

# Development of a Computer-Based Workshop to Foster Language Assessment Literacy

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## Abstract

This article describes the development of a computer-based, self-access resource designed to increase foundational assessment knowledge among instructors of less commonly taught languages (LCTLs). The article begins with a review of the need for the project, describing the importance of assessment literacy for educators particularly within the LCTL context. Next it discusses a technology-based approach to providing LCTL educators with professional development materials designed to foster such assessment literacy. Specifically, it describes a downloadable workshop called *Assessment for Language Instructors: The Basics*, created for instructors and administrators of the STARTALK program, a federal initiative to provide summer LCTL programs for K-16 students along with professional development for instructors of these languages. The article provides a case study of this project, describing the workshop objectives, development methodology, content, and learner outcomes. Finally, challenges associated with the project and ways to address these challenges are presented.

## 1. Introduction

Reliable and valid assessment is essential to teaching and learning (Brown, 2004). For instructors, sound assessment practices have positive washback on classroom instruction (Hughes, 2003), providing insight into student progress and information about the areas in which learning has been successful and those in which im-

provement or change may be needed. For learners, assessment provides an opportunity for feedback on what they have learned and their progress to date. Appropriate assessment practices can promote student achievement and contribute to a positive learning culture (Hughes, 2003; Popham, 2009; Shepard, 2000). Such assessment practices include not only the summative assessments that typically occur at the end of a unit or course, but also ongoing formative assessments that can informally measure student progress and provide feedback to instructors and learners alike (Black & Wiliam, 2009; Brown, 2004). For language instruction in particular, regular measurement of progress can help identify learning gains as well as areas for improvement as students advance in proficiency (Stoynoff & Chapelle, 2005).

Current trends in language education place increased emphasis on assessment and evaluation, especially as new efforts emerge to increase the national language capacity in less commonly taught languages (LCTLs) (Birkbichler, 2007; Brecht, 2007; Ruther, 2003). Effective program evaluation can both identify strengths and point to approaches for improving program outcomes, but it is dependent on sound assessment of student progress (Norris, 2009). However, standardized, nationally available assessment tools in LCTLs are in short supply, meaning that instructors must often create and implement assessments on their own. Advocacy for continuation or establishment of LCTL programs must therefore be anchored in effective and well-documented assessment practices.

This article examines a recently developed teacher training resource designed to improve foundational knowledge of assessment for LCTL instructors. Disseminated in the form of a self-access workshop, the resource can be downloaded by instructors at no cost via the Internet. The article begins with a review of the need for the project, describing the assessment challenges facing LCTL instructors. Next it explains the importance of assessment literacy for educators, particularly within the LCTL context, and describes a computer-based, self-access approach to professional development in assessment literacy for LCTL educators. The article then describes the process used to develop this downloadable language assessment literacy workshop, outlining the workshop objectives, development methodology, content, and learner outcomes. Finally, challenges asso-

ciated with the project and ways to address these challenges are presented.

## 2. Need for the Project

The number of LCTL programs in the United States and enrollment numbers in LCTL courses have risen dramatically in recent years (Furman, Goldberg, & Lusin, 2007; Rhodes & Pufahl, 2009; Welles, 2004). The percentage of Chinese language programs at elementary and secondary schools increased more than tenfold from 1997 to 2008 (Rhodes & Pufahl, 2009). At post-secondary institutions, enrollment in Chinese programs increased by 81.0% between 1998 and 2006 (Furman et al., 2007). Similarly, there has been a great increase in the number of schools that teach Arabic, with a 100% increase among elementary schools and a 60% increase among secondary schools from 1997 to 2008 (Rhodes & Pufahl, 2009). Enrollment in Arabic programs at the post-secondary level more than quadrupled between 1998 and 2006 (Furman et al., 2007). A survey of 204 less commonly taught languages at post-secondary schools showed an overall increase in enrollment of 30% between 2002 and 2006 (Furman et al., 2007).

The availability of assessment tools for LCTLs has not kept pace with the growing number of LCTL programs and students in the United States; valid and reliable assessments in these languages are still not widely available or accessible to classroom teachers (Nier, Donovan, & Malone, 2009). As shown in Table 1, a search of the Foreign Language Assessment Directory (Center for Applied Linguistics, 2009), a large-scale aggregation of standardized foreign language tests, returned only 21 Mandarin Chinese tests and 14 Arabic tests, compared with 71 tests of Spanish and 56 tests of French. For grades PreK-5, a search identified just five Mandarin Chinese tests and four Arabic tests. There are no tests listed for the majority of the aforementioned 204 LCTLs taught at the post-secondary level. Table 1 shows the number of tests available for selected languages.

