University Mission Statement

Fairleigh Dickinson University is a center of academic excellence dedicated to the preparation of world citizens through global education. The university strives to provide students with the multi-disciplinary, intercultural, and ethical understanding necessary to participate, lead and prosper in the global marketplace of ideas, commerce and culture.

I. Course Description

This course provides the theoretical as well as the practical bases for the study, analysis, and creation of appropriate strategies to evaluate language acquisition. Practical procedures and theoretical issues relevant to the measurement and evaluation of language proficiency will allow teachers of English as a Second Language (ESL), English as a Foreign Language (EFL) and World Languages to understand and apply the techniques required for the assessment of language learning in the classroom.

Additional course information

Focused in the practical procedures and theoretical issues which possess a challenge to the measurement and evaluation of language proficiency, the course will allow the ESL, EFL, and World Languages teacher to understand and apply the techniques required for the evaluation of language learning in the classroom. Following the principles of the communicative competence approach to language proficiency assessment, participants will be exposed and will practice different methodologies to evaluate language learning. This course will provide the graduate students with the techniques to identify the nature of validity and reliability related with language learning measurement. As a result of participating in this course, it is expected that they will be able not only to develop techniques and instruments to evaluate language learning, but also their ability to evaluate the quality of the material used in the process.
II. Course Standards

Upon completion of this course, pre-service and in-service teachers will demonstrate competencies based upon the New Jersey Professional Standards for Teachers as follows. A complete listing of these standards can be found at:

http://nj.gov/education/profdev/profstand/standards.pdf

and of the New Jersey Core Curriculum Content Standards can be found at:

http://www.nj.gov/education/cccs/

Standard One: Subject Matter Knowledge. Teachers shall understand the central concepts, tools of inquiry, structures of discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Standard Two: Human Growth and Development. Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.

Standard Three: Diverse Learners. Teachers shall understand the practice of culturally responsive teaching.

Standard Four: Instructional Planning and Strategies. Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

Standard Five: Assessment. Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Standard Seven: Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight: Communication. Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.
III. Course Objectives

A. General Objectives

- Students will be introduced to, understand and apply methodologies and techniques required for evaluation of language learning in the Second Language and World Language classroom *NJPSST 5, 7*;
- Students will be introduced to and practice techniques to determine the validity and reliability of instruments to evaluate language learning *NJPSST 5*;
- Students will develop original techniques and instruments to evaluate language learning *NJPSST 5*;
- Students will evaluate the quality, reliability, and validity of their own original and other available instruments for specific populations and purposes *NJPSST 2, 5*.

B. Specific Objectives

1. Cognitive Objectives: Students will

- understand the central concepts of evaluation and measurement in second language acquisition and teaching ideology *NJPSST 5*;
- understand the concepts of validity and reliability in general and in language evaluation *NJPSST 5*;
- become aware of new trends in the assessment of language learning *NJPSST 5*;
- understand the difference between testing and authentic assessment *NJPSST 4, 5*;
- acquire techniques in assessment and evaluation of language learning *NJPSST 5*.

2. Behavioral Objectives: Students will

- plan and develop language evaluation instruments *NJPSST 5*;
- evaluate proficiency in listening and speaking *NJPSST 3, 5, 8*;
- evaluate proficiency in reading comprehension *NJPSST 3, 5, 8*;
- evaluate proficiency in written expression *NJPSST 3, 5, 8*;
• develop and use a variety of scoring systems for the four skills **NJPST 5**;
• evaluate the validity and reliability of a variety of language assessment instruments **NJPST 4, 5**;
• react in writing to specific professional readings in the field of language evaluation **NJPST 1**;

