**Auburn University**Department of Curriculum and Teaching

**Instructor:** Dr. Sara Ahnell  
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**Fall Semester Office Hours:** By appointment  
**Fall Zoom Office Hours:** By appointment and Tuesdays 2-3, Wednesdays 11-12, Thursdays 2-3, Fridays 2-4

**Course:** CTSE 7540 Evaluation of Program in Area of Specialization: Models of Assessments for Communicative Language Teaching (3 hrs)  
**Date:** Fall 2024  
**Class Time:** Mondays, 4:10 PM - 7:00 PM Central Time  
**Location:** 1414 Haley and on Zoom

**Course Description:**In this course, we evaluate and investigate foreign language teaching effectiveness with attention to current instruments and models for assessment of communicative competence ability and proficiency in all three modes: interpersonal, interpretive, and presentational. Course readings will include a review of communicative language teaching, measurement theory, and assessment methods. High-Leverage Teaching Practices (HLTPs) will be integrated into the design and implementation of assessments and instruction. In addition, students will prepare and administer assessments for all three modes in a communicative learning environment.

**Course Objectives:**Students will be able to:

* Define and demonstrate an understanding of the importance of reliability and validity as they relate to different assessment models.
* Describe and interpret scores for constructs: Aptitude, Oral Proficiency.
* Define and demonstrate an understanding of Communicative Competence and its relationship to Communicative Language Ability (Bachman, 1990, 2022).
* Establish objectives and create integrated-performance assessments to evaluate communicative skills of students in all three modes based on students’ proficiency levels. Integrate the goals of the Standards for Foreign Language Learning and the Alabama Standards.
* Design differentiated oral assessments for interpersonal and presentational tasks using holistic or analytical rubrics and create a stable environment to conduct the oral assessments.
* Analyze the results of students’ oral interviews and adjust instruction based on the results, reporting this in your journal.
* Write up results concerning the environment for the assessments and what adjustments in instruction are planned, and how you reported the results to students and all stakeholders.
* Design and administer a unit test for a beginning or intermediate level Spanish or French class covering interpretive mode (listening and reading), presentational mode (writing), and the accuracy of the message within each mode (Grammatical Competence). Administer a questionnaire to students to determine their perceptions of the test, analyze, and reflect on the results of the questionnaires to adjust instruction accordingly.
* Incorporate High-Leverage Teaching Practices (HLTPs) for language instruction (Glisan & Donato, 2017, 2021) in the design and implementation of assessments and instruction.

**Required Core Texts:**

* Bachman, L. (2022). *Language Assessment in Practice: Developing Language Assessments and Justifying Their Use in the Real World*. United Kingdom: Oxford University Press.
* Glisan, E., Donato, R. (2017). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices Volume 1*. United States: ACTFL.
* Glisan, E., Donato, R. (2021). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices Volume 2*. United States: ACTFL.
* Hadley, A. O. (2001). *Teaching Language in Context*. Boston: Heinle & Heinle.
* Lee, J. F., VanPatten, B. (2003). *Making Communicative Language Teaching Happen*. United Kingdom: McGraw-Hill Education.

**Supplemental Texts (optional):**

* Bachman, L., Damböck, B. (2018). *Language Assessment for Classroom Teachers*. United Kingdom: Oxford University Press.
* *New Perspectives on the Development of Communicative and Related Competence in Foreign Language Education*. (2018). Germany: De Gruyter.
* Henshaw, F. G., Hawkins, M. D. (2022). *Common Ground: Second Language Acquisition Theory Goes to the Classroom*. United States: Hackett Publishing Company, Incorporated.
* Shrum, J. L., Glisan, E. W. (2015). *Teacher's Handbook, Contextualized Language Instruction*. United States: Cengage Learning.
* Troyan, F. J., Adair-Hauck, B., Glisan, E. W. (2023). *The Integrated Performance Assessment: Twenty Years and Counting*. United States: ACTFL.