**Table 1. Tests Listed in the Foreign Language Assessment Directory**

Language	Number of Tests
Spanish	71
French	56
Chinese	21
Arabic	14
Turkish	6
Swahili	4
Dari	2

Note: Adapted from the *Foreign Language Assessment Directory* (Center for Applied Linguistics, 2009).

Of the LCTL tests that are available, many are either impractical for the typical classroom teacher to implement (because of the required costs or training necessary for administration) or inappropriate for learners based on age or proficiency level. This dearth of readily available assessment materials means that LCTL instructors often need to create their own assessments—a challenge for any instructor, but particularly daunting to those who lack training in the foundational concepts of language assessment. Furthermore, even when standardized tests such as those listed in the Foreign Language Assessment Directory can be used, they do not constitute a complete assessment plan. Instructors need training on how to create an effective assessment plan that integrates formative as well as summative assessments into their curriculum (Heritage, 2007).

Surveys and focus groups with LCTL educators have shown that instructors have difficulty finding assessment tools that are appropriate for their classrooms (Malone, Swender, Gallagher, Montee, & Whitcher, 2009; Swender et al., 2007). According to the research by Malone et al., LCTL instructors frequently reported using standardized tests out of context and for languages or testing purposes other than those intended by test developers (2009). These two studies also showed that LCTL instructors want more information on selecting

and developing assessments, interpreting test scores, and reporting test scores. There is therefore a clear need for professional development on assessment to enable LCTL instructors to cultivate assessment practices that lead to accurate measurement of student progress and quality language instruction.

### *2.1 Assessment Literacy and LCTL Instruction*

Jackson and Malone (2009) emphasize that for students to learn languages, well-qualified teachers and high-quality instructional materials and assessments are critical. Language instructors and administrators need to know how to best select or develop reliable assessments that are valid for their purposes, practical to implement, and likely to have a positive impact on student learning. *Assessment literacy* is the term that has been proposed to describe what instructors need to know about assessment (Boyles, 2005; Hoyt, 2005; Schafer, 1993; Taylor, 2009). Stiggins (1995) suggests that assessment literacy among instructors means that they know "...what they are assessing, why they are doing so, how best to assess the achievement of interest, how to generate sound samples of performance, what can go wrong, and how to prevent those problems before they occur" (p.240). When assessment is properly aligned with teaching, it creates a relationship in which assessment informs and improves teaching, and vice-versa (Wiggins & McTighe, 2005). This beneficial feedback loop cannot be formed, however, if instructors do not understand and know how to apply the fundamental concepts of assessment.

Professional development to promote language assessment literacy must combine general assessment concepts with background information on language acquisition, language teaching methodologies, and the development and use of assessment tools (Inbar-Lourie, 2008). However, providing language instructors with consistent and high-quality pre-service professional development in assessment can be problematic (Malone, 2008; Nier, Donovan, & Malone, 2009; Taylor & Nolen, 1996). LCTL instructors in the United States work for diverse private and public institutions, and these institutions vary greatly in their requirements of coursework and training for instructors. Training on how to reliably and validly select, administer, and interpret tests is often overlooked in pre-service requirements (Boyles, 2005; Malone, 2008). Issues of cost, time, and mobility may

prohibit in-service language instructors, especially those who are not full-time teachers, from seeking professional development opportunities to address this gap in assessment training.

Technology-mediated professional development approaches can mitigate both financial and logistical challenges that preclude access to professional development opportunities and can thus supplement conventional face-to-face training. Computer-based materials can be easily disseminated to language instructors via the Internet for free or at minimal cost. Self-access materials allow users to cover material at their own pace, focus on the topics in which they are most interested, and devote more time to learning material that is unfamiliar (Kenyon, 1997). Materials that can be accessed from anywhere with an Internet connection at any time allow for a wider reach of influence than traditional face-to-face workshops or online courses that can be used only within a limited timeframe of synchronous interactivity.

### **3. Case Study: A Self-Access Workshop to Foster Language Assessment Literacy**

To provide accessible professional development on foundational principles of assessment for LCTL instructors most in need of assessment literacy, a downloadable workshop called *Assessment for Language Instructors: The Basics* was developed in 2009-2010. The workshop was funded by a grant from STARTALK, a federal initiative to provide summer LCTL programs for K-16 students and professional development for instructors of these languages. In 2010, STARTALK funded 156 student programs across 83 different sites in the United States to teach Arabic, Chinese, Hindi, Persian, Swahili, Turkish, and Urdu (National Foreign Language Center, 2010b). The programs are by nature short-term, and vary in length from two weeks to two months. The following sections of this article describe the objectives, development methodology, and content of the self-access workshop, as well as results of pilots with LCTL instructors.

