Michigan State University   **Course Syllabus**
FLT 808 – Assessment for Foreign Language Teaching   **Spring 2021**

Instructor: Dr. Frederick Poole
Office: B380 Wells Hall
Email: poolefre@msu.edu
Course site: d2l.msu.edu → FLT-860
Program site: maflt.cal.msu.edu
Office hours: By appointment (see Class Policies #2) [AT LEAST 1 HR PER COURSE IS PREFERRED]
Appointment site: Send me an email at least 24 hours in advance

COURSE READINGS

Main textbook:

Language Assessment: Principles and Classroom Practices 3rd Edition (2018) by
H. Douglas Brown and Priyanvada Abeywickrama, Pearson Education, ISBN 0134860225

Other materials provided through the MSU Library and D2L course management system (at no
additional cost).

COURSE DESCRIPTION

This course will introduce the construction, administration, interpretation, and analysis of language assessments.
Assessment of language learning is a broad and complex field that ranges from major standardized exams that have
significant impacts on the lives of language learners to simple formative assessment activities that provide classroom
teachers with insights into their students' day-to-day progress. In this course, we will aim to cover that breadth. In
particular, we will look at principles of assessment design, analyze and critique existing assessment instruments, and
consider essential contextual factors that influence the way we measure language proficiency at different levels, in
different educational contexts, and for various educational and other purposes. In addition, you will gain hands-on
experience in developing task-based and performance-based assessment tools for classroom instruction and learn about
how to investigate the validity and reliability of tests. Another important component of the course is the introduction of
critical views of language assessment by examining the educational, political, social, and economic consequences of
testing, especially as they relate to current assessment issues in the United States and internationally.

COURSE OBJECTIVES

By the end of the semester, students in this course will be able to do the following:

1. Construct valid, reliable, practical, and ethical assessment instruments.
2. Analyze and critique existing assessment instruments for validity, reliability, and appropriateness
    for specific populations and purposes.
3. Understand and use various criteria for evaluating the quality of assessment instruments,
    including validity and reliability.
4. Develop and use a range of methods for assessing language proficiency other than traditional tests,
    including performance assessments, portfolio assessment, and self- assessment.
5. Consider the educational and social contexts and implications of standardized testing and other forms
    of assessment for language learners.

COURSE REQUIREMENTS

The following table summarizes the main components of your grade for this course. Further details
and guidance for each task will be provided on our D2L page in the Assignment Guidelines folders.

Weekly Tasks		Points	Due Date
		600	
Quizzes (Guided Readings, Lecture, Video Links)	Quizzes are open-book and cover important ideas from the lectures, readings, and other video content. You will have 120 minutes to complete each quiz. After the Module is finished, you will have immediate access to objectively scored items (e.g. multiple-choice). Quizzes vary in length, (# of questions), but are normalized so that each quiz is worth the same number of points. There will be 11 quizzes (no quiz for Module 7). You can drop your lowest score and you can take all quizzes twice. Final score will be the average from both scores if you take it twice. You must use your own words to answer all quiz questions. **Do not quote directly from the textbook or any other source.**	200	Tuesday midnight
Homework Assignments	Homework assignments will provide you with practical, hands-on experience creating and evaluating language assessment materials. There are 10 homework assignments, each worth 20 points.	200	Tuesday midnight
Discussion participation	Each week you will have the opportunity to discuss topics related to the current module with your classmates. Discussions are worth 20 points: 10 for a 'main response' and 5 points each for two responses to classmates' posts. You cand drop your two lowest discussion posts.	200	Tuesday midnight
Midterm Cumulative Review		**150**	
After Module 6, you will have an exam covering the material from Modules 1-6.			
Assessment Design Project		**250**	
Proposal	The final project for this course provides you with an opportunity to construct and potentially pilot a language assessment. This project should relate as closely to your current or intended teaching context as possible. You will develop an assessment instrument, provide a research-based rationale for its construction, and, possibly, pilot it with your learners. This process will begin with a brief proposal (2 pages or less) early in the semester. At the end of the semester, you will present your assessment instrument to your classmates and submit your report.	50	Feb 23rd
Presentation		50	April 13th
Assessment Instrument and Report		150	Aug 30th