**Reminder:** The readings and homework assignments listed in this syllabus are subject to change. Any changes will be announced in class and posted on Canvas. It is the student’s responsibility to keep up with any modifications to the schedule. This policy is in accordance with Auburn University’s guidelines to ensure course materials remain relevant and accommodate any unforeseen circumstances.

**Course Schedule:**

**Session 1: Virtual Orientation Video**

* **Due before 8 AM on Saturday, August 10th**
  + Watch the orientation video
  + Reading Assignment Due: Zais – 1 page excerpt on Indirect Measurement

**Weekend I: Saturday, Aug 10**

**Session 2:**

* **9:00-11:45 AM**
  + Introduction to Comprehensible Input – Dr. Sara Ahnell
  + Demo Lesson in German by Ms. Andrea Wilkinson

**Session 3:**

* **1:00-4:00 PM**
  + Reading Assignment Due: Zais – excerpt on Indirect Measurement
  + What is a Construct? Is Aptitude a Construct?
  + Introduction and Discussion: Scoring, reliability, and validity

**Monday, Aug 19:**

**Session 4:**

* Reading Assignments Due: Savignon - Chapter 6 pp. 209-231, Selected pages from aptitude test manual with homework questions
* Written Homework Due on Canvas: Sunday, Aug 18 by 11:59 PM CST
* Lecture/discussion: Language Testing: Reliability and Validity
* Discussion questions testing

**Monday, Aug 26:**

**Session 5:**

* Reading Assignment: Aptitude Test Manual
* Written Homework Due on Canvas: Sunday, Aug 25 by 11:59 PM CST
* Discussion: Language Aptitude Test (Predictive Validity)
* **Aptitude Test Reflections Due Sept. 2**

**Monday, Sept 2:**

* No class (Labor Day), Written Homework Due on Canvas for Reading Assignment: Glisan & Donato (2017) *Enacting the Work of Language Instruction: High-Leverage Teaching Practices--*Preliminary chapter, p. 1-19, Chapter 1: Facilitating Target Language Comprehensibility p. 20-39, Chapter 2: Creating a Discourse Community

**Monday, Sept 9:**

**Session 6:**

* Reading Assignment Due: Bachman (2022) - *Language Assessment in Practice* (Ch. 1-2) Free on Google Books: <https://www.google.com/books/edition/_/PQ6bEAAAQBAJ?hl=en&gbpv=1>
* Written Homework Due on Canvas: Sunday, Sept 8 by 11:59 PM CST
* Introduction to Bachman’s Model – Communicative Language Ability

**Monday, Sept 16:**

**Session 7:**

* Reading Assignment Due: Lee & VanPatten - Chapter 4: Goals for Language Instruction (pp. 74-95) (Already read in Session 2 of 7910)
* Written Homework Due on Canvas: Sunday, Sept 15 by 11:59 PM CST
* Lecture/discussion: Goals for instruction and assessment and OPI
* Additional Materials: Goals for Paso A and Premiere Etape
* Classroom Objects [Lesson Plan](https://www.auburn.edu/academic/classes/ctse/7540/shopping-lesson-plan.pdf) [Activities 2-4](https://www.auburn.edu/academic/classes/ctse/7540/shopping-activities2-4.pdf) [Activity 5](https://www.auburn.edu/academic/classes/ctse/7540/shopping-activity5.pdf) (Interpersonal Goal)
* [Goals for Paso A and Primiere Etape](https://www.auburn.edu/academic/classes/ctse/7540/goals_paso_a.pdf)
* [ACTFL Performance Guidelines](http://www.auburn.edu/academic/classes/ctse/7540/actfl-performance-guidelines.pdf)
* Example: Communicative Goal – Shopping for school supplies

