



STARTALK Proficiency Assessment Training Program
Syllabus

Purpose: This document outlines the schedule and syllabus of the STARTALK Proficiency Assessment Training Program. This program will help STARTALK program directors, instructors, and/or teacher trainers learn about and plan for assessment in STARTALK summer programs.

Dates:

June 5 – July 2: Online Modules

July 6 – July 14: Face-to-face Workshop (2 days)

July 17 – August 13: Follow-up Online Modules

September 4 – October 8: Optional Oral Proficiency Training

Instructors: Margaret E. Malone, Lynn Thompson, Victoria C. Nier, and Anne E. Donovan of CAL

- 1. Online Modules:** In the first part of the course (June 8 – July 5), participants will complete 4 online modules.

This chart describes the content for the first four online modules.

Module	Dates	Topics
1	June 5 – June 11	Introduction to the course and technology
2	June 12 – June 18	Introduction to assessment STARTALK classroom assessment: formative and summative assessment Standards-based assessment
3	June 19 – June 25	Introduction to assessment Key concepts: practicality, reliability, validity, and impact
4	June 26 – July 2	Assessing different skills: listening, speaking, reading, and writing
Module 5:	July 24 – August 6	Review Best Practices in Task Development*
Module 6:	August 7 – August 27	Developing Interpretive Listening Tasks*
Module 7:	August 28 – September 10	Developing cultural competence*
Module 8:	September 11 – September 24	The Assessment Process*



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This chart describes the weekly schedule for each online module.

Module opens	Friday at 3:00 p.m.
Discussion boards	Checked Monday and Thursday
Quiz due	Thursday
Assignments due	Thursday
Chat sessions	TBA

- 2. Face-to-face Workshop (2 days):** In the middle of the course, participants will come together for a 2-day, face-to-face workshop at CAL in either July or August. Workshops will be offered in both months, and participants may choose which works best for their schedule. Workshop content will be similar for both.

This chart describes the content for the face-to-face workshop.

Day	Topics (including but not limited to)
Day 1	Needs assessment Review of online modules: key concepts, language skills, National Standards
Day 2	Planning and sequencing assessment Developing assessment tasks

- 3. Optional Oral Proficiency Training:** After completing the course, participants may enroll in optional, online oral proficiency training courses targeted to the age of their students.

Assessing K-8 Learners: *Moderated Introduction to SOPA* course

The *Student Oral Proficiency Assessment (SOPA)* is an oral proficiency test appropriate for foreign language learners in grades K-8. This online course discusses the purpose, background, and format of the *SOPA*, *Immersion and FLES SOPA* tasks, effective *SOPA* interviewing and rating tips, and gives practice administrating and rating the *SOPA* with a pair of students. Participants will have access to the *CAL Oral Proficiency Assessment Administrator's Manual*. *Moderated Introduction to SOPA* is a three-to-four module online course.

Assessing 9-16 Learners: *Assessment Training On-Line (ATOL)* course

The *Simulated Oral Proficiency Interview (SOPI)* and *Computerized Oral Proficiency Interview (COPI)* are oral proficiency tests appropriate for foreign language learners in grades 9-16. *Assessment Training On-Line* is a moderated online course that provides a basic orientation to the *SOPI* and *COPI*, their background and development, and their rating scale for language educators interested in finding appropriate oral proficiency assessments and increasing their assessment literacy. *ATOL* is a five module online course.