Note: *Grades will be reported on an ongoing basis in D2L. If you have questions or concerns about how your grade appears or is being calculated, please contact me. This course is out of 1000 points. Extra credit may be offered throughout the course.*

GRADING SCALE

Grading is an extremely complex task. I view each course as a developmental process and each draft of each assignment as a step in that process. Also, I value transparency and clarity in grading. To that end, you will receive a rubric for each assignment detailing the features that I expect to see, and I will use this rubric to assign your grades and provide specific comments. I expect you to use these comments to improve further drafts and assignments. If you read the materials carefully, complete all assignments in a timely manner, and attend to instructor and peer feedback, it is entirely possible to earn a 4.0 in this course.

If you get a 94% or above in this class, you will receive a 4.0. This shows that you met all requirements for the course and demonstrated your learning to an exceptional degree, and you even exceeded expectations in this course. Scores between 88% and 93% equate to 3.5, 82% to 87% to 3.0, etc. At the end of the semester, I reserve the right to adjust final averages based on the distribution of grades in the class. If I do adjust the grades, they will be adjusted fairly across all students, and they will only be adjusted upward.

94% or above is a 4.0 (A)	The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course.
88% to 93% is a 3.5 (A-)	The student met all requirements for this course and demonstrated his or her learning very well.
82% to 87% is a 3.0 (B)	The student met most of the requirements for this course and demonstrated his or her learning relatively well.
76% to 81% is a 2.5 (C+)	The student did not fulfill all requirements for this course. Learning was demonstrated adequately.
70% to 75% is a 2.0 (C)	The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.

CLASS POLICIES AND EXPECTATIONS

1. Course modules and weekly activities

This course consists of 12 modules. Each module will become available by the end of the day on **Wednesday** of the current week. There are two due dates each week. Complete your readings, videos, and initial post for the discussion by the following **Sunday** midnight each week. Complete your quizzes and major assignments and reply to your peers by the following **Tuesday** midnight each week. This schedule is designed to help you process the module content and then use it to complete the related major assignment. Default time for due dates is always **midnight** (specifically, for technical reasons, 11:59 p.m. Eastern U.S. time). There is a visual schedule for you to download on D2L so you can see clearly what are due at when.

Many online courses allow students to complete tasks at their own pace, as long as the requirements are completed by the end of the semester. In the MAFLT program, however, courses rely on regular and consistent participation. It is recommended that you set aside an average of **6 hours per module** (weekly readings, videos, and tasks) and then allow an additional **6-12 hours for each major assignment**. Your workload will vary depending on what is due in a given week. Consider the course schedule early and often and plan accordingly so that you can complete your tasks on time. If you know that you have significant commitments or lengthy travel that will cut into your study time for a portion of the course, make an appointment early in the semester to discuss how you can adjust due dates or if you should delay taking this course.

2. Instructor-student and student-instructor communication

Because this class is online, our communication by internet and phone will be very important. For communication that pertains to the whole class, I will use your MSU email address or Announcements in D2L. For individual communication, I will contact you in Teams. Likewise, if you need to contact me, I will respond to Teams messages much faster than any other form of contact. I respond to emails typically once per 24 hours. Please make sure that you check your MSU account regularly (at least every 24 hours). You can email me directly poolefre@msu.edu. (See p. 1 or D2L for other contact information.)

Making Appointments: Throughout the semester, you are welcome and encouraged to make appointments with me for office hours. I generally prefer to use Zoom video meetings. If you live near East Lansing, you may certainly come to my office. Please strive to make these appointments *at least 24 hours* in advance by sending me an email. You can make appointments by using my *Bookings Page* (https://outlook.office365.com/owa/calendar/Bookings.FrederickPoole@msu.edu/bookings/) or by contacting me via Teams or Email.

