**­­GLOB 5930-METHODOLOGY II: ASSESSMENT OF LANGUAGE PERFORMANCE**

**Kean University, Hutchinson Hall J-305**

**Summer 2018**

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**Office Hours: by appointment

COURSE DESCRIPTION**
This three-week course focuses on the role of assessment in planning and instruction, setting realistic expectations for student performance, and meaningful assessment of language performance in context.

**OBJECTIVES**

Students will achieve growth toward becoming informed, dynamic professionals by achieving the objectives below:

* 1. Explain the distinction between traditional forms of language testing and *standards-driven* assessment, evaluation and grading.
	2. Explain the role of authentic assessment in language learning and the distinction between assessment *of learning, for learning* and *about learning.*
	3. Use the *ACTFL Performance Descriptors for Language Learners* and the *Hindi Proficiency Guidelines* to identify the characteristics of language use that will inform the development of assessments based on linguistic and culture objectives aligned with the standards goal areas.
	4. Become familiar with and apply appropriate strategies to assess the three modes of communication (interpersonal, interpretive, presentational).
	5. Use existing performance assessment models, such as Integrated Performance Assessments (IPAs).
	6. Design assessment rubrics containing clear descriptive language differentiating the quality of performances, for use with a variety of assessment tools.
	7. Select and use appropriate technology tools and Web 2.0 applications to support and enhance learning and assessment, including for the creation and maintenance of digital portfolios
	8. Use insights gained from assessing student performances to modify and improve instruction.
	9. Recognize how teacher reflection (self-reflection, goal setting, and inquiry into practice) impacts the assessment/learning process.

**ASSESSMENT—Performance analysis**

1. Case study analyses focusing on assessment in the Annenberg series: *Teaching Foreign Languages K-12*
2. Standards-based assessment plans and in-class, micro-lesson presentations using technology applications
3. Rubric-based evaluation on effectiveness of collaboration in and outside of class on assessment projects and tasks
4. Reflective writing
5. Interactive posts
6. Two assessment projects (IPA model and Project-based learning model) with technology integration
7. Electronic portfolio containing work produced in course

**GRADING AND POLICIES
A. ASSIGNMENTS AND ASSESSMENTS:**

Keeping pace with the course requirements is critical, particularly given our small class size; please complete assignments according to our schedule. If you have an emergency situation that prevents you from meeting a deadline, please let me know right away.

**B. GRADING COMPONENTS**
1) Participation--25%; 2) Lesson Plans, Presentation, Peer Evaluation--20%; 3) Annenberg Workshop Presentation—15%; 4) Case Study Analyses—15%; 5) Final Project—20%

1. **PARTICIPATION IN CLASSROOM AND ONLINE ACTIVITIES (25%)**
You are expected to complete assigned readings before coming to class. In order to participate you will need to be prepared in terms of terminology and content of the readings. Students are expected to demonstrate their preparedness by asking questions about the texts studied and participating in discussions. Come to class ready to offer opinions, make arguments, and pose questions.

**2. ASSESSMENT PLANS/PEER EVALUATIONS AND FEEDBACK (30%)**
This project has three steps: 1) Draft three thematically based assessment plans using IPA format and the class UbD-based template, 2) evaluate the assessment plans of your peers using the class rubric tool and provide oral feedback and 3) revise your assessment plans for submission as part of a ready-to-launch thematic unit

**3. ANNENBERG WORKSHOP PRESENTATION (10%)**

Complete workshop titled “Planning for Assessment” (<http://www.learner.org/workshops/tfl/session_07/index.html>) including linked readings, exercises, and assignments. Prepare and deliver a brief presentation in class based on the questions in the "Action Research Project" section of the workshop. Use whatever technology you deem necessary to communicate clearly and succinctly.

**4. CASE STUDY ANALYSES (15%)**

Review two case studies from the Annenberg/CPB WGBH Teaching Foreign Languages K-12: A Library of Classroom Practices by responding to the questions in the "**Reflect on the Video**” and "**Look Closer**" sections under the "**View and Analyze the Video**" heading. Make references to specific portions of the video in your analysis. Be prepared to discuss your findings in class.

