

SYLLABUS

LIN 891 Special Topics: Advanced Topics in Language Testing: Current Theories and Methods in L2 Rubric Design and Standards Setting for the U.S. Foreign Service Institute (1 credit)

Michigan State University, Department of Linguistics, Languages, and Cultures

Instructors:	Paula M. Winke, Ph.D.	Dylan Burton, M.A.
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Class Dates: September 21, 28, October 5, 12, 19, & 26, November 30, December 7

Synchronous meetings: Wednesdays, 1:30 to 3:30 PM Eastern on dates above, (16 contact hours); see Oct. 5 class information below for explanation of times on that date

- Final exam materials due by 11:59 PM Eastern, Wednesday, December 14, 2022
- Open office hours Fridays (see below)

Paula Winke's office hours: Fridays, 1:30 to 3:30 PM Eastern, or by appointment. Open office hours are at this location: <https://msu.zoom.us/my/winke>

To book a meeting by appointment with Dr. Winke, use MSU Bookings at the following link. Choose a 15-minute, 30-minute, or 60-minute time slot first, and then the date, to check for availability:

<https://outlook.office365.com/owa/calendar/Bookings.PaulaWinke@booking.msu.edu/bookings/>

Classroom Management System: LIN 891 Teams site

Course Description/Aims & Goals/Instructional Objectives:

In this course, we review current theories and methods in L2 assessment that overlap with the mission and vision of L2 testing and current test reforms at the U.S. Foreign Service Institute (FSI). The main goals and instructional objectives are:

Students will review and discuss current theories and hypotheses in L2 assessment related to:

- Rubric design
- Standards setting

As the final exam (deliverable) component, students will draft one of the following:

- An integrated rubric that could be used in FSI language testing and that aligns with current theories and hypotheses in SLA and language testing.
- Materials to be provisionally used in FSI language testing standards setting processes.
- Assessment materials for revised reading test evaluation(s).

Six of the eight course sessions will build on two broad topic areas from the fields of SLA, educational measurement, and L2 testing that strongly overlap with language assessment rubric design and standard-setting priorities within the FSI. The two final course sessions will be dedicated to presentations and peer and instructor review sessions of final project development plans. Enrolled students will be encouraged to participate in open office hours on Friday to discuss individual final projects/deliverables, which they will turn in at the end of the course (by 11:59 PM December 14, 2022). Feedback and final grades on the final projects/deliverables will be provided by the lead instructor (Dr. Winke) to the course enrollees within two weeks post final submission. Auditors may participate in all assignments and also obtain feedback from the lead instructor (Dr. Winke) if they would like, although the assignments are not required for auditors.

CLASS LOCATIONS, SCHEDULE, & TOPICS:

Date/Time	Topic Area
<p>Week 1: Wed., Sept. 21, 1:30-3:30 PM EST</p> <p>Zoom ID 160 376 3020</p> <p>https://fsi-statedept.zoomgov.com/j/1603763020</p>	<p>Theories and research on rating rubrics</p> <p><i>Guest Speaker: Dr. Nahal Khabbazzbashi</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Knoch, U. (2009). Chapter 3: Rating scales. <i>Diagnostic writing assessment</i>. Peter Lang. • Khabbazzbashi, N., & Galaczi, E. D. (2020). A comparison of holistic, analytic, and part marking models in speaking assessment. <i>Language Testing</i>, 37(3), 333–360. https://doi.org/10.1177/0265532219898635
<p>Week 2: Wed., Sept. 28, 1:30-3:30 PM EST</p> <p>Zoom ID 160 376 3020</p> <p>https://fsi-statedept.zoomgov.com/j/1603763020</p>	<p>Rubrics and speaking test constructs</p> <p><i>Guest Speaker: Dr. India Plough</i></p> <p>“Assessing speaking using analytic and holistic rubrics</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Knoch, U., Fairbairn, J., & Jin, Y. (2021). Chapter 1: Understanding raters and ratings. <i>Scoring second language spoken and written performance</i>. Equinox. • Roevers, C., & Kasper, G. (2018). Speaking in turns and sequences: Interactional competence as a target construct in testing speaking. <i>Language Testing</i>, 35(3), 331–355. https://doi.org/10.1177/0265532218758128
<p>Week 3: Wed., Oct. 5, 2:30-3:30, and 4:00-5:00 PM EST</p> <p><i>Use the same Zoom link for both sessions.</i></p> <p>Zoom ID 160 376 3020</p> <p>https://fsi-statedept.zoomgov.com/j/1603763020</p>	<p>Rubric validation and integrated skills assessment</p> <p><i>Guest Speaker: Dr. Ute Knoch</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Knoch, U., Deygers, B., & Khamboonruang, A. (2021). Revisiting rating scale development for rater-mediated language performance assessments: Modelling construct and contextual choices made by scale developers. <i>Language Testing</i>, 38(4), 602–626. https://doi.org/10.1177/0265532221994052 • Lam, D. (2021). Don't turn a deaf ear: A case for assessing interactive listening. <i>Applied Linguistics</i>, 42(4), 740–764. https://doi.org/10.1093/applin/amaa064 <p>Optional text for integrated listening assessment:</p> <ul style="list-style-type: none"> • Rukthong, A., & Brunfaut, T. (2020). Is anybody listening? The nature of second language listening in integrated listening-to-summarize tasks. <i>Language Testing</i>, 37(1), 31–53. https://doi.org/10.1177/0265532219871470 <p><i>Schedule individual meetings with Dr. Winke during this week to discuss preliminary final project plans. Note below the information that these can be solo, in pairs, or in groups.</i></p>

	Meeting = 20% of grade
Week 4: Wed., Oct. 12, 1:30-3:30 PM EST Zoom ID 160 376 3020 https://fsi-statedept.zoomgov.com/j/1603763020	An introduction to standard setting in L2 assessment <i>Guest Speaker: Dr. Luke Harding</i> Required Reading: <ul style="list-style-type: none"> Chapters 1–2 from Cizek, G. J., & Bunch, M. B. (2007). <i>Standard setting</i>. Sage. <p><i>Participants will orally share, in class, ideas (time limit = 2-minute pitch) that they have concerning their final project plans to gather peer feedback and to organize peer-feedback pods.</i></p> <ul style="list-style-type: none"> ✓ Presentation = 10% of grade
Week 5: Wed., Oct. 19, 1:30-3:30 PM EST Zoom ID 160 376 3020 https://fsi-statedept.zoomgov.com/j/1603763020	Standard setting inventories and procedures <i>Guest Speaker on Standard Setting at ETS: Dr. Spiros Papageorgiou TBD</i> Required Reading: <ul style="list-style-type: none"> Chapter 3 from Cizek, G. J., & Bunch, M. B. (2007). <i>Standard setting</i>. Sage. Papageorgiou, S., Tannenbaum, R. J., Bridgeman, B., & Cho, Y. (2015). <i>The association between TOEFL iBT test scores and the Common European Framework of Reference (CEFR) levels</i>. Research Memorandum ETS RM-15-06. https://www.ets.org/Media/Research/pdf/RM-15-06.pdf <p><i>Due before the start of class: Submit to “Proposal Outline” file folder in Teams a one-page proposal outlining the final project/deliverable plan.</i></p>
Week 6: Wed., Oct. 26, 1:30-3:30 PM EST Zoom ID 160 376 3020 https://fsi-statedept.zoomgov.com/j/1603763020	Customized standard setting for the U.S. FSI <i>Guest Speakers on Standard Setting at WIDA: Dr. Gary Cook and Dr. David MacGregor</i> Required Reading: <ul style="list-style-type: none"> Plake, B. S., & Hambleton, R. K. (2001). The analytic judgement method for setting standards on complex performance assessments. In G. J. Cizek (Ed.), <i>Setting performance standards: Concepts, methods, and perspectives</i> (pp. 283–312). Erlbaum. Bunch, M. B. (2012). Practical issues in standard setting. In G. J. Cizek (Ed.), <i>Setting performance standards</i> (pp. 415–438). Routledge. <p><i>Class participants will be assigned to peer review and provide comments on 3 selected proposal outlines. (Assignment list to be given in class; peer feedback due after class and within 5 days.)</i></p> <ul style="list-style-type: none"> ✓ “Proposal Outline” submission = 10% of grade ✓ Peer review of 3 peers’ submissions = 15% of grade

Week 7: Wed., Nov. 30, 1:30-3:30 PM EST Zoom ID 160 376 3020 https://fsi-statedept.zoomgov.com/j/1603763020	Presentations, peer- and instructor-review of final projects/deliverables that are on integrated rubrics for FSI language testing programs. (10% of grade)
Week 8: Wed., Dec. 7, 1:30-3:30 PM EST Zoom ID 160 376 3020 https://fsi-statedept.zoomgov.com/j/1603763020	Presentations, peer- and instructor-review of final projects/deliverables that are on standards settings materials or reading test scoring-reform materials. (10% of grade)

Wed, December 14, 2022: Submission of final project/deliverables by 11:59 PM Eastern to LIN 891 Teams.

- ✓ Final exam project/deliverable = 45% of grade

Examples of final exam projects/deliverables are below. Each student will meet individually with Dr. Winke to plan for their final exam project/deliverable in Week 3. These may be produced by an individual, a pair, or a group of students. Auditors are welcome to join groups and to participate at any level they would like, as long as the students taking the course for credit agree to their participation.

- Prototype of an integrated, analytic speaking and listening rubric for the FSI language testing context
- Prototype of a separate listening rubric to be used by the assessor (second rater, non-interlocutor), when two raters are present in an FSI language testing context
- Proposal/pilot of materials and/or procedure for standards setting in relation to an FSI language test
- Proposal/pilot of revised FSI reading test scoring plan
- Framework for analyzing cognitive processes or beliefs of raters using the new procedures (additional readings may be requested or required; please check in with Dr. Winke if you choose this option)

Grading Criteria (and methods used to determine final course grades)

A person's final course grade is an average (weighted based on the assignment percentages) of the 5 assignments for this course. Projects/deliverables in the course are not compared for grading purposes.

- ✓ Wk. 3: Meeting with Dr. Winke = 20% of grade
 - ✓ Wk. 4: Mini Presentation = 10% of grade
 - ✓ Wk. 5: "Proposal Outline" submission = 10% of grade
 - ✓ Wk. 6: Peer review of 3 peers' PO submissions = 15% of grade
 - ✓ Wk. 7-8: Presentations = 10% of grade
 - ✓ December 14: Final exam project/deliverable due = 35% of grade
- = 100% highest grade possible**

Grades: 93-100% = A (4.0): Superior performance and/or effort

84-92% = B+ (3.5): Good performance and/or effort

76-83% = B (3.0): Adequate performance and/or effort

68-75% = C+ (2.5): Below adequate performance and/or effort

60-67% = C (2.0): Insufficient performance and/or effort

52-59% = D+ (1.5) Insufficient performance and/or effort

44-51% = D (1.0) Insufficient performance and/or effort

36-43% = D- (0.5) Insufficient performance and/or effort

Below 36% = F (0.0) Insufficient performance and/or effort

When special or unusual circumstances occur, Dr. Winke may postpone assignment of the student's final grade by use of an I-Incomplete, a DF-Deferred, or an ET-Extension marker. Normally, in Dr. Winke's graduate classes, when a student is obtaining a grade below a 3.5 for any reason, Dr. Winke and the student begin discussing whether an I, DF, or ET should be used, or if assignments need to be adjusted or customized to better align with their particular situation. Please see the MSU Academic

Programs Catalog to learn more information about an I, DF, or ET and how they can be used and applied: <https://reg.msu.edu/academicprograms/Print.aspx?Section=528> Immediately talk to Dr. Winke if your grade falls below a 3.5. Please also note that under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services, including this course. The attainment of reasonable accommodations for this course and the assignments in this course can be assisted through a Verified Individualized Services and Accommodations (VISA) certificate. Please see MSU's Resource Center for Persons with Disabilities (RCPD) (<https://www.rcpd.msu.edu>) to receive aid in obtaining documentation of a disability or to obtain a needs assessment that will help you obtain an outline of reasonable accommodations.

Attendance Policy: Attendance is required, but students may opt to view the video recording post-class if needed, and/or visit with Dr. Winke during office hours to discuss what was missed. Permission to do so is not required. Please try to keep Dr. Winke up to date on your attendance if you cannot attend, but it is not required to do so. (She understands life is very unpredictable these days, during the (or hopefully post?) pandemic.)

Required and supplemental course material: There is no textbook for this special topics/advanced topics class. Instead, PDFs of the required readings will be provided via the course's Teams site. Supplemental readings are also provided via Teams.

Proctoring: There are no required proctoring arrangements to which students must adhere.