**Monday, Sept 23:**

**Session 8:**

* Reading Assignment Due: Lee & VanPatten - Chapter 5: Tasks and Language Learning (pp. 98-114), Hadley (2001) - *Teaching Language in Context* (Chapter 5: A Proficiency-Oriented Approach to Listening and Reading)
* Written Homework Due on Canvas: Sunday, Sept 22 by 11:59 PM CST
* Lecture/discussion: Task-based Classroom Interpersonal Mode/Presentational Mode (Oral)
* [**Underhill - Excerpts on oral testing - Chapter 3**](http://www.auburn.edu/academic/classes/ctse/7540/underhill_oraltests.pdf)
* Information Exchange Tasks - **Text page** under additional materials
* [McCluer North Rubric - Oral Assessments](https://www.auburn.edu/academic/classes/ctse/7540/mccluer_rubric.pdf)
* [Pals Rubric Level 2 Analytic Rubric](http://www.auburn.edu/academic/classes/ctse/7540/Level2AnalyticSpeaking-22.pdf) [Pals Rubric Level 2 Holistic Rubric](http://www.auburn.edu/academic/classes/ctse/7540/Level2HolisticSpeaking-17.pdf)
* **OPI Descriptions Due Oct. 5**

**Monday, Sept 30:**

**Session 9:**

* Reading Assignment Due: Lee & VanPatten - Chapter 10: Assessing Student Performance (pp.195-208), Hadley (2001) - *Teaching Language in Context* (Chapter 9: Classroom Testing pp. 398-408)
* Written Homework Due on Canvas: Sunday, Sept 29 by 11:59 PM CST
* Lecture/Discussion: Classroom testing/Listening formats
* Sample Test Booklet: Listening formats – Spanish Paso A; French: Premiere Etape Interpretive Mode
* Lecture/Discussion: Classroom Assessments and Listening Formats

**Monday, Oct 7:**

**Session 10:**

* Reading Assignment Due: Hadley (2001) – *Teaching Language in Context* (Chapter 9: Classroom Testing pp. 192-208)
* Written Homework Due on Canvas: Sunday, Oct 6 by 11:59 PM CST
* Lecture/Discussion: More Listening formats
* Sample Test Booklet: Listening Formats – Interpretive Mode
* [Authentic Assessment Examples](https://www.auburn.edu/academic/classes/ctse/7540/authentic_assessment_examples.pdf)
* **Sample Test booklet: Listening formats for Spanish Paso A and French Premiere Etape** - See Canvas Home Page for sample tests and audio files.

**Monday, Oct 14:**

**Session 11:**

* Reading Assignment Due: Glisan & Donato (2021) - *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* (Preliminary chapter p. 1-11, Chapter 1: HLTP #7 Establishing a Meaningful and Purposeful Context for Language Instruction)
* Written Homework Due on Canvas: Sunday, Oct 13 by 11:59 PM CST
* Lecture/Discussion: Establishing Context for Language Instruction
* Lecture/Discussion: Testing Listening Comprehension
* **Listening Assignment Due: (Textbooks)**
* Hadley Omaggio Chapter 9 pp bottom page pp. 192-203.
* Sample test booklet: Listening formats only - TBA

**Monday, Oct 21:**

**Session 12:**

* Reading Assignment Due: Glisan & Donato (2021) - *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* (Chapter 2: Planning for Instruction Using an Iterative Process for Backward Design, HLTP #9: Engaging Learners in Purposeful Written Communication p. 65-90)
* Written Homework Due on Canvas: Sunday, Oct 20 by 11:59 PM CST
* Lecture/Discussion: Planning and Engaging Learners

**Weekend Seminar II: Friday, Oct 25:**

**Session 13 (Virtual):**

* Reading Assignment Due: Lee & VanPatten - Chapter 11: Reading Models and instruction (pp. 223-239)
* Written Homework Due on Canvas: Thursday, Oct 24 by 11:59 PM CST
* Lecture/Discussion: Reading Theory/Reading Instruction

