HU 3963

Assessment and Testing in TESOL

Course Description:
This course covers basic principles and approaches in the assessment and testing of English as a second or foreign language in various instructional contexts. Topics covered may include test construction and adaption and the application of this knowledge to evaluating tests.

Prerequisite: HU3961 Theoretical Foundations of TESOL.

Course Objectives:
In this course students will:

- Gain an understanding of the terminology and fundamental concepts of language testing and test construction.
- Be able to select and construct test items, tasks, and test types that are appropriate for a given situation and to use alternative forms of assessment in the classroom in addition to (or in place of) traditional achievement tests.
- Gain knowledge of identification, placement, exiting, and monitoring of English language learners and of supporting them both in and outside of formal educational settings.

Topical Outline:
1. Second-language evaluation and its framework
2. Language testing and its principles
3. Test-item development
4. Test review
5. Item analysis; description of test scores
6. Language-test reliability and validity
7. Interpreting test scores
8. Standardized testing
10. Alternative assessment: journals, questionnaires, interviews, and others
11. Technology and language testing
12. The realities of language testing
Required Texts:


Articles on Blackboard.

Instructional Methods

Active learning and engagement procedures will be used in this class. Students are expected to do the assigned preparatory reading/viewing before each class. In-class writing, discussions of readings, videos, case studies, demonstrations, mini-lectures, etc. will be part of our learning in the class. We will write in class as well as outside class. See required tasks for further details.

Each member of the class will also be responsible for leading discussion on two assigned readings (graduate students will do three) during the semester.

Graduate students will be required to present their final projects in class. See course calendar for details.

Grading Scheme

Grading Policy

Grades will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Online Journals (Four total)</td>
<td>20</td>
</tr>
<tr>
<td>Mini Assessment projects</td>
<td>15</td>
</tr>
<tr>
<td>Final Major project and presentation</td>
<td>20</td>
</tr>
<tr>
<td>Individual Presentation/Discussion Leader</td>
<td>10</td>
</tr>
<tr>
<td>Attendance/participation</td>
<td>10</td>
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<tr>
<td>Take Home Mid-term</td>
<td>15</td>
</tr>
<tr>
<td>Assessment Journal/Log</td>
<td>10</td>
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<tr>
<td>Total</td>
<td>100</td>
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Course Policies

Everyone has to feel safe in our class. We will treat each other with respect. We can discuss and disagree about ideas, we may disagree on issues but we may not attack individuals or disparage anyone.

Attendance is expected and will be tied to participation. Group work/collaboration is part of the course and is expected of everyone.

Required Tasks:

Journals—4 required

They may focus on issues raised in readings and or class discussions. They may be reactions, commentary, critique, analysis, or relate to personal experience. Other options may be negotiated with the instructor. Journals should be between 800-1000 words (with graduate students aiming
closer to the limit). There will be a total of four journal entries for the class. Journals are due on Blackboard by noon on Fridays.

**Final Project Options:**

Students have options for end of course projects.

A) They may write a term paper of between 5000-6000 words (undergraduate must have 11-12 pages of text) in which they explore a second language assessment topic of their choice. The paper should include all the submission components that it will be required were the piece to be submitted to a publication venue. This means the paper must have a) a title page, (b) a 100-word abstract, (c) at least 15 pages of text, (d) a list of references, and (e) a 50-word autobiographical statement. The paper should conform to APA specifications.

B) Students may choose any of the following options—research proposal, prospectus, a critical review of research on a particular topic or scholar in the field of language assessment, a book review article (on at least two books and they cannot be books read for class). Again projects should have a) a title page, (b) a 100-word abstract, (c) at least 15 pages of text, (d) a list of references, and (e) a 50-word autobiographical statement and should conform to APA specifications.

Other ideas may be negotiated with instructor in writing. I should see work-in-progress in order for the final submission to be acceptable.

**Presentation**

Each student will give a formal oral presentation on the final project. The presentation will include a 10-minute talk followed by 5 minutes of feedback to questions and comments from the class, faculty and other invited guests.

**Discussion Leader**

Each student will have the opportunity to serve as Discussion Leader. The Discussion Leader will have the tasks of posing questions, eliciting responses, raising pertinent points, offering insights, and keeping the discussion on track. Discussion Leaders may use handouts, visuals, and/or interactive experiences for engaging the class in discussions. Discussion leaders should see me the week before they lead class discussion.

**Course Schedule—Monday (M) Tuesday (T) Wednesday (W) and Thursday (R)**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Class Time</th>
<th>Your preparation for class</th>
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</thead>
<tbody>
<tr>
<td>M 6/27</td>
<td>Course introduction</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Discussion of MTU plagiarism</td>
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<td></td>
<td>Policy. Assessment/Evaluation</td>
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</table>

T 6/28  Introduction to Language assessment/evaluation  FG & JU Chp. 1; LB & AP Chp 1
W6/29  Language assessment/evaluation  FG & JU Chp. 2 & LB & AP Chp 2
R 6/30  Language testing and its principles  FG & JU Chp. 3 & LB & AP Chp 3

Week 2

Class Time  Your preparation for class
M 7/4  Independence Day — No Class
T 7/5  Language testing and its principles  FG & JU Chp. 4 & LB & AP Chp 4
W 7/6  Second-language evaluation and its framework  LB & AP Chp 4
R 7/7  Questions, Application and Project day

Week 3

Class Time  Your preparation for class
M 7/11  Second-language evaluation and its framework  LB & AP Chp 7 & 8
T 7/12  Second-language evaluation and its framework  LB & AP Chp 9 & 10
W 7/13  Second-language evaluation and its framework  LB & AP Chp 12
R 7/14  Synthesis and Project Development Day

Week 4

Class Time  Your preparation for class
M 7/18  Test development  FG & JU Chp 8, 9
T 7/19  Test development  FG & JU Chp 10, 11
W 7/20  Test review  LB & AP Chp 13
R 7/21  Item analysis; description of test scores  LB & AP Chp 15 & 16

Week 5

Class Time  Your preparation for class
M 7/25  Item analysis; description of test scores  LB & AP Chp 17 & 118
T 7/26  Language-test reliability and validity
W 7/27  Project Conferences
R 7/28  Interpreting test scores  FG & JU Chp 12

Week 6

Class Time  Your preparation for class
M 8/1  Interpreting test scores  LB Chp 11 & 19
T 8/2  Standardized testing  FG & JU Chp 13
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<tr>
<th>Week 7</th>
<th>Class Time</th>
<th>Your preparation for class</th>
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<tbody>
<tr>
<td>M 8/8</td>
<td>Alternative assessment: journals, questionnaires, interviews etc.</td>
<td>FG &amp; JU Chp 7;</td>
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<tr>
<td>T 8/9</td>
<td>Alternative assessment: classroom-observation portfolio</td>
<td>FG &amp; JU Chp 6</td>
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<tr>
<td>W 8/10</td>
<td>Technology and language testing</td>
<td>See Blackboard</td>
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<tr>
<td>R 8/11</td>
<td>Project Presentations</td>
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Projects are due by noon of August 16th 2011.