

TESL 320: Assessment
Spring 2005
Tuesdays, 5:00-7:45

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COURSE GOAL: Participants will learn about the pragmatic aspects of language assessment, including function, design, and implementation & explore the critical context of assessment.

COURSE SCOPE: Specifically, participants will read about and discuss the challenges and rewards of language assessment, for educators as well as for language learners. Furthermore, participants will conduct a case study of their own designs using primary and secondary sources. Finally, students will have the opportunity to practice designing tests for specific contexts.

TEXTBOOKS:

- American Psychological Association. (2002). *Publication manual of the American Psychological Association*. 5th ed. Washington, DC: APA.
- Bachman, L., & Palmer, A. (2004). *Language testing in practice*. Oxford UP.
- Kohn, A. (2000). *The Case against Standardized Testing*. Portsmouth, NH: Heinemann.
- Shohamy, E. (2001). *The power of tests*. New York: Longman.

ASSIGNMENTS:

20% Class Participation. Come to class, prepared, and proactively contribute, generating information and ideas for discussion.

25%. Research Report. For this assignment you will utilize primary sources to answer research questions related to language test design and implementation. Using 5-7 sources, this 8-page report should fulfill the following criteria:

- ✓ Accurate use of APA documentation
- ✓ Accurate presentation of information
- ✓ Thoroughness
- ✓ Clarity of information, communication

25% Research Project. For this assignment you will blend “secondary” and “primary research” in an attempt to answer your own research questions about language assessment related to a teacher’s experiences. This will be emergent in nature, allowing for the adjustment of research questions & directions for data collection.

Research Proposal. A document in which you present your research questions, your data collection plan, and a rationale for these two aspects of your project.

Annotated Bibliography. A review of literature that will contribute to the analysis of your research project. 15 sources with 5-7 sentence annotations. APA documentation.

Researcher’s Journal. An ongoing reflection of your experiences conducting research. Entries should reflect each experience contributing to the collection & analysis of data.

Research Document. An academic text that reflects your research questions and answers, your means of collecting this data, and an analysis of these findings in light of current research. 15 pages. APA documentation.

You will be graded on the following criteria:

- ✓ Accurate use of APA documentation

- ✓ Accurate presentation of information about language assessment
- ✓ Thoroughness
- ✓ Clarity of information, communication
- ✓ Organization

5%. Project Presentation. For this assignment you will lead class discussion in an “Illustrative Test Development Project” of your choice found in the Bachman & Palmer text. Your performance will be based on the following:

- ✓ Accuracy of information
- ✓ Organization
- ✓ Clarity
- ✓ Audience Involvement

25% Final. To assess knowledge & skills obtained in TESL 320. This test is based on positive backwash and is a valid measure since it is the practical application of the course content and reflects the type of work done in the course

Task: To design a final exam for TESL 320 (other than this design) and provide a rationale for that exam. In addition, you will identify the concepts covered in your test, providing an explanation and a rationale for these concepts

Components include: 1) Concepts to be covered (including basic explanation and rationale for inclusion) 2) Test (including rationale for format for this class)

Assessment Criteria:

- ✓ Thorough coverage of relevant information in course (including textbooks and supplemental readings, etc)
- ✓ Accurate information (demonstrating an understanding of the course content)
- ✓ A final exam guide that reflects the primary tenets of language assessment covered in the class
- ✓ Organized, easy to follow, cogent text that is easy to read

COURSE POLICY:

Because this is a workshop course, your attendance is expected and vital to your performance on other assignments. Excessive unexcused absences will result in a significant negative impact on your class participation grade.

Academic misconduct of any type will result in failure of the course and will be reported to the Provost’s office.

Failure to complete any of the major assignments will result in failure of the course.

Assignments are due on time. Late submissions will be penalized one letter grade for every twenty-four hours beyond the due date.

This syllabus and accompanying course plan may be subject to reasonable adjustment based on a number of factors.