**Saturday, Oct 26, on-campus or on Zoom:**

**Session 14:**

* **8:00 – noon**
  + Reading Assignment Due: Hadley (2001) – *Teaching Language in Context* (Chapter 9: Testing Reading pp. 410-413)
  + Written Homework Due on Canvas: Friday, Oct 25 by 11:59 PM CST
  + Lecture/Discussion: Testing Formats: Reading continued
  + Sample Test Booklet: Reading formats only (Interpretive Mode)
  + **Reading Assignments Due: Textbooks**
  + Sample Test Booklet: Reading formats only - TBA

**Session 15:**

* **1:00 – 4:00 PM**
  + Reading Assignment Due: Glisan & Donato (2021) - *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* (Chapter 4: HLTP #10 Developing Contextualized Performance Assessments)
  + Discussion: National Board Certification
  + Compare and Contrast IB testing and AP testing
  + Guest Presenter: Melyn Roberson

**Monday, Oct 28:**

**Session 16:**

* Reading Assignment Due: Lee & Van Patten - Chapter 13: Integrating Grammar into Communicative Language Teaching (pp. 268-273), Hadley (2001) - *Teaching Language in Context* (Chapter 9: Classroom Testing pp. 415-425)
* Written Homework Due on Canvas: Sunday, Oct 27 by 11:59 PM CST
* Lecture/Discussion: Teaching and Evaluating Writing
* Sample Test Booklet: Writing formats only (Presentational Mode)
* [Pals Rubric Level Two Analytic Writing](http://www.auburn.edu/academic/classes/ctse/7540/Level2AnalyticWriting-22.pdf)
* **Oral Assessment Projects Due-Friday, Oct 25**

**Monday, Nov 4:**

**Session 17:**

* Reading Assignment Due: Lee & Van Patten - Chapter 6: Input Processing and Structured Input (pp. 116-134)
* Written Homework Due on Canvas: Sunday, Nov 3 by 11:59 PM CST
* Lecture/Discussion: Issues in Teaching and Learning Grammar
* Sample Grammar Lessons - See Canvas

**Monday, Nov 11:**

**Session 18:**

* Reading Assignment Due: Lee & Van Patten - Chapter 7: Structured Output (pp. 137-165)
* Written Homework Due on Canvas: Sunday, Nov 10 by 11:59 PM CST
* Lecture/Discussion: Teaching Grammar: Structured Input & Output; Theory: Input/Output Hypothesis and Its Influence on Instruction
* Demos: Grammar Lesson: Megan Smith - 2nd person sing. present tense - Spotlight Demos; Grammar Lesson: Dr. Ahnell-2nd person singular present tense
* Sample Grammar Lessons - See Text Page

**Monday, Nov 18:**

**Session 19:**

* Reading Assignment Due: Lee & Van Patten - Chapter 8: From Input to Output (pp. 168-181), Chapter 9: Processing Instruction (pp. 183-193)
* Written Homework Due on Canvas: Sunday, Nov 17 by 11:59 PM CST
* Discussion: Testing Grammar
* Sample Test Booklet – Grammar only
* **Paper and Pencil Assessment Due on or before November 25**

**Nov. 25-29:  
Thanksgiving Break**

**Reading assignment:** Glisan & Donato (2017) *Enacting the Work of Language Instruction: High-Leverage Teaching Practices-*HLTP #4: Focusing on Form in a Dialogic Context Through PACE

**Monday, Dec 2:  
Session 18:**

* Review for Exam

**Wed.-Fri., Dec 4-6:  
Final Exam – administered off-campus by proctor.**

* Time determined by the student and proctor.

