfL)—and then the creation of set of specifications for conducting the assessment plan. Reading and discussion of our course texts as well as hands-on experiences in class and homework assignments will prepare students to develop their assessment plan. Students should expect to work on the project throughout the second half of the course. The primary purpose of the assignment is to allow students hands-on test/assessment construction experience related to principles and techniques discussed in assigned readings and class sessions. More information about this assignment will be provided as the course proceeds. **Due: Tuesday, April 23**.
Position Paper: This is a short paper (5-6 pages) in which you discuss your position on the controversial topic of the use of rubrics in assessing language performance/ability. There will be a class lecture on the topic of rubrics, and you can seek out additional materials if you’d like. More information about this assignment will be provided in a separate handout. Due: Tuesday, March 19th.

For MA and TESOL Endorsement Students Only
Test Critique. This will be a paper approximately 7 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: Tuesday, April 16th.

For Doctoral Students Only
Response to Special Issue of TESOL Quarterly. In this paper you will be expected to discuss your responses to the special issue of TESOL Quarterly that you’ve been assigned to read. The paper will be around 10 pages in length. More information about this assignment will be provided in a separate handout. Due: April 16th.

**All papers should adhere to the 6th edition of the APA standards with respect to the citing of external material.

- Written work must be submitted in hard copy form unless other arrangements have been made with me.

Evaluation
Test Construction Project (50%)
Test Critique (25%)
Response to Shohamy Article (25%)
Response to Special Issue of TESOL Quarterly (25%)

Grading Scale:
A (93-100)  A- (90-92)  B+ (87-89)  B (83-86)  B- (80-82)  C+ (77-79)
C (73-76)  C- (70-72)  D+ (67-69)  D (63-66)  D- (60-62)

Statement of Student Rights
“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.”
# Syllabus (assigned readings)

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