#### *3.1 Objectives of the Self-Access Workshop*

The overarching goal of *Assessment for Language Instructors: The Basics* is to establish a common foundation of assessment literacy

across STARTALK program directors, instructors, and teacher trainers in order to promote the use of effective assessment practices. Specifically, the workshop aims to teach users to:

1. Define essential testing terms.
2. Evaluate the practical considerations involved in test selection.
3. Identify purposes for different types of tests.
4. Determine factors that affect test reliability.
5. Locate additional resources to assist with test selection.

### *3.2 Methodology for Development*

To design a high-quality final product, the project team outlined three priorities for workshop development: to (a) employ best practices for distance learning; (b) present content that is appropriate for the target audience and achieve the workshop objectives regarding assessment literacy; and (c) create a product that is easy to access and use. This section outlines the project timeline and describes in detail how the three priorities were implemented.

#### *3.2a Project Timeline*

*Assessment for Language Instructors: The Basics* was developed through an iterative process of review and revision designed to ensure continuous progress and improvement during the project period of October 2009 to February 2010. Appendix A shows the project timeline based on two- to three-week iterations punctuated with specific benchmarks and reviews of the workshop versions. First, a draft storyboard of the workshop was developed using pre-existing assessment resources and training materials as templates. Professional programmers were hired to design the workshop software. New content was created to meet the needs of the audience of LCTL instructors with little to no formal background in assessment and different native language backgrounds; the project team based these anticipated needs on four years of experience working with the STARTALK program. During the development process, the workshop was reviewed multiple times by internal and external field experts, and content revisions were made based on feedback from expert reviewers. The workshop was then piloted on two occasions by a

total of 11 participants representing the target audience, with modifications made after both pilots.

### *3.2b Best Practices for Distance Learning*

Materials developed for distance learning necessarily differ from traditional classroom materials in order to present concepts in a clear fashion without the support of face-to-face instruction and interaction. Research on distance learning emphasizes the importance of constructing materials that maximize the benefits of the computer format while minimizing the potential for cognitive overload for the learner (Clark and Mayer, 2008; Goertler & Winke, 2008). During development, the project team adhered to the guiding principles for designing effective distance learning promulgated by STARTALK, the funding organization. These guidelines were based on research on cognitive processing and distance learning by Clark and Mayer (2008) that noted that humans process information in distance learning courses through two distinct cognitive channels: the auditory channel and the visual channel. Table 2 summarizes the principles and guidelines for designing effective distance learning resources along with the theories that motivate these guidelines.

**Table 2. Guidelines for Designing Effective Distance Learning Resources**

<b>Principle</b>	<b>Guideline</b>	<b>Theory</b>
1. Multimedia	Include words and relevant graphics, rather than words alone	People learn by constructing mental models of learned information.
2. Contiguity	Align words to corresponding graphics	When related text and graphics are separated it strains cognitive resources.
3. Modality	Present words as audio narration rather than on-screen text	Cognitive processing is most efficient when words are transmitted through the auditory channel and pictures are transmitted through the visual channel.

4. Redundancy	Explain visuals with words in audio or text, not both	Adding redundant on-screen text can overload the visual channel.
5. Coherence	Adding interesting material can hurt learning	Extra information can overload and disrupt the cognitive system because extraneous audio, graphics, and text compete for cognitive resources.
6. Personalization	Use conversational style and virtual coaches	People work harder to understand materials when they feel they are in a conversation with a partner.
7. Segmenting	Manage complexity by breaking a lesson into parts	Breaking complex content into segments gives the learner a chance to pause to process new information.

Note: Adapted from *Proven guidelines for designing effective e-learning* (Rice & Queen, 2009) and *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (Clark & Mayer, 2008).