**Final Exam – administered on-campus, date and Time TBA.**

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**Course Requirements:**

1. Weekly reading assignments in texts with written homework as well as special reports. All homework is due on Canvas by 11:59 PM on the day before each session. Active participation during class discussions on the readings, homework, and course materials.
2. A description of the MLAT along with an interpretation of your score. (See rubric for criteria)
   * + Administered: Saturday, August 10
     + Description and reflections due: September 2
3. A description of the OPI along with interpretation of student scores. (See rubric for criteria)
   * + View recorded interviews on Canvas. Describe/interpret scores
     + Description, interpretation & reflections due: Friday, October 4

**Projects:**

1. Prepare, administer, and evaluate an oral assessment in a secondary foreign language classroom setting.
   * On-campus students: Administer oral assessments in a local high school
   * Distance students: Administer oral assessments in your own classes
   * Draft of oral assessment due: As ready
   * Completed project due on or before: Friday, October 25
2. Prepare, administer and evaluate a paper/pencil assessment in a secondary foreign language classroom setting.
   * On-campus students: Administer assessment in a local high school
   * Distance students: Administer assessment in your own classes
   * Draft of exam due: As ready
   * Completed project due on or before: Monday, November 25

**Evaluation Measures:**

* Course Requirements 1-3: 40% (20% for homework/discussions, 10% MLAT, 10% OPI)
* Projects I and II: 40% (20% for each project)
* Final Exam: 20%

**Absence Policy:** We will adhere to the attendance rules stated in the Student Handbook. If you must be absent for any of the stated reasons, you are required to advise me in advance of such absences. Students who make special accommodations should make an appointment to discuss the Accommodations Memo during my office hours as soon as possible. If scheduled office hours conflict with classes, please arrange an alternative appointment time. If you do not have an Accommodation memo, but need special accommodations, contact the Program for Students with Disabilities in 1244 Haley Center, 844-2096 V/TTY.

**Class Absence Make-Up Policy:** All absences must be made up. After you inform me of your absence, please watch the recorded video of the class that you missed. Write a detailed summary and send it to me for evaluation before the next class session. When I receive this and it is satisfactory, I will change your absence to an excused absence.

**Unannounced quizzes:** There will be no unannounced quizzes.

**Special Accommodations for Students with Disabilities:** Anyone requiring special accommodations should make an appointment to discuss the Accommodation Memo with the instructor as soon as possible. Students with disabilities may also contact the Program for Students with Disabilities in 1244 Haley Center (844-2096 V/TTY).

**Academic Honesty:** The University Academic Honesty Code and the Student eHandbook Policies pertaining to cheating will apply to this class.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Other:** An advanced level of proficiency in Spanish or French (Advanced Low or higher) is desirable to successfully meet the objectives required to pass this course.

**Distance Learning Students:** Students choosing to take tests with proctors shall do so under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

Digital audio recordings and related materials must be submitted by the due dates indicated unless there are extenuating circumstances that the student has discussed previously with the instructor. Otherwise, grades for late assignments will be lowered by one letter grade.

Students must have access to a computer system with broadband Internet access (preferably a cable modem or DSL), a current Web browser program, and appropriate digital devices. Students must also have high-quality digital audio capabilities in order to record their oral assessments. Access to a scanner or fax machine for exam proctor documentation is necessary as well. Students are responsible for knowing the operation of these aforementioned technologies. The instructor can give suggestions but cannot be relied upon to talk through problems that should be handled in detail by software/hardware experts.

It is the responsibility of the student to communicate as soon as possible with the instructor about any problems in technology as this is the main delivery system for the course. Temporary solutions may be worked out, but, in case of a terminal computer breakdown, the students must find another computer source for accessing class material and communicating via Internet.

The instructor cannot be available 24 hours per day, but will keep weekly electronic office hours as indicated at the first course meeting. During these periods, the instructor will check e-mail and discussion postings through Canvas and will be available through Zoom or phone. Students may request additional office appointments.

**Zoom Policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal face to face classroom. To the extent possible, please minimize distractions in the background.

I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom, please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Contingency Plan:** If normal class and/or lab activities are disrupted due to illness, emergency, or severe weather, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.