Term Information

Effective Term: Summer 2014

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, Undergraduate
Course Number/Catalog: 5645
Course Title: Assessing L2 Learning
Transcript Abbreviation: Assessing L2 Lrng
Course Description: This course focuses on theories, models, and techniques associated with second language students' learning and language proficiency with the aim of preparing students to critique established testing procedures and develop their own assessment instruments.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week
Flexibly Scheduled Course: Sometimes
Does any section of this course have a distance education component? No
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
Campus of Offering: Columbus

Prerequisites and Exclusions

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

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Doctoral Course
Intended Rank: Junior, Senior, Masters, Doctoral

Requirement/Elective Designation
Course Details

Course goals or learning objectives/outcomes

• 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.

Content Topic List

• 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

Attachments

• EDUTL 5645 (Course Description).doc
  (Syllabus. Owner: Wisnor,Steven Thomas)

Comments

Workflow Information

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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
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● 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**


**Strongly Recommended for TESOL Endorsement Students**


Written Assignments

*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.

*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.

*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.

**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%)*

*Position Paper (25%)*

**Grading Scale:**

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**TK20 Requirements for TESOL Endorsement Students**

Students in ALL teacher licensure and endorsement programs at Ohio State University are required to purchase a subscription to a commercial data-base (e-portfolio) system called TK20. It is a repository for enrolled students and instructors in certain designated courses to submit selected assessments and grades based on those assessments. TK20 currently costs $100 for an individual registration for a 10-year period. TK20-enrolled students will have full access to TK20 and can use this portfolio to meet TESOL Endorsement program requirements and for other job-related purposes. TESOL Endorsement students must submit 6 assessments to TK20. These are located in the following courses: EDTL 5615, EDTL 5620, EDTL 7189, and EDTL 7645. You will learn about the specific assessments in these courses. Students cannot receive the TESOL Endorsement without purchasing TK20 and submitting the required assessments to it.

**ACCOMMODATIONS**

**Statement of Student Rights:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor 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: HYPERLINK "http://www.ods.ohio-state.edu/" 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 protected 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 or individual, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is not considered an “excuse” for academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, there is an obligation 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: HYPERLINK "http://studentaffairs.osu.edu/infofor students/csc.asp" http://studentaffairs.osu.edu/info_for_students/csc.asp

Syllabus (assigned readings)

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| 2nd Session   | ● McNamara, Chapters 1 & 7  
<pre><code>           | ● Hughes, Chapters 1 &amp; 2                                       |
</code></pre>
<p>| 3rd Session   | ● McNamara, Chapter 2                                          |
|               | ● Hughes, Chapter 3                                             |
| 4th Session   | ● McNamara, Chapter 5                                           |
|               | ● Hughes, Chapters 4 &amp; 5 (pp. 44-50)                            |
| 5th Session   | ● McNamara, Chapter 3                                           |
|               | ● Hughes, Chapters 6 &amp; 7                                        |
| 6th Session   | ● Hughes, Chapter 8                                             |
| 7th Session   | ● Hughes, Chapter 9                                             |
| 8th Session   | ● Hughes, Chapter 10                                            |</p>
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<td>Shohamy article in <em>Modern Language Journal</em></td>
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<td>Hughes, Chapter 12</td>
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| 13th    | McNamara, Chapter 4  
             | Hughes, Chapter 14 |
| 14th    | No assigned readings; course review |