Joining Virtual Meetings. We will make use of a virtual meeting tool called Zoom (http://msu.zoom.us) for office hours, review sessions, etc. Ideally, you will use a webcam, microphone, and headphones for these meetings, but you can also dial in by phone. This software allows for real-time communication and sharing of our computer screens. Join my personal "meeting room" by going to the following stable URL:
Zoom Meetings: https://msu.zoom.us/j/2587996504 .

3. Late assignments

You are responsible for handing in all assignments on time. Late assignments will not be accepted unless you request an extension **prior to the due date**. If you realize that you will not be able to complete an assignment on time, you may request an extension. In these cases, I may still deduct a percentage (10% per day by default) from that assignment score. I provide extra credit assignments as a means to make up late or missed homework, so if you cannot complete an assignment, look for these extra credit assignments to supplement a missed grade.

If you submit an assignment after the due date without prior notice, I reserve the right to refuse acceptance of that assignment entirely. The maximum credit possible in this case is 50% of the assignment grade. Exceptions will be made in cases of documented medical emergencies or natural disasters.

4. Withdrawal policy

If you are enrolled in this course, then I assume that you will be participating in the course and completing assignments on a weekly basis, beginning with the first week of class. If you decide to withdraw from the course, please inform me as soon as possible. YOU must then un-enroll YOURSELF from the course. The deadlines to drop and receive a refund and drop with no grade penalty (W, not F) are clearly listed in the schedule system (http://schedule.msu.edu/). You can click on a course's section number to see the date by which you must drop if you would like to receive a refund (not pay for the class).

For Spring 2020, these are the official deadlines:
- Last day to drop with refund (8:00pm) - 2/12/2021.
- Last day to drop with no grade reported (8:00pm) - 3/10/2021.

Further information is available on the Registrar's **Programs & Policies** page: https://reg.msu.edu/ProgPol.aspx.

ONLINE LEARNING MANAGEMENT SYSTEM

This course will make use of both Microsoft Teams and the Michigan State University's learning management system, D2L. You can log in to via d2l.msu.edu using your MSU NetID and password and you can download Teams here (https://teams.microsoft.com/uswe-01/downloads). You will also log into Teams using your MSU NetID and password. We will use D2L to share materials, turn in assignments, report grades, complete quizzes and engage in discussion board activities. D2L runs well in most browsers and works on mobile devices. Note that you can set up various alerts in D2L (click your name in the top right corner and choose Notifications) that will send a message to your email and/or phone when you have new items, upcoming due dates, and so on. Microsoft Teams will be our primary tool for communication. Teams will also be used for peer reviews, early feedback, and other classroom activities that require collaboration.

Troubleshooting: If you should have technical trouble while attempting to complete a task or submit an assignment in D2L, you can contact the D2L Help Desk 24/7 by submitting a request online or by phone. Note that the Help Desk staff will send me updates on the issue upon request. If you are having trouble accessing materials through the MSU Library, click **Ask a Librarian** at www.lib.msu.edu. Other troubleshooting advice is provided in the D2L course page under **FAQ**.

TECHNOLOGY FOR THIS COURSE

In order to participate in this course, you will need the following technology, all of which you may already have at your disposal.

- Reliable computer and stable, relatively fast internet connection (at least 10mbps).
- Web camera, microphone, and headphones for office hours, virtual meetings, etc.
- MSU NetID and email account, set up and checked daily: spartanmail.msu.edu.
- Microsoft Office or compatible software. Download free from spartan365.msu.edu.
- Adobe Acrobat or other PDF reader. Download free from get.adobe.com/reader.
- Software for video recording presentations (links and tutorials in D2L).
- Video camera, audio recorder, or smartphone if you decide to record your own teaching.

