ENG 619 (801) - Assessment in TESOL

Spring 2022 Asynchronous ONLINE
Office hours: Friday 4:00-5:00 pm & by appt.

Instructor: Dr. Mary Lou Vercellotti
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COURSE DESCRIPTION

This asynchronous online will explore different assessment tools (e.g., rubrics, multiple choice, self-assessment) for assessing various types of learner performance (i.e., responses, essays, speeches). The course will cover assessment types an purposes for assessment, summative and formative assessment practices, and feedback procedures. We will evaluate and revise our assessments with the assessment principles of validity, reliability, and practicality, and beneficial consequences to create a strong, balanced assessment portfolio, for a specific teaching context.

LEARNING OBJECTIVES   Students will be able to:

1. **identify and explain** the various types and purposes of assessment using course terms
2. **define, and explain** the principles of assessment (e.g., validity, reliability, practicality, beneficial consequences) and their influences assessment practices.
3. **analyze and evaluate** assessments using principles of assessment (e.g., validity, reliability, practicality, and beneficial consequences)
4. **create a variety of assessments** which align with the learning objectives, students, and context
5. **explain** major theoretical issues in assessment, how the choice of measurement is influenced by theory, how cultural and linguistic bias affects assessment, and how the choice of measurement affects results.
6. successfully **use pedagogical technologies** aligned with learning objectives and context.

REQUIRED TEXTS

- **Brown, H. D. & Abeywickrama**, P. (2019). *Language Assessment: Principles and Classroom Practices*. Pearson Educational. ISBN: 978-0-13-486022-0.
- **Green, A.** (2020). *Exploring Language Assessment and Testing: Language in Action (2nd ed)*. Routledge. ISBN: 978-1138388789.
- Other required readings (journal articles or book chapters) will be posted in Canvas or on (electronic) Reading Lists/Course Reserves in Bracken Library.
  NOTE: the readings for the first week is available via Reading Lists/Course Reserves. See Course Technology module for details on how to access Reading Lists/Course Reserves.

We will use the following <u>free</u> technologies. Information is listed in the Course Technology module.

- **Zoom** is a BSU-supported meeting technology, which allows audio/video conferencing and screen sharing.
- **Google Forms** is part of the Google suite, available with a gmail account. It is a free, easy-to-use, assessment tool https://gsuite.google.com/learning-center/products/forms/get-started/
- **Screencast-o-matic** is a free, easy-to-use audio with screenshot software, available at https://screencast-o-matic.com/home. Audio feedback, with the ability to point to visuals, is a very powerful teaching tool.

SCREENCAST MATIC

As instructors and learners, we recognize the importance of being autonomous learners –learners who "…make independent decisions about what and how to learn and then to make use of all available resources…" (Tomlinson & Masuhara, 2013).

COURSE REQUIREMENTS

Learning community members will demonstrate their knowledge through a variety of assessments. If you have a question about an assignment, ask for clarification, the earlier the better, preferably when it is assigned.

Graded Assessment Assignments – Learning community members will create assessments of specific skills and types of assessment. These assignments allow us to apply course concepts. In the assignment reflection report, you will evaluate each assessments for validity, reliability, practicality, and beneficial consequences. These assessment assignments can be further revised for inclusion in your assessment portfolio. See specific assignments for details and grading criteria.

Assessment Portfolio **–** Learning community members will submit a portfolio of (at least) six assessments and a reflection report with a critical review of the balance between validity, reliability, practicality, and beneficial consequences (illustrated with a "radar chart") of the portfolio overall. Some of the assessments in the portfolio will be revisions of assessment assignments, but others will be new assessments where you apply skills (and given feedback) to new work (transfer of knowledge). See specific assignments for details and grading criteria.

Note: Learning community members can review and critique each other's assessments by applying the course concepts. Such collaboration not only improves the assessment, but it also gives practice in assessment**.** Instructors must be able to evaluate feedback and to give and receive feedback professionally.

Quizzes and Exam – Learning Community members will demonstrate working knowledge and course terms and concepts, and the application of these concepts Canvas "quiz" feature. The quizzes are open-book which allows for a thorough review of the material. The Exam will be closed-book to assess working knowledge of course terms and concepts.

Academic Engagement Discussions - Active engagement is crucial to your success. Learning community members must make **meaningful** contributions to the course. An academic discussion of the course concepts requires reading comprehension of the text, as well as synthesis with previous readings, including considering the theoretical and practical applications of the concepts. Discussion posts also give us the opportunity to practice using **course terms**. See description and grading criteria.

