



TSFL 2300

Department: TFSL

Course: TSFL 2300

Title: Testing and Evaluation

Catalog Description:

This course familiarizes potential teachers of second and foreign languages with theory and techniques in the the construction, analysis, use and interpretation of second language tests. It also introduces useful techniques of teacher self evaluation to improve the quality of instruction.

General Education Requirements: N/A

Semesters Offered: Spring

Credit/Time Requirement: Credit: 1; Lecture: 1; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: N/A

Justification:

Competence in the development and administration of language tests is essential for anyone who plans to become a language teacher. This course is designed to provide basic competence in this extremely important area of language teaching. It is a requirement for the AAS in Teaching Second and Foreign Languages.

Student Learning Outcomes:

Upon successful completion of this course, students will:

- be able to create and use language tests that will effectively measure second language proficiency in the various skill areas, that will meet the needs of students and the programs in which they study, and that will be motivating to language learners
- develop self evaluative abilities so that they will be able to critically assess both their testing and their teaching in order to improve the quality of instruction they offer.

Content:

This course will include:

- reflection on prior experiences with testing and evaluation
- test types and formats of
 - aptitude/placement
 - diagnostic
 - criterion vs. norm reference
 - discrete point vs. integrative

- proficiency
- achievement
- use and interpretation of commercially available language tests
- creating tests for the four skill areas of
 - speaking
 - listening
 - reading
 - writing
- conducting oral interviews
- evaluating test items
- scoring, interpreting, and using test results
- using tests to improve instruction
- principles and techniques of course and self evaluation.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students will read textbook materials, articles and scholarly material which they will need to give them an understanding of the different types of tests and different testing methods for all of the purposes for which language tests are given.

2) Write clearly, informatively, and persuasively.

Students will design their own tests and must be able to write a clear, concise framework for the test. They also will answer essay questions on quizzes and a final exam given in the class.

3) Speak effectively in a variety of contexts.

Students will learn how to justify their particular choice of test for a given skill area and given purpose. They will accomplish this through class discussion and role playing situations in which they may find themselves as language evaluators.

5) Apply a cultural and historical awareness to a variety of phenomena.

Students will learn that because of cultural backgrounds some students will respond to certain evaluation situations differently than others. They will also become aware of the historical (traditional) use of standardized tests.

8) Apply ethical reasoning to a variety of contexts.

Students will be able to discuss the pros and cons of using standardized tests, and come to realize that some tests are not beneficial for students in certain situations.

Key Performance Indicators:

- In addition to quizzes and homework assignments, students will design their own tests and evaluation instruments for the four skill areas of speaking, listening, reading, and writing. Homework assignments, quizzes, test design and delivery, and the final exam will be used to determine the course grade.

- Kathleen Bailey, *Learning About Language Assessment*, current edition, Heinle and Heinle Publishers.

Optimum Class Size: 10

Maximum Class Size: 20

Signatures:

I hereby submit this course syllabus:

Diane Ogden, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the TFSL Department:

, , , Chair

I hereby find this course consistent with the goals and resources of the Division:

Amber Epling, MSN, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)