MSU provides many other sites and tools that will be useful to you, including:
- **MSU Instructional Technology Support:** https://tech.msu.edu/support.
- **Distance Learning Services** - https://lib.msu.edu/dls/ - links to resources and contact info for the Discovery Services help desk. You can also email them at reachout@msu.edu.
- **MSU Library** – http://lib.msu.edu – Extensive materials available at a distance, both electronically and by mail. To access your library account, log in here: https://lib.msu.edu/general/account/.
  - **MAFLT Library Guide** - http://libguides.lib.msu.edu/maflt/ - designed specifically for our program.
  - **Guide to Ebooks** – http://libguides.lib.msu.edu/ebooks/ - explore books you can access from anywhere and find out how to read them online or offline.
- **SpartanMail** – http://spartanmail.msu.edu – This email account is the most important way that MAFLT instructors communicate with students. Please check it every day. You can set it up with Outlook on your desktop and mobile devices or create an "Inbox Rule" to forward it to another email account.
- **Spartan365** - https://tech.msu.edu/technology/collaborative-tools/spartan365/ - An array of tools included in Office365, including **free** download of **Microsoft Office Pro**.
- **Google Apps for Education** – http://googleapps.msu.edu/. Access to Drive, Calendar, Sites, Classroom, etc. with MSU NetID. Using your MSU access provides for greater security.

- **Kaltura MediaSpace** – http://mediaspace.msu.edu – Allows faculty and students to create, upload, and share videos. MediaSpace also provides tools for recording presentations.
- **Zoom** – http://msu.zoom.us – Video conferencing software, similar to Skype or Google Hangouts.

RECOMMENDED RESOURCES

From our online course page on Desire2Learn (http://d2l.msu.edu), you can access links to a number of important resources for completing coursework and expanding your knowledge and tools for language teaching. Click on **Links** in the horizontal navigation bar to reach these resources. Here are some of the key websites that may be useful to you during this course and beyond. Please let me know if you have questions about any of these sites. You will also be welcome to recommend other resources via D2L.

- **Professional Resources:**
  - ○ ACTFL - American Council on the Teaching of Foreign Languages: http://www.actfl.org
  - ○ TESOL - Teaching English to Speakers of Other Languages: http://www.tesol.org
  - ○ NFLRC – National Foreign Language Resource Centers – see listings, links, and resources for all of them at http://www.nflrc.org. See especially COERLL, CASLS, NHLRC, CULTR.
  - ○ TELL Project – Teaching Excellence for Language Learning – http://www.tellproject.org.
  - ○ LinguistList: http://linguistlist.org/
  - ○ MLA Language Map: http://www.mla.org/map_main

- **Writing and Research:**
  - ○ MSU Library Guide for MAFLT Program: http://libguides.lib.msu.edu/maflt
  - ○ Google Scholar: http://scholar.google.com/ - Modify the settings to tell Scholar to connect to the MSU library and offer options for downloading citation information. Look for further instructions in the MAFLT Library Guide.
  - ○ Library links to citation style guides, citation management software, tutorials, and related resources: https://www.lib.msu.edu/research/cite-resources/.
  - ○ Citation management software such as EndNote or Mendeley. Use this guide to choose: https://lib.msu.edu/citationmanagementsw/.
  - ○ **Online Writing Lab** at Purdue (the well-known and widely-used **OWL**):
    - ▪ APA Style Guide: http://owl.english.purdue.edu/owl/resource/560/01/.
    - ▪ ESL Academic Writing Support - https://owl.english.purdue.edu/owl/section/5/25/.