EVALUATION

	#	Percentage of Grade		Final letter grades			
Graded Assignments	3	30%		92.5-100%	A	76.5-79%	C+
Assessment Portfolio	1	25%		89.5-92%	A-	72.5-76%	C
Academic Discussions	≈ 9	15%		86.5-89%	B+	69.5-72%	C-
Quizzes	2	10%		82.5-86%	B	66.5-69%	D+
Exam	1	20%		79.5-82%	B-	62.5-66%	D

Grades will be posted to Canvas. A weighted total will be available. If you think there is an error, please email me as soon as you notice it. "A" students will have clearly demonstrated the ability to apply knowledge to a variety of situations.

LATE WORK

Generally, everyone would prefer to have more time to revise our work. It is important for us complete the work by the due date because the course is very full, with different assessment types and assessment of different skills. The due dates help us stay on track. Iterations are immensely helpful in producing quality work so completing the draft on time allows for better final products. We all have various responsibilities, so we have the following specifications about late work:

- For Discussions and **graded assignments**, everyone is granted a 24 extension; permission granted preemptively.
- If Discussion posts and **graded assignments** are more than a day late (without pre-approval), the score will be lowered accordingly. (Please let me know if something comes up that prevents timely submission.)
- The due dates of the **quizzes**, **exam**, and assessment portfolio project are not flexible so that any misunderstandings can be clarified promptly.

ACADEMIC HONESTY

Ball State University's position on academic dishonesty is described in Section VII.B of the Code of Student Rights and Responsibilities. Academic dishonesty includes using unauthorized aids during tests and other assignments and using someone else's work as your own. (It is also academic dishonesty to allow your work to be submitted by someone else!) Plagiarism, which is the use of another's words and phrases without proper citation, is another form of academic dishonesty. If you use someone else's words or ideas, cite the work properly. As teachers, we must value academic honesty. If there's an appearance of academic dishonesty, we will discuss the issue to decide an appropriate resolution. I retain the right to penalize (e.g., give a score of zero for that assignment) any student who engages in any form of academic dishonesty.

COURSE DIVERSITY AND INCLUSION

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at http://cms.bsu.edu/campuslife/multiculturalcenter.

We acknowledge and honor the Indigenous communities with ties to this region, particularly the Myaamiaki (Miami) and Lenape (Delaware) peoples. We urge everyone to engage with contemporary communities, to learn the complex histories of this land, to look at who has and does not have access to its resources, and to examine your own obligations within this reparative work, which is key to enacting Ball State's commitment to Inclusive Excellence. We recognize that a land acknowledgment statement is not enough; it must be coupled with action. In this course, we will: intentionally study languages and language use of Indigenous communities.

Diverse languages and dialects are welcome in this classroom. As we communicate with one another, both the reader/listener and the writer/speaker must be committed to the communication process, which means that we will listen patiently, work to understand one another, seek out clarification when necessary, and avoid correcting grammatical "errors." The instructor may need to draw our attention to differences in language use in order to clarify meaning for effective communication.

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodation can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu

ADDITIONAL COURSE INFORMATION

Course Communication: Please feel free to make an appointment, email me, or stop by my virtual office hours. I am here to help. Please note that some questions may be more appropriate to post on a Canvas Discussion so that everyone has the same information. Please do consider if a discussion post is most appropriate venue.

Google Docs: We NOT post links to Google Docs in our posts. Documents should be static documents viewable within the Canvas Discussion to strengthen practicality of the peer-review process See Course Technology module for embedding images into Canvas Discussion text boxes.

Students may not reproduce, distribute, or publicly post the course materials without instructor's permission.

Classroom Policy: By remaining in this online asynchronous course, you implicitly accept the following social contract.

The instructor agrees to:
- Act in good faith to help each member of the community learn the material and to get the highest grade possible within the parameters of academic respectability
- Give feedback on assignments within two weeks of the due date
- Conduct the class with transparency
    - Explanation of exam content beforehand
    - Explicit and transparent grading policy with current grade posted
- Be an active member of the learning community
    - Respond to emails and posted questions within 48 hours (during the work week)
- Treat students with fairness and respect
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The student agrees to:
- Be an active learner
    - "Attend" every week.
    - Read assigned texts; watch assigned videos, and make a good-faith effort to learn and enjoy the material.
    - Include supporting evidence when making claims, and intentionally use relevant course-specific terms.
- Be an interactive learner
    - Ask for clarification when you first have trouble understanding a concept
    - Post questions to the relevant Discussion so that everyone has the same information
    - Answer questions, whenever possible, posted to a Discussion
- Be a socially responsible learner
    - Take responsibility for the quality of the discussion
    - Treat the instructor and other students with respect. Critique ideas, not people.
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