IV. Required texts


V. Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th><em>Topic</em></th>
<th>Reading</th>
<th>Assignments/Performance Task</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Basic concepts in evaluation and measurement and their connection with teaching ideology.</td>
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</table>
| 2    | The significance of measurement | Introduction (pp. 1 to 10 –TEXT C)  
Key Questions in Language Assessment (pp. 11 to 48 –TEXT B) | |
| 3    | Establishing framework for assessing students | How Assessments are Interpreted (pp. 15 to 25 –TEXT C)  
Conflicting Purposes of Assessment (pp. 24 to 42 – TEXT A) | |
| 4    | Measurable Objectives and Goals and the assessment instrument | Measurable Objectives and Goals (pp. 26 to 43 – TEXT C)  
The Assessment Instrument, the | Online Discussion 1  
9.20.12 to 10.04.12 |
| 5 | Gathering evidence of validity | Scoring and Evaluating the Assessment Instrument (pp. 91 to 114 – TEXT B)  
Gathering Evidence of Validity (pp. 44 to 55 – TEXT C) |
|---|---|---|
| 6 | The process of responding to an assessment instrument | The Process of Responding to an Assessment Instrument (pp. 115 to 159 – TEXT B)  
Generalizing Performance (pp. 56 to 70 – TEXT C) |
| 7 | Assessment techniques and instruments in the evaluation of language learning. | Preparing an Assessment Instrument (pp. 160 to 210 – TEXT B)  
The Role of background Knowledge in the Assessment of Receptive Skills (pp. 43 to 54 – TEXT A)  
A Cloze-knit Family (pp. 55 to 73 – TEXT A)  
Completion Items (pp. 72 to 77 – TEXT C) |
| 8 | Fall Recess  
Evaluating proficiency in written expression | Essay Items (pp. 78 to 92 – TEXT C)  
Assessing Written Expression (pp. 303 to 357 – TEXT B)  
Three Approaches to Scoring Writing Samples (pp. 185 to 203 – TEXT A) |
| 9 | Planning and developing the language evaluation process. | Another Dilemma: Contrasting Pairs of Concepts (pp. 74 to 86 – TEXT A)  
Multiple-Choice Items (pp. 93 to 111 – TEXT C)  
Alternative-Choice Items (pp. 112 to |
| 10 | Evaluating proficiency in reading comprehension and listening and speaking skills | Assessing Reading Comprehension (pp. 211 to 254 – TEXT B) | Assessing Listening and Speaking (pp. 255 to 302 – TEXT B) | Eliciting Speech Samples in Role Plays (pp. 168 to 184 – TEXT A) | Online Discussion 3  
11.01.12 to 11.15.12  
DUE: Response Paper 2 |
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<tbody>
<tr>
<td>11</td>
<td>Developing, administering, and scoring alternative assessments.</td>
<td>Informal Observations and Questions (pp. 140 to 158 – TEXT C)</td>
<td>Performance Assessment Requisites (pp. 159 to 173 – TEXT C)</td>
<td>Creating Performance Assessments (PP. 174 to 194 – TEXT C)</td>
<td></td>
</tr>
</tbody>
</table>
| 12 | Developing, administering, and scoring alternative assessments and evaluating the quality of the instrument and/or assessment procedure. | Portfolios (pp. 195 to 209 – TEXT C)  
“Alternative” Assessments: Performance Tests (pp. 204 to 226 – TEXT A) | Self-Assessment in Language Learning (pp. 227 to 242 – TEXT A) | DUE: Midterm Presentation and Paper |
| 13 | Presentation | | | Online Discussion 4  
11.29.12 to 12.13.12 |
| 14 | Using assessment results and evaluating the quality of the instrument and/or assessment procedure. | Reporting Student Performance (pp. 212 to 225 – TEXT C) | Norm-referenced Test Scores (pp. 227 to 247 – TEXT C) | Standards-based Test Scores (pp. 248 to 262 – TEXT C) |
* Please note that this schedule is tentative and changes will be made based on students’ needs.

VI. Grading and evaluation policies:

- Active classroom participation (5%) and 4 sets of online discussion participation (10%) 15%
- Response papers to 2 assigned readings (10% + 10%) 20%
- Midterm presentation (10%) and paper (15%) 25%
- Final Project 30%
- Final exam 10%

All the scores are weighted.