First, review the following Case Study: <http://www.learner.org/libraries/tfl/assessment/index.html>

Next, choose one from the following list:

 Performing with Confidence

 Promoting the Attractions of Japan

 Hearing Authentic Voices

 Interpreting Literature

 Politics of Art

Found at [http://www.learner.org/libraries/tfl/index.html](http://www.google.com/url?q=http%3A%2F%2Fwww.learner.org%2Flibraries%2Ftfl%2Findex.html&sa=D&sntz=1&usg=AFrqEzdsr6urPsUHL6efCQuca1-m-LxTlg)

**5. FINAL PROJECT (20%)**
Students will have the opportunity to work in class and receive feedback on an assessment-based project of their own design. Project examples could include an additional IPA with accompanying authentic resources and rubrics, a template for online student portfolios for a unit or for the entire school year or a collection of classroom videos that showcase an assessment cycle (assessment, evaluation/feedback and grading.) Students will present their project and reflect on the its evolution during the third and final week of the course.

**C. GRADING SCALE**
A 93-100 B 83-86.9 C 73-76.9 D 63-66.9
A- 90-92.9 B- 80-82.9 C- 70-72.9 F 0-62.9
B+ 87-89.9 C+ 77-79.9 D+ 67-69.9

**D. UNIVERSITY POLICIES**

1. **Classroom as community:** It is expected that all members of this community will show respect, compassion and courtesy for each other—this statement is not meant to censor the content of your expression, but rather raise our awareness regarding the method of expression. Please see <http://www.kean.edu/KU/Code-of-Conduct>
2. **Plagiarism:** Students are absolutely prohibited from submitting written material extracted from secondary sources without quoting and attributing the material to its original author. Failure to quote and bibliographically cite these secondary sources in written assignments will be identified as plagiarism and will be subject to academic sanctions as called for in University Policy: [http://www.kean.edu/admin/uploads/pdf/AcademicIntegrityPolicy.pdf](http://www.google.com/url?q=http%3A%2F%2Fwww.kean.edu%2Fadmin%2Fuploads%2Fpdf%2FAcademicIntegrityPolicy.pdf&sa=D&sntz=1&usg=AFrqEzfVP8hfIHHWUZ1-gHHUWPjKTRKaDQ)
3. **Americans with Disabilities Statement** **& Non-Discrimination Statement:** Kean University is an affirmative action, equal opportunity institution.  Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.  Students may contact Kean Disability Office in Downs Hall Rm. 127 to discuss special needs, 737-4910.

**KU Non-Discrimination Policy:** Kean University is an affirmative action, equal opportunity institution

**Primary texts (required reading):**

Adair-Hauck, B., Glisan, E. W., & Troyan, F. J. (2013*). Implementing integrated performance assessment.* Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).

American Council on the Teaching of Foreign Languages. (In publication). *ACTFL performance guidelines for k-12 learners*. Yonkers, NY: Author.

American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines*. Yonkers, NY: Author. <http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf> .

(with annotated samples <http://www.actfl.org/profguidelines2012>)

Annenberg/Corporation for Public Broadcasting. (2003). *Teaching foreign languages K-12: A library of classroom practices*. [http://www.learner.org/libraries/tfl/index.html](http://www.google.com/url?q=http%3A%2F%2Fwww.learner.org%2Flibraries%2Ftfl%2Findex.html&sa=D&sntz=1&usg=AFrqEzdsr6urPsUHL6efCQuca1-m-LxTlg)).

[*http://www.learner.org/libraries/tfl/assessment/index.html*](http://www.learner.org/libraries/tfl/assessment/index.html)

Curtain, H. & Dahlberg, C. A. (2016). *Language and Learners: Making the match* (Fifth Edition). Boston: Pearson/Allyn and Bacon. (Selections)

Graner Kennedy, L. *“Core practices: Provide feedback to improve learner performance”* [*https://tinyurl.com/yc886sab*](https://tinyurl.com/yc886sab)

Sandrock, P. (2010). *The keys to assessing language performance: A teacher’s manual for measuring student progress*. Alexandria, VA: ACTFL.

Shrum, J. & Glisan, E. (2016). *Teachers’ handbook: Contextualized language instruction*. (Fifth Edition). Boston: Thomson and Heinle. (Selections)

**Suggested Reading:**

Bateman, B. & Lago, B. (2007). *Methods of language teaching*. Provo, UT: Brigham Young University.

College of Education, Kean University. (2008). *A guide for compiling a teacher work sample portfolio*. Author.