The MAFLT Program has a specifically designed **Library Research Guide** that our liaison librarian, Stephanie Perentesis, created for us and continues to update regularly: http://libguides.lib.msu.edu/maflt. This useful guide will help you to locate articles and books, identify other scholarly sources relevant to your MAFLT coursework, and research topics for assignments. The guide also includes instructions for using Google Scholar, guidance on APA format and using citation software such as Mendeley, and links to useful reference texts. You are welcome to contact Stephanie Perentesis for assistance at perente1@msu.edu. She will be glad to guide your exploration of library resources, but she is not a writing tutor and cannot comment on content. As a courtesy to her, attach the Assignment Guidelines when you ask for help.

The following academic journals, among many others, are reliable sources of high-quality research on second and foreign language acquisition and instruction in regard to various languages.

Instructed Second Language Acquisition	*Language Learning &Technology*
Second Language Research	*Studies in Second Language Acquisition*
Language Teaching Research	*Language Teaching*
Foreign Language Annals	*Language Learning*
TESOL Quarterly	*The Modern Language Journal*

GENERAL REQUIREMENTS FOR WRITTEN WORK

1. **Content and quality:** All assignments are expected to be well written. Assignments will be graded on *depth of coverage* (comprehensive/ thorough treatment of the topic reflecting a clear understanding of the subject), *presentation* (clear, concise, readable prose), and *argument* (strength of evidence, and attention to counter arguments where necessary). You will need to use effective strategies for planning, editing, and proofreading your work. Carefully review and follow the individual Guidelines document for each written assignment.

In many cases, you will submit multiple drafts of major assignments. For these assignments, even the first draft needs to fulfill the assignment guidelines completely and will receive instructor and often peer feedback. In addition, you are encouraged to ask someone you trust to review your writing before submitting it to me. This practice is recommended for non-native and native speakers of English and will improve your control of language and style. No professional writing assistant may provide you with help on content, though you can ask someone to proofread your work (i.e., correct spelling and grammar errors). Your assignments must be original and not used in any other class (prior or present) without approval by me and the professor of that other class. Any use of others' work or ideas other than properly cited references to published material will be considered plagiarism and subject to disciplinary action.

2. **Document Format:** All written assignments should be typed and submitted using general format guidelines from the American Psychological Association (APA format). Work that is submitted with major and distracting format issues may be returned to you for revision and marked as late. For guidance on learning academic style and format, look for the **Academic Writing** folder under **Resources** in **D2L**. Also read the following guidelines and review them before submitting each assignment. By default, use Times New Roman size 12 font and 1-inch margins all around. Though usually required, double-spacing and cover pages are optional in my courses. In the top left corner of the first page, always include a heading that contains your full name, the course number, and the date. Also, indicate the assignment in the heading or in the title. For example:

[Student name here]
FLT 860 – Dr. Poole
[Enter date here]

<div align="center">Assignment Title (Draft)</div>

---

3. **File Format:** Turn in all written assignments in MS Word format (.doc or .docx). Do not submit PDFs. I will not accept PDFs for written assignments. Do not submit other document types unless you have checked with me that I can read them on my computer and run them through MSU's plagiarism checker. For assignments that involve presentations, web pages, visuals, or other formats, you should still use appropriate style, cite sources using APA format, and proofread. The Assignment Guidelines document for each major assignment will provide further details.

The **file name** for each and every file you submit should include **your last name** and the **title of assignment**. If there will be multiple drafts of the assignment, also indicate draft status. Students often put their names on

papers but forget to put their names on associated files, such as slides or student handouts. Please keep in mind that I have many students in multiple courses, and you want me to be able to easily identify your work.

WRONG:	ImaNayStudent_Paper1.docx	(vague)
WRONG:	FLT860_Research project.docx	(no name or draft #)
RIGHT:	**LastName_FLT860_ResearchProject_Draft.docx**	

4. **Submitting Written Work:** All assignments should be submitted to the appropriate **D2L Assignments** folder (formerly Dropbox) unless explicitly stated otherwise. Please do **not** submit papers by **email** unless you are having technical trouble and cannot resolve it through the Help Desk. When you have successfully uploaded and submitted your file(s), you should receive confirmation on screen and by email, and you will be able to go back to the same Assignments folder in D2L and see a link to your submission. Feedback will appear in the same area of D2L. In some cases, you will also be asked to share your work with peers via **Microsoft Teams**. The shared folder for this course will be linked to our D2L page under General Course Materials.

Students often ask about the importance of staying within **length requirements**. The recommended range for each task is intended to help you estimate the scope and demands of the assignment. Points will be deducted if the length is more than 10% above or below the limit. If your document is **too short**, consider adding another key point, further examples, or more detailed explanations. If your document is **too long** and you are finding it difficult to cut it down, return to your outline and reconsider what material is most important for fulfilling the purpose of this paper. You may need to remove or combine sections or reorganize the content in other ways.

5. **Citations:** When your written assignment includes references to published works of any kind, use APA format to cite the original source. You can find examples in the reference list at the end of the syllabus, and you will find further resources listed below, on our D2L page, and on our MAFLT Library Guide. While I fully understand that using sources appropriately is an academic skill that you may still be acquiring in graduate school and will support you in that process, you must strive to observe appropriate citation practices in **any and all work** you submit for this course. That includes papers, presentations, quizzes and exams, discussions, and so on. See further information on academic integrity and penalties for plagiarism below in the University Policies section. Note that APA format also provides guidelines on using non-sexist and inclusive language. If you need more information about what constitutes sexist language and how to avoid it, you can consult the APA manual or talk to me. Please see further information on academic honesty and plagiarism under University Policies.

6. **Feedback on Written Work:** Once you have submitted an assignment, I will provide feedback in a range of different ways, depending on the type of assignment, the stage in the writing process, and the extent of feedback. I frequently provide a rubric before an assignment is due and use it to show you the components of your score. I also use the Comments function in Word or in Microsoft Teams to make notes on your paper. Once I have responded to your work, you will be able to view your score and attached documents including the scoring rubric and my comments through the same D2L Assignments folder where you submitted the task. When I return documents to you with my feedback, the file name will include the tag "_Comments." It is very important that you access and consider this feedback carefully in further drafts of the same assignment and in subsequent assignments.

In this course, you will also be asked to provide **peer feedback** on the work of one or more of your classmates. Peer feedback allows you to reflect on the challenges of the assignment and to provide and receive guidance in meeting the requirements of the assignment. In each case, I will provide guidance on the priorities and procedure of this process. A portion of your grade will depend on timely and appropriate completion of this task. Please strive to respect the time and efforts of your classmates, as they will strive to respect yours.
You may also seek assistance with planning, revising, and proofreading your assignments from the **MSU Writing Center**. Schedule Online Consulting here: http://writing.msu.edu/locations/online/.

ACADEMIC INTEGRITY GUIDELINES AND POLICIES

Expectations for Academic Integrity at Michigan State University

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University. The MAFLT Program adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See MSU Policies on Academic Integrity.)

You are responsible for knowing MSU's policy on academic honesty and plagiarism. Plagiarism can include accidental failures to cite appropriately, blatant use of others' words or ideas without proper attribution, self-plagiarism involving submission of the same paper in multiple courses, and other activities that constitute breaches of trust between instructors and students regarding student work. Familiarize yourself with this site: http://www.msu.edu/unit/ombud/academic-integrity/. Note that this web site states that "plagiarism not only is legally wrong but also morally corrosive… Any paper based upon the writing of others should *acknowledge every source used*."

Academic integrity also assumes that any and all work submitted by a student is generated by that student for the purposes of that course. Therefore, students should never:
- claim or submit the academic work of another as one's own
- procure, provide, accept or use any materials containing questions or answers to any examination or assignment without explicit authorization from the instructor
- use the http://www.allmsu.com website to complete any work for this course
- complete or attempt to complete any assignment or examination for another individual without proper authorization
- allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization
- submit coursework completed for another course to satisfy the requirements of this course.

Possible penalties for breaches of academic integrity include: (a) receiving a penalty grade on the assignment, (b) failing the assignment, or (c) failing the class. Please note that unfortunately all three types of penalties have been given out to MSU undergraduate and graduate students before. If an instructor gives you a penalty, that instructor is expected to and will inform the director of the program and other relevant faculty of the penalty. Note that plagiarism can lead toward expulsion from MSU.

Implications for Academic Integrity in MAFLT Course Assignments

The overall purpose of the MAFLT Program is to prepare master language teachers. In addition to that objective, however, the program should train you to participate in academic communities, to be an active and informed consumer of relevant research, and to contribute to the field. Course assignments therefore often require that you follow conventions that are agreed upon by scholars in fields related to foreign language teaching. In this program, we use the format for citing sources and structuring papers defined by the American Psychological Association (APA). However, the most important consideration when using sources is that you find a way to give credit to all sources that you use.

You are expected to create your own original work for each and every assignment in the MAFLT Program. That work should be informed and inspired by other teachers as well as scholars. When you use their ideas and words, you must give credit to them. That is true for all types of assignments. It is true for any and all sources that inform your work, including journal articles, book chapters, published lesson plans (from sites such as

TeachersPayTeachers.com), blog posts from other teachers' websites, popular media. You do not need to cite lecture materials or guidelines created by your instructor for this course.

When you do not give credit to the sources that you use, you are violating expectations for academic integrity as defined by Michigan State University and may be subject to the penalties described above. If you are not sure whether and how to cite sources for a given assignment type, consult with your instructor *before* the assignment is due. At minimum, provide a comment in your submitted document stating that you have a question about whether you have cited appropriately and sufficiently. Incorrect citation format in any assignment does not automatically constitute plagiarism. However, the line between incorrect formatting and a case in which you are knowingly using others' ideas or words without giving proper credit is sometimes difficult to discern. That is why we strive to use, and to teach you to use, citation practices that are common across instructors in the MAFLT and accepted by scholars, academic journals, publishing houses, and professional organizations in our field.

Disagreements and Appeals

If at some point during or after this course you have a dispute with an instructor about a grade, the application of a policy, or another aspect of the course, you should take the following steps: First, discuss the issue with your instructor in a live meeting (virtual or in person), not exclusively via email. Second, if you and your instructor are unable to resolve the dispute, you may contact the MAFLT Program Director. In the case of this course, the instructor is also the program director. Therefore you may take your concerns to the Director of the Center for Language Teaching Advancement, Dr. Felix Kronenberg.

OTHER UNIVERSITY POLICIES AND RESOURCES

Use of Materials from the Course

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students that are the copyrighted property of the course instructor are subject to the following conditions of use:

- **Use of instructional materials:** Students may use course materials including videos, lecture slides, and readings **only** for their own course-related purposes.
- **Sharing of instructional materials and recordings:** Students may not post any course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor, and if applicable, any students whose voice or image is included in the recordings.
- Any student violating the conditions described above may face academic disciplinary sanctions.

Disability Accommodation Requests

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at http://www.rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit: http://www.rcpd.msu.edu/Awareness/Home.

Counseling and Psychological Services (CAPS)

About CAPS: MSU Counseling & Psychiatric Services, CAPS, is the place on campus for students seeking help for a wide range of concerns, including depression, anxiety, stress management, homesickness, adjustment or acculturation, relationships, gender identity and sexual orientation (LBGTQ) concerns, substance abuse,

trauma, eating or body image concerns, and other personal mental health concerns. CAPS combines the services of the former MSU Counseling Center and former Olin Psychiatry Clinic to provide improved access for students. From: https://caps.msu.edu/about-us/index.html.

MSU Religious Observance Policy

It has always been the policy of MSU to permit students and faculty to observe those holidays set aside by their chosen religious faith. Students who are absent from classes on these days should not be seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. (Please see http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp).