Grading System:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Credit Value</th>
<th>Percentage Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>65-69</td>
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</table>
Performance Task Set #1: *4 Online Discussions and 2 Response Papers*

During the semester, the students react to several pieces from the literature in the field. For this assignment, the students should react to a specific professional reading in the field of language evaluation by expressing his/her agreements and disagreements, and by discussing the concepts to personal or professional experiences as well as assigned class readings. The reaction must be typed in three double spaced pages and should represent opinions, comments, applications or other form of reaction to the content of the reading. The reactions may occasionally be discussed as an online discussion on webcampus. A mere description or summary of the content of the reading are not acceptable. This task addresses NJPST: 1, 2, 3, 5, 8 worth 10% + 10% + 10% of the final grade.

Performance Task Set #2: *The Midterm*

The midterm assignment is a ten-minute maximum classroom presentation as well as a paper submission describing one instrument or procedure to evaluate language learning. If the instrument is too large or the procedure too long to be described in the time assigned, the presentation should describe only a section of it. The presentation should include a brief description of the subject or the population to be accessed, a rationale for the use of the instrument or procedure and the explanation of its technical characteristics. The presenter must provide each student in the course with a copy of the instrument or evaluation procedure and all the references used to prepare the presentation of it. This task addresses NJPST 1, 3, 4, 5, 7, 8 worth 10% + 15% of the final grade.

Performance Task #3: *The Final Project*

The final project is a group analysis of a published assessment instrument or procedure used to evaluate language learning. Each instrument or procedure must assess different aspect of communication. The report must be formally typed following the APA style and should provide at least:

- A description of the subject(s), the learning objectives and the language content being evaluated.
- A rationale of the evaluation procedure. The section must cite as many references as possible to support the rationale.
- A sample of the instrument or if no instrument has been developed, a clear narrative describing the evaluation procedure.
- A quantitative and/or qualitative analysis of the estimation of validity and reliability of the instruments or evaluation procedures.
- The reference list that must provide all the sources of information cited in the paper. This reference list should comply with the APA style.
Note: This is the minimum required for the paper. The graduate students are free to expand the paper by adding new sections or elaborating more in the required one. **This task addresses NJPST 2, 3, 4, 5 worth 30% of the final grade.**

