



DePaul Arabic STARTALK Summer Program

Teacher Program Curriculum Assessment Course Template June 16 - June 28, 2008

COURSE TITLE: Assessment in Arabic Language and Culture

NUMBER OF HOURS: 40+ hours

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BRIEF DESCRIPTION OF PROGRAM

Assessment in Arabic Language and Culture is a two-week intensive teacher training course that focuses on providing teachers with knowledge and skills relevant to assessment focusing on assessment of Arabic language and culture. Participants are teachers in the Chicagoland area who completed DePaul StarTalk Teaching Arabic as a Second Language course during summer 2007. Participants in this course will receive presentation/workshop on assessing culture, and a complete ACTFL OPI Training by a certified ACTFL OPI Trainer. They will then work with the instructor/s to develop standards-based lessons with the end in mind (or modify lessons developed last summer); review the current issues in assessing foreign language, assessment scales, and methods. They will develop sample traditional, authentic, peer, and self assessment aligned to instructional goals, activities, and strategies of standard-based lesson plans. They will also become familiar with portfolio assessment and its use, and develop portfolio assessment project outline for a learning scenario. They will also be able to identify appropriate for reading, writing, listening, and culture based on a communicative focus on learning foreign language. Participants will also have the opportunity to network with other teachers and professionals and attend professional presentations and workshops.

Note: ACTFL Proficiency Guidelines, the Arabic version of the K-12 Arabic National Standards, and the Basic Components of Lesson Plan document will be provided to the course participants prior to attending the course to allow ample time for review. The instructor will be available online, by phone, and in person to answer any question related to these guidelines.

The main course objectives are:

1. Review K-12 Arabic National Foreign Language Standards, ACTFL Proficiency Guidelines, K-12 Proficiency guidelines, and the components of lesson plan.
2. Become trained in ACTFL OPI assessment.
3. Become familiar with current issues in foreign language assessment.

4. Define terms related to assessment including validity (content validity, systemic validity, and face validity) and reliability.
5. Become familiar with traditional tests, alternative assessment, and peer and self assessments.
6. Become familiar with components, and use of portfolio assessment for assessing the three modes of communication, and the others Goals of the K-12 National Standards.
7. Identify assessments that determine students’ grammar proficiency, cultural knowledge and skills, listening comprehension, and reading and writing in the communicative model.

WHAT ENDURING UNDERSTANDINGS ARE DESIRED?

- *Recognize the importance of incorporating authentic assessment when assessing the three modes of communication and culture.*
- *Recognize that different language skills (listening, speaking, reading, and writing) might require different strategies, activities, and tools of assessment.*
- *Understand the function and important of using portfolio assessment.*
- *Recognize the importance of aligning assessment to well developed teaching goals and strategies that are based on the K-12 National Standards and relate to students language level.*

WHAT ESSENTIAL QUESTIONS WILL GUIDE THIS PROGRAM AND FOCUS TEACHING/LEARNING?

- *How can the K-12 Arabic National Language Standards, ACTFL Proficiency Guidelines, K-12 Proficiency guidelines, and the components of lesson plan impact assessment.*
- *What are the competences and skills needed to conduct modified ACTFL OPI assessment?*
- *What is the current issues related to foreign language assessment?*
- *What are the main terms and concepts related to assessment including validity (content validity, systemic validity, and face validity) and reliability?*
- *What are traditional tests, alternative assessment, and peer and self assessments and how can they be used assess language?*
- *What are the components of portfolio assessment and how it can be used for assessing the three modes of communication, and the others Goals of the K-12 National Standards?*
- *How can grammar proficiency, cultural knowledge and skills, listening skills, reading in the communicative model, and writing skills be assessed.*

Program Content:

The content of the course will include the following:

Day 1	
Topic: Introduction – Assessing Culture	Can Do Statements
<ul style="list-style-type: none"> - Introduction to the course and its requirements. - Review of the Culture Goal, its standards, and progress indicators. - Introduce culture assessment tool and develop progress indicators for appropriate grade levels. 	<ul style="list-style-type: none"> - I can fully explain the Culture goal, its three main components, and progress indicators. - I can assist in assign age appropriate indicators to culture assessment tool for Arabic language and culture. <p><u>Assessment:</u></p>

	<ul style="list-style-type: none"> - Classroom Discussion - Develop progress indicators for Arab culture assessment tool. - Daily reflective journal.
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Day 2 - 5	
Topic: ACTFL OPI Training	Can Do Statements
<ul style="list-style-type: none"> - Participants will receive a complete ACTFL OPI Training by an ACTFL OPI Certified trainer as participant or observer. - ACTFL Guidelines for speaking. 	<ul style="list-style-type: none"> - I can perform tasks specified in the ACTFL OPI Training manual. <p><u>Assessment:</u></p> <ul style="list-style-type: none"> - Meet requirements for ACTFL OPI training certificate (10 participants) - Develop modified ACTFL OPI scenarios and products (10 participants). - Reflective journal (ACTFL OPI)

Day 6	
Topic: National and State Standards	Can Do Statements
<ul style="list-style-type: none"> - The relevance of K-12 Arabic National Foreign Language Standards, ACTFL Proficiency Guidelines, K-12 Proficiency guidelines, and the components of lesson plan to effective assessment in the communicative approach. - Current issues in foreign language assessment. - Terms related to assessment including validity (content validity, systemic validity, and face validity) and reliability. - Develop/select a lesson to develop assessment for. 	<ul style="list-style-type: none"> - I can explain the relevance of Standards and proficiency guidelines to assessment. - I can define assessment concepts and discuss latest assessment issues. <p><u>Assessment:</u></p> <ul style="list-style-type: none"> - Quiz: Define terms related to assessment. - Class Discussion & feedback - Daily reflective journal.

Day 7	
Topic: Types of Assessment I	Can Do Statements
<ul style="list-style-type: none"> - Traditional tests (pencil-paper test for measuring tests to measure students' knowledge of language forms, and listening and reading comprehension ability. - Alternative assessment: purpose and use; tasks suitable for alternative assessment, alternative assessment methods such as (checklists, rubrics); alternative assessment and class activities. 	<ul style="list-style-type: none"> - I can recognize the purpose of traditional tests and can develop valid pencil-paper tests. - I can develop alternative assessments suitable to various class activities including checklists and rubrics. <p><u>Assessment:</u></p> <ul style="list-style-type: none"> - Class Discussion - Products: Develop and modify

	<p>individual lesson plan with clear goals teaching strategies, and activities.</p> <ul style="list-style-type: none"> - Products: Develop/evaluate effective sample traditional test items. - Products: Develop/evaluate sample alternative assessment including checklists and rubrics. - Daily reflective journal.
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Day 8	
Topic: Types of Assessment II	Can Do Statements
<ul style="list-style-type: none"> - Peer assessment: Conditions for effective assessment. - Learning strategies as relate to self assessments. - Self assessments: Key elements of successful self-assessment (setting goals, strategies for self monitoring and assessment). - Definition of Portfolio assessment and its use. 	<ul style="list-style-type: none"> - I can recognize the conditions required for effective peer-assessment. - I can identify learning strategies and explain how they are related to self assessment. - I can identify key elements of successful self-assessment and their role in developing effective self assessment. <p><u>Assessment:</u></p> <ul style="list-style-type: none"> - Develop/evaluate self assessment strategies and activities related to personal lesson. - Completing form for setting reasonable goals. - Daily reflective journal.

Day 9	
Topic: Portfolio Assessment	Can Do Statements
<ul style="list-style-type: none"> - Essential steps necessary to design and implement a portfolio assessment project (set assessment purpose, identify instructional objectives, match task to objectives, set criteria, determine organization, monitor progress, evaluate the portfolio process). - Portfolio Content (Can do statements, artifacts) - Linguafolio as an example - Integrating portfolio assessment and instruction. 	<ul style="list-style-type: none"> - I can recognize and discuss steps needed to design and implement a portfolio assessment project. - I can create a portfolio scenario and outline of a portfolio project. - I can integrate portfolio assessment and instruction. <p><u>Assessment:</u></p> <ul style="list-style-type: none"> - Peer work: Complete Designing Portfolio Assessment Form. - Group work: Create a portfolio scenario and outline a portfolio assessment project for that scenario - Daily reflective journal.

Day 10	
Topic: Identifying Effective Assessment	Can Do Statements
<ul style="list-style-type: none"> - Specific activities, strategies, and assessment for grammar, listening, reading, and writing. - Present portfolio scenario and outline a portfolio assessment project for that scenario to the class. 	<ul style="list-style-type: none"> - I can identify activities, strategies, and assessment appropriate for grammar, listening, reading, and writing. - I can present my portfolio project to my peers.
** End of the program celebration	<u>Assessment:</u> <ul style="list-style-type: none"> - Peer and instructor feedback

TECHNOLOGY INTEGRATION:

- Use the Internet to locate professional resources and information.
- Use technology to access and share information (submit digital assignments, for discussion, and to access additional resources, assignments, and materials on blackboard).
- Use technology to develop strategies, activities and assessment.
- Use the Internet to locate information, authentic materials, and cultural resources.
- Learn to add and use Arabic language to their PC’s and switch between English and Arabic.

ASSESSMENTS:

Various types of assessment will be used to determine students’ knowledge and skills acquired during the course. This will include, but will not be limited to:

- In Class Observation
- Self-assessment tools
- Quizzes and Tests
- Daily reflective journal.
- Various test samples
- Micro-Teach
- Participants seeking graduate and undergraduate credit have to complete a portfolio that includes in addition to material developed for class, a philosophy statement, bibliography, and list of resources. Participants seeking graduate credit have to also complete three article reviews, and write 7-8 pages research paper.

REQUIRED RESOURCES:

- Access to computer, internet, LCD projectors, DVD, and Tape-Players in class.
- Access to computer lab with Arabic configuration and printing capabilities.
- Various handouts, forms, and sample assessments.

INSTRUCTIONAL STRATEGIES:

The course will be a combination of presentations, discussion, and performance-based tasks. Participants will have the opportunity to share their ideas, learn from peers through group-work, and receive constant instructor feedback. They will also have the opportunity to develop various assessment products and present them to their peers. All participants are strongly encouraged to attend the National Arabic Language Conference that will be held at DePaul University June 13-15

to have exposure to various current issues relevant to the field, and the opportunity to network with professionals in their area of interest.

DIFFERENTIATION OF INSTRUCTION:

The participants have uniform core knowledge through their successful completion of StarTalk teacher training program during summer 2007. Still, their teaching experience and teacher training varies in quantity and quality depending on the length of their teaching Arabic as a second language, years that have been teaching in general, the positions they held, the place of their work, their educational level and source. Participants will be grouped to maximize collaboration and peer-teaching.

WHAT DO THEY ALREADY KNOW THAT WILL HELP THEM LEARN NEW INFORMATION?

Participants have already successfully completed DePaul StarTalk Teaching Arabic as a Second Language course during summer 2007. They know fundamentals of teaching foreign language, are familiar with K-12 Arabic National Standards, are familiar with various methods for teaching foreign language, can develop lesson plans and teaching material, and aware of the professional standards for teachers of Arabic.