Goulah, J. (2007). Village voices, global visions: Digital video as a transformative foreign language tool. *Foreign Language Annals*, 40, 62-78.

Guénette, D. (2007). Is feedback pedagogically correct? Research design issues in studies of feedback on writing. *Journal of Second Language Writing*, 16, 40-53.

Hyland, K. (2007). Genre pedagogy: language, literacy and L2 language instruction. *Journal of Second Language Writing*, 16, 148-164.

Phillips, J. K. (2008). Foreign language concepts and the contexts of communication. *Language Teaching*, 41, 93-102.

Savignon, J. & Sysoyev, P. (2005). Cultures and comparisons: Strategies for learners. *Foreign Language Annals*, 38, 357-365.

Shultz, R. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals*, 40, 9-26.

Tedick, D. J. (2009). K-12 Language teacher preparation: Problems and possibilities. *Modern Language Journal*, 93(2), 263-267.

Willis, D. & Willis, J. (2007). *Doing task-based teaching*. Oxford UK: Oxford University Press.

**Websites**

21st Century Skills Map: <https://tinyurl.com/8wwopaz>

Advice for Choosing Instructional Materials (targets Chinese instructors but some general ideas):

<https://asiasociety.org/china-learning-initiatives/advice-choosing-instructional-materials>

Center for Advanced Research on Language Acquisition (CARLA): <http://carla.umn.edu/>

Examples of IPAs: <http://carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html>

International Children's *Digital Library:* <http://en.childrenslibrary.org/>

NJ Core Curriculum Content Standards for WLs: https://www.state.nj.us/education/aps/cccs/wl/

Ohio Department of Education’s “How Do I…? page for World Languages: <http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-How-do-I>

Tea with BVP podcast (light-hearted and sometimes silly but presents relevant research findings): <http://www.teawithbvp.com/>

TELL Project (self-assessment tools): <http://www.tellproject.org/tools/self-assessments/>

**CLASS SCHEDULE AND ASSIGNMENTS: All classes during the first two weeks are face-to-face and meet from 3:30 to 6:30 p.m. This is a basic outline and may change based on student needs.**

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| **Date** | **Topic** | **Reading** | **Assignment** |
| MondayJuly 23 | Introduction to course:Discussion of personal beliefs about assessmentThe nature of authentic communication (tasks vs. activities vs. exercises)Setting personal goals for the course and coming yearReview: Assessment vs. testingShifting beliefs re: proficiency* + - 1. Competence vs. performance
			2. Different competencies
1. Communicative
2. Socio-linguistic
3. Grammatical
4. Discourse
5. Strategic
	* + 1. Proficiency in varied contexts/ACTFL Proficiency Guidelines
			2. Proficiency with regard to accuracy

**Can-Do statement: I can describe how world language assessment practices have changed and articulate my current beliefs about assessment.**  | Sandrock (The Keys to Assessing…) Chapters 1-2Review ACTFL Proficiency Guidelines |  |
| TuesdayJuly 24 | Assessment *of learning, for learning* and *about learning** + - * 1. Authentic performance assessment and authentic audiences
				2. Formative and summative assessment
1. Tasks in the three modes of communication
	* + - 1. Program and state assessments
				2. Test types
2. Proficiency and achievement tests
3. Proficiency interviews (OPI and OPIC)
	* + - 1. Assessmentprocess: assessment/evaluation and feedback/grading

**Can-Do statement: I can give examples of formative and summative assessments and describe the continuum of assessing, evaluating and rendering grades.** | Sandrock Chapter 3Teacher’s Handbook Ch. 11: “Assessing Standards-based Performance in Context”  | **Case Study Analysis #1 Due** |
| WednesdayJuly 25 | Planning for assessment--Creating meaningful, relevant assessments 1. Hindi Proficiency Guidelines
2. Identifying outcomes based on unit linguistic/cultural objectives and language functions to be addressed
3. Contextualizing the task
4. Identifying a product/performance
5. Choosing a task structure
6. Adapting tasks for diverse learners
7. Identifying evaluative criteria
8. Modeling task with examples
9. Scoring and grade translation