VII. **Recommended additional/supplemental readings**


VIII. **Recommended related websites**

<table>
<thead>
<tr>
<th>Organization</th>
<th>URL</th>
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<tbody>
<tr>
<td>Achieve</td>
<td><a href="http://www.achieve.org">www.achieve.org</a></td>
</tr>
<tr>
<td>American Educational Research Association (AERA)</td>
<td><a href="http://www.aera.net">www.aera.net</a></td>
</tr>
<tr>
<td>Association for Supervision and Curriculum Development</td>
<td><a href="http://www.ascd.org">www.ascd.org</a></td>
</tr>
<tr>
<td>Buros Center for Testing</td>
<td><a href="http://www.buros.org">www.buros.org</a></td>
</tr>
<tr>
<td>Center for Advanced Research in Language Acquisition (CARLA)</td>
<td><a href="http://www.carla.acad.umn.edu">www.carla.acad.umn.edu</a></td>
</tr>
<tr>
<td>Center for Applied Linguistics (CAL)</td>
<td><a href="http://www.cal.org">www.cal.org</a></td>
</tr>
<tr>
<td>Children and Adults with Attention Deficit Disorders (CHADD)</td>
<td><a href="http://www.CHADD.org">www.CHADD.org</a></td>
</tr>
<tr>
<td>Common Core State Standards</td>
<td><a href="http://www.corestandards.org">www.corestandards.org</a></td>
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<tr>
<td>Organization</td>
<td>Website</td>
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<tr>
<td>Council for Exceptional Children</td>
<td><a href="http://www.cec.sped.org">www.cec.sped.org</a></td>
</tr>
<tr>
<td>Council for Learning Disabilities</td>
<td><a href="http://www.cldinternational.org">www.cldinternational.org</a></td>
</tr>
<tr>
<td>Learning Disabilities Association of America</td>
<td><a href="http://www.ldanatl.org">www.ldanatl.org</a></td>
</tr>
<tr>
<td>Performance Assessment Links in Science (PALS)</td>
<td><a href="http://www.pals.sri.com">www.pals.sri.com</a></td>
</tr>
<tr>
<td>The Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP)</td>
<td><a href="http://www.bc.edu/research/csteep">www.bc.edu/research/csteep</a></td>
</tr>
<tr>
<td>The Council of Chief State School Officers (CCSSO)</td>
<td><a href="http://www.ccsso.org">www.ccsso.org</a></td>
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<tr>
<td>The ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE)</td>
<td><a href="http://www.ericae.net">www.ericae.net</a></td>
</tr>
<tr>
<td>The Joint Committee on Testing Practices (JCTP) in the American Psychological Services website</td>
<td><a href="http://www.apa.org/science/programs/testing/">www.apa.org/science/programs/testing/</a></td>
</tr>
<tr>
<td>The Mid-continent Regional Educational Laboratory (McREL)</td>
<td><a href="http://www.mcrel.org">www.mcrel.org</a></td>
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<tr>
<td>The National Center for Fair and Open Testing (FairTest)</td>
<td><a href="http://www.fairtest.org">www.fairtest.org</a></td>
</tr>
<tr>
<td>The National Center for Research on Evaluation, Standards, and Student Testing (CRESST)</td>
<td><a href="http://www.cse.ucla.edu">www.cse.ucla.edu</a></td>
</tr>
<tr>
<td>The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs Educational Programs (NCELA) formally NCBE</td>
<td><a href="http://www.ncela.gwu.edu">www.ncela.gwu.edu</a></td>
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<tr>
<td>The National Council on Measurement in Education (NCME)</td>
<td><a href="http://www.ncme.org">www.ncme.org</a></td>
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<tr>
<td>The National Dissemination Center for Children with Disabilities</td>
<td><a href="http://www.nichcy.org">www.nichcy.org</a></td>
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<tr>
<td>The Northwest Regional Educational Laboratory (NWREL)</td>
<td><a href="http://www.educationnorthwest.org">www.educationnorthwest.org</a></td>
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<tr>
<td>WestEd</td>
<td><a href="http://www.wested.org">http://www.wested.org</a></td>
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IX. FDU, School of Education, and instructor's policies

A. Attendance
1. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p. 13)

2. The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:
   a. Attendance is required in all our classes
   b. 3 absences, grade drops by a half a grade
   c. 4 absences, grade drops by one full grade
   d. 5 absences, the student fails or withdraws from the class

B. Academic Integrity

1. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future (FDU, 1966, p. 5).

2. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College (FDU, 2002, p. 15).

3. SafeAssign, a program that is built into webcampus that detects plagiarism, may be utilized to check against the papers submitted in the FDU students' assignment database along with the materials in cyberspace to determine whether a paper submitted for this class is plagiarized.

C. Graduate Programs—Grading and similar policies

1. Grades:
   a. Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs). The minimum passing grade for the graduate program is a C.
   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with the instructor. The students will have through the third week of the next full semester (fall or spring) to complete
the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. RepeatCourses:

If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-average (GPA) ratio. The student will earn credit for one course.

3. Degree Requirements and academic Probation

a. The School of Education requires a minimum grade-point average ratio of 2.75 (3.25 for the MA in Learning disabilities) for graduation.

b. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

c. Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).

d. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

4. Policy on course completion

a. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 4)


5. Student’s responsibilities regarding fulfilling course requirements

The following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU SOE take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such
as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

X. Picking up graded papers and instructor’s specific policy

A. Students are required to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of a new semester. All work not retrieved by the end of these 3 weeks will be discarded.

B. Any class missed should be made up by a reading reaction. Since the Midterm and the Final paper are a fundamental part of the course project, they must be presented on time. If the midterm is not on time, the students should arrange a new date for the presentation. If the final paper is not delivered on the stated date, the student will receive an incomplete.

XI. Student Academic Services

A. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

B. If special accommodations are required, contact the dean of students as early as possible in the semester so that appropriate arrangements can be made. (FDU, 2002, p. 5)

C. The Metro Writing Studio in Giovatto Library and the Center for Academic Student Services in Robison Hall provide respectively, drop-in and sign up tutoring services.

References