Online Instructional Rating System

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the "online SIRS" system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at http://sirsonline.msu.edu.

Main Course Materials

Language Assessment: Principles and Classroom Practices 3rd Edition, 2018, by
H. Douglas Brown and Priyanvada Abeywickrama, Pearson Education, ISBN 0134860225

<div align="center">

Readings

</div>

Adair-Hauck, B., Glisan, E.W. & Koda, K. (2006). The Integrated Performance Assessment (IPA): Connecting Assessment to Instruction and Learning. *Foreign Language Annals*, 39(3), 359-382.

Andrade, H.G. (2000). Using Rubrics to Promote Thinking and Learning. *Educational Leadership. (57)*5, 13-18.

Braun, H. I., & Mislevy, R. (2005). Intuitive test theory. *Phi Delta Kappan*, 86(7), 488-497.

Brown, A. (2003). Interviewer variation and the co-construction of speaking proficiency. *Language Testing*, 20(1), 1-25.

Brunfaut, T. Assessing Listening (2016). In D. Tsagari & J. Banerjee (Eds.) *Handbook of Second Language Assessment.* De Gruyter Mouton.

Castaneda, M., & Rodríguez-González, E. (2011). L2 speaking self-ability perceptions through multiple video speech drafts. *Hispania*, 483-501.

Chui, C. S., & Dias, C. (2017). The Integration of E-Portfolios in the Foreign Language Classroom: Towards Intercultural and Reflective Competences. In *E-Portfolios in Higher Education* (pp. 53-74). Springer, Singapore.

Cox, T. L., Malone, M. E., & Winke, P. (2018). Future directions in assessment: Influences of standards and implications for language learning. *Foreign Language Annals*, 51(1), 104-115.

Docan-Morgan, T. (2015). The Participation Log: Assessing Students' Classroom Participation. *Assessment Update, 27*(2). 6-7.

Douglas, D. (2010). *Understanding Language Testing.* Routledge.

Edwards, J. G. H. (2013). Peer assessment in the classroom. *The companion to language assessment*, 2, 730-750.

Kissau, S., & Adams, M.J. (2016) Instructional Decision Making and IPAs: Assessing the Modes of Communication. *Foreign Language Annals, 49*(1). 105-123.

Macmillan, F. (2016) Assessing Reading. In D. Tsagari & J. Banerjee (Eds.) *Handbook of Second Language Assessment.* De Gruyter Mouton.

Martel, J. (2019). Washback of ACTFL's Integrated Performance Assessment in an intensive summer language program at the tertiary level. *Language Education & Assessment*, 2(2), 57-69.

McKay, P. (2006). *Assessing young language learners*. Chapter 5 "Classroom Assessment of Language Use" Ernst Klett Sprachen.

Sandrock, P. (2010). *The KEYS to Assessing Language Performance.* Chapter 4: Designing Rubrics to Assess Performance. ACTFL.

Thompson, G. L., Cox, T. L., & Knapp, N. (2016). Comparing the OPI and the OPIc: The effect of test method on oral proficiency scores and student preference. *Foreign Language Annals*, 49(1), 75-92.

Wagner, E. (2013). An investigation of how the channel of input and access to test questions affect L2 listening test performance. *Language Assessment Quarterly*, 10(2), 178-195.

Wagner, E., & Toth, P. D. (2014). Teaching and testing L2 Spanish listening using scripted vs. unscripted texts. *Foreign Language Annals*, 47(3), 404-422.

Winke, P. (2011). Evaluating the Validity of a High-Stakes ESL Test: Why Teachers' Perceptions Matter. *TESOL Quarterly*, 45(4), 628-660.

Winke, P. (2013). "The effectiveness of interactive group orals for placement testing." in K. McDonough and A. Mackey (Eds.) *Second Language Interaction in Diverse Educational Contexts.* John Benjamins.