**Can-Do statement: I can backward-design a short thematic unit that includes outcomes, assessments and sample learning experiences.** | Sandrock Chapter 4-5 |  |
| ThursdayJuly 26 | ACTFL Standards—Standard 1.2—Modes of Communication: InterpretiveAssessment Strategies for Communication Standard 1.2: Interpretive/*one-way* communication 1. Starting with listening/formatives
2. Pre-reading strategies
3. Storytelling, story reading, story mapping
4. Listening and reading for a purpose
5. Graphic organizers
6. Literacy building strategies

Age/grade-level reading/listening materials**Can-Do statement: I can design assessments in the interpretive mode.** | Teacher’s Handbook Ch. 6 “Using an Interactive Approach to Develop Interpretive Communication” (focus on pp. 176-200 in 5th ed.)   | **First Assessment Plan Due** |
| FridayJuly 27 | Standard 1.1—Modes of Communication: InterpersonalAssessment Strategies forCommunication Standard 1.1: Interpersonal/*two-way* communication1. Natural approach: Interpretive->Interpersonal
2. Total Physical Response/TPR storytelling
3. Types of questions
4. Functional chunks
5. Teaching pronunciation and grammar
6. Modeling and minimizing direct instruction
7. Interactive language activities

**Can-Do statement: I can design assessments in the interpersonal mode.** | Sandrock Ch. 6Teacher’s Handbook Ch. 8 “Developing Oral and Written Interpersonal Communication” | **Case Study Analysis #2 Due** |
| MondayJuly 30 | Standard 1.3—Modes of Communication: Presentational Assessment Strategies for Communication Standard 1.3: Presentational/*one-to-many* communication * 1. Speaking performances
	2. Writing/developing a product for a purpose
	3. Writing as process prewriting/draft/share/edit

**Can-Do statement: I can design assessments in the presentational mode.** | Teacher’s Handbook Ch. 9 “Developing Oral and Written Presentational Communication”  | **Annenberg Workshop Presentations** |
| TuesdayJuly 31 | Integrated Performance Assessments 1. Assessing all three modes using real world performance tasks
2. IPA Process
3. Creating an IPA and rubrics for each task
4. Common elements in assessment design
5. IPAs, Backward Design and Project-based Learning

**Can-Do statement: I can design an IPA that includes meaningful, culturally grounded communicative tasks.** | Implementing IPA: Chap 1-2 |  |
| WednesdayAugust 1 | Assessment Tools 1. RubricsAnalytic HolisticRubric developmentStructure and quality of feedback2. Portfolios3. Self Assessment1. Setting learning goals
2. *Linguafolio*
3. Reflective journals and blogs

4. Peer assessment* 1. Using technology to support/enhance assessment
		+ - 1. National Education Technology Standards
				2. Evaluation and integration of web and mobile devices
				3. Web-based language testing
				4. Web quests, Wikis, blogs and podcasts

**Can-Do statement: I can describe the role of feedback, goal-setting and self-assessment in the learning cycle.** | Implementing IPA: Chap 3-4*L&L: Chapter 9 “Using Assessment to Help Learners and Programs Grow” (assigned as course pre-reading)*Graner Kennedy article on feedback *(in class)* | **Second Assessment Plan Due** |
| ThursdayAugust 2 | Using Assessment data 1. Interpreting and reporting assessment results 2. Adapting assessments for diverse students3. Data-driven decision making**Can-Do statement: I can describe how and why to gather and use data to plan student learning.****I can describe how I will respond when data reveals gaps in learning (struggling learners) or the need for enrichment (advanced learners.)** | Implementing IPA: Chap 5-6 |  |
| FridayAugust 3 | Teacher as Lifelong LearnerContinuum of teaching practice 1. Strengthening linguistic and cultural competence
2. Reflective practice (TELL Project tools)
3. Mentoring (FLENJ, ACTFL programs)
4. Professional and social networks
5. Professional Learning Communities

**Can-Do statement: I can identify my strengths and areas for growth in my professional practice.** |  |  |
| Week 3: Three online sessions (Aug. 6, 7 and 9) and two in-person classes (Aug. 8 and 10) | Technology for Communication, Collaboration and Project Management in Language Learning ContextsFinal class will be devoted to reflection on principles and practices and presentation of projects**Can-Do statement: I can analyze my own learning in the area of assessment and whether my beliefs have changed.** **I can describe how I will use and further sharpen my thematic unit.** |  | **Final Project Due: Aug. 8** |