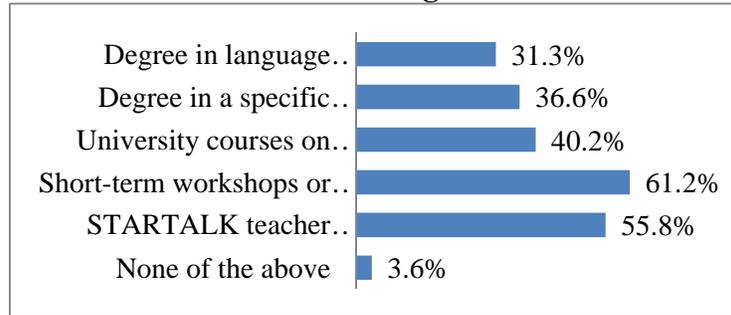
Graphic and text content for *Assessment for Language Instructors: The Basics* was developed in accordance with the seven principles outlined in Table 2. The workshop uses diagrams and photos relevant to and visually aligned with the text content. Content is segmented into brief pages without extraneous information or images. A virtual coach guides participants through the workshop, while a variety of representative LCTL instructors, all of whom use a conversational style, provide examples and situations from real classrooms. Because the addition of high-quality audio was not feasible within the project

timeline and budget constraints, the workshop relies only on the visual channel.

### *3.2c Quality and Appropriateness of Content*

Both the workshop content and the manner in which it is conveyed were critical to the workshop design. Regular reviews of the workshop ensured that content was consistent with current theory and practice in language testing and also relevant and accessible to the target audience of instructors of STARTALK programs. STARTALK instructors are varied in their backgrounds and professional profiles. There is currently no certification or set of specific requirements for STARTALK instructors, and the teaching backgrounds of these instructors vary greatly. In 2010, there were an estimated 450 instructors across STARTALK student programs. Post-program surveys of STARTALK instructors were administered as 2010 programs came to an end, and 205 responses had been received as of the date this article was authored. Of the STARTALK instructors who responded to the survey, only 17.2% reported English as a native language. Nearly two-thirds of the respondents are not full-time language instructors during the academic year; 33.8% reported working part-time during the academic year, and 29.3% do not teach any language during the academic year. Fewer than one-third of the instructors have a degree in language teaching, although many (56%) report taking advantage of STARTALK teacher training opportunities (National Foreign Language Center, 2010a). Figure 1 shows the extent to which survey respondents have training in language teaching.

**Figure 1. 2010 STARTALK Instructor Training in Language Teaching**



Note: Adapted from *STARTALK participant survey report: Program instructors* (National Foreign Language Center, 2010a).

The profile of STARTALK instructors made it especially important that the workshop content be culturally and linguistically appropriate for the target audience as well as aligned with the stated assessment literacy objectives. To this end, the workshop underwent external reviews by language testing experts and a content expert appointed by STARTALK, in addition to internal reviews throughout the development period.

Once the initial content was programmed, a panel of language testing experts was invited to a half-day session to review the workshop and provide feedback in a modified focus group format. An expert consultant assigned by STARTALK also reviewed the workshop twice during development and made suggestions for improvement. Protocols and guiding questions were developed for each external review in order to maximize efficacy and richness of response. Feedback from the expert review panel indicated that the workshop content was generally representative of the field and accessible to the target audience; modifications were made to address content and organizational issues identified by the language testing experts as hindering workshop objectives. For example, the expert reviewers emphasized the importance of understanding purposes for assessing students; consequently, the project team rearranged the workshop content so that the first module addressed this theme. The expert reviewers also worked with the project team to author appropriate definitions of essential testing concepts such as *reliability* and *validity*.

To ensure that workshop content was culturally and linguistically appropriate, two groups of target audience participants (N=11) piloted the workshop at different points during development. Pilot participants were LCTL instructors or students training to become LCTL instructors at the K-16 level. Table 3 shows the language of instruction of the pilot participants (also the native language in each case).

**Table 3. Workshop Pilot Participants by Language of Instruction**

<b>Language</b>	<b>N</b>
Arabic	4
Chinese	7
Dari	1
<i>Total</i>	<i>11</i>

Pilot participants were first given an explanation of the purpose and the content of the workshop. They were then asked to work through the workshop from beginning to end and prompted to reflect and take open-ended notes on the overall content of the workshop and the progression of the modules as well as the activities and quizzes, graphics, real-life scenarios, and glossary. When all participants had completed the workshop, a focus group-style discussion was conducted using protocols that included questions about the cultural and linguistic appropriateness of the workshop. Feedback from each pilot informed subsequent changes to the workshop content, organization, and functionality. For example, one participant suggested a summary page at the end of the workshop to briefly review the main points of each module, and the project team subsequently added such a page. Another participant proposed the use of bold keywords in the answer keys for open-ended responses to aid in user self-assessment of responses, and this feature was incorporated into the workshop. Overall, participant feedback indicated that the content and format of the workshop were appropriate for their needs. Quiz results and activity responses showed that participants were en-

gaged by the content and had met learning objectives for all of the workshop modules.

### 3.2d Ease of Use

*Assessment for Language Instructors: The Basics* is intended to reach an audience of STARTALK educators who may not have access to other professional development opportunities in language assessment due to cost or time constraints. The workshop is accessible to this audience because it is free and easy to download, self-paced, and takes only three or fewer hours to complete. However, unfamiliar technological platforms can also present difficulties for some users. To ensure ease of use, the workshop was designed following the aforementioned guidelines of distance learning design. Furthermore, protocols for the target audience pilots included questions about workshop ease of use and time requirements. Feedback on these matters from the two pilots was especially valuable in molding the workshop into its final form.

### 3.3 Final Product

*Assessment for Language Instructors: The Basics* consists of five main modules covering fundamental assessment concepts. The workshop also features a glossary of language assessment terms. Table 4 shows the organization of the workshop modules.

**Table 4. Organization of the Workshop Modules**

Introduction	Welcome to <i>Assessment for Language Instructors: The Basics</i>
Module 1	Purposes for Assessment
Module 2	Validity
Module 3	Reliability
Module 4	Practicality
Module 5	Impact
Conclusion	Next Steps

The first module outlines purposes for assessing student learning, and the remaining four modules describe principles of effec-

tive assessment: validity, reliability, practicality, and impact. In each module, users “meet” representational language instructors who show them how these principles affect planning and implementing assessment in their STARTALK programs. At the end of each module, workshop users complete an activity and a quiz to help them apply and assess what they have learned. Finally, the workshop identifies resources for continued learning about language assessment.

Throughout the workshop, users evaluate their own learning by completing self-assessed activities and quizzes. At the end of each workshop module, users complete an activity selected from one of two grade level options—K-8 or 9-16—and a quiz. The activities introduce workshop users to representational STARTALK instructors and prompt them with realistic scenarios for assessment in STARTALK programs. Users are asked to place themselves in that scenario and analyze the situation or solve a particular problem by applying concepts learned in the workshop. Activity questions are generally open-ended and workshop users respond in their own words. They then compare their responses to the suggested responses provided by the workshop. This format enables users to match their responses to the keywords and important concepts in the suggested responses. Quiz questions consist of short, constructed response or multiple choice prompts that ask users to recall specific content from the workshop modules. Again, users compare their responses on the quiz to expected responses. In this way, workshop users assess their own progress and know immediately which concepts they may need to review. STARTALK program directors or teacher trainers using the workshop as part of group training can measure participant learning by checking for successful completion of all modules and participants’ reporting of their ability to respond to activities and quizzes.

### *3.4 Workshop Outcomes*

The two target audience pilots helped to provide feedback about the outcomes of the self-access workshop. Table 5 shows some of the outcomes reported during the focus group-style discussions that followed workshop completion.

**Table 5. Workshop Outcomes Reported during Target Audience Pilots**

Guiding Question	Participant Response
What do you think of the content of the workshop? Was it comprehensible?	“The content is easy to comprehend. When I was taking a language assessment course I was confused about validity and reliability, but now it’s clearer. Also we didn’t learn about practicality in the course and now we know about it.”
What do you think about the sequence of lessons?	“It’s clear. One thing leads to another.”
What do you think about the glossary and glossary links?	“It was helpful that keywords such as ‘washback’ linked to the glossary.”
What did you think of the LCTL instructor scenarios?	“I liked seeing pictures with real faces.”

The objective of this workshop is to train STARTALK educators in the basics of assessment. Workshop users are able to apply lessons from *Assessment for Language Instructors: The Basics* immediately to incorporate effective assessment into their STARTALK summer program curricula. For STARTALK, the workshop outcome is a foundation of assessment literacy among instructors. Diffusing this fundamental knowledge of assessment has the potential to generate more valid and reliable assessments among LCTL instructors within and beyond the STARTALK program.

#### 4. Challenges

The development of this computer-based, self-access workshop revealed challenges inherent to any effort to foster assessment literacy among LCTL instructors. The following sections discuss these challenges, which include (a) reaching the LCTL educator; (b) maintaining ease of use while maximizing technological capabilities;

(c) selecting and organizing content within a limited scope; and (d) transforming theory into practice.

#### *4.1 Reaching the LCTL Educator*

LCTL educators in the United States have diverse demographic and professional backgrounds and work in a variety of educational settings and capacities. It is difficult to pinpoint the characteristics of LCTL instructors because no large-scale survey of these instructors has ever been conducted. In 1999, Johnