



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 construction, analysis, use, and interpretation of second language assessment. 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:

This course is designed to provide basic competence in this area of language teaching. It is a requirement for the Teaching Second and Foreign Languages emphasis.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to create and use language tests that effectively measure second language proficiency in various skill areas. These forms of assessment must meet the needs of language learners and the programs in which they study, motivate language learners, and take into consideration the variables and cultural factors of language testing. Students will also develop self-evaluative abilities which enable them to critically assess both testing and teaching, and improve the quality of instruction.

Content:

- Test types and formats (e.g., aptitude/placement, diagnostic, criterion vs. norm reference)
- Creating tests for the four skill areas of language (speaking, listening, reading, writing)
- Other testing instruments for language instruction (oral interviews, self-evaluations, portfolios)
- Washback effect of tests on teaching
- Evaluating the effectiveness of tests

General Education Outcomes:

2) Write clearly, informatively, and persuasively.

Students will design tests and must be able to write clear, concise frameworks for tests. Students will receive instructor and peer feedback on writing assignments.

Key Performance Indicators:

At the instructor's discretion, the following criteria will be used for the purpose of assessment:

Attendance	15-25%
Homework	15-25%
Presentations	15-25%
Quizzes	15-25%
Tests	15-25%

Percentages are approximate.

Representative Text and/or Supplies:

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

Optimum Class Size: 12

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)