

## Arabic Teacher Programs

### Language Testing and Assessment

- ACTFL Integrated Performance Assessment (IPA) and proficiency-oriented assessment; task completion
- Oral Proficiency Interview (OPI/MOPI)
- NFLC on-line survey of pedagogical knowledge and skills
- Post-program interviews with trainees; classroom observation of practice teaching, pre- and post- teacher created tests for students, NFLC pre- and post-surveys; Program Evaluation Questionnaire
- Quizzes, rubrics for lesson planning, student assessments, micro-lessons and presentations, workshop evaluation; classroom outcome assessment; group evaluation of micro-teaching; daily evaluation; practice teaching; informal debriefings (formative) and survey (summative)
- Written assignments, opinion paper
- LinguaFolio, reflective journal documenting daily experiences and discussions
- STAMP, Praxis exams and West B exams; SOPA/ELLOPA rating training
- Thematic units and the interpretive, interpersonal and presentational tasks created by participants; selection of authentic texts or materials and how used
- Participant-produced products: wikispace sites, QUIA sites, PowerPoints, and MERLOT Personal Collections; see Arabic Video by Helen Albader and Nijmeh Zayed: <http://www2.mcdaniel.edu/german/startalk-newyork/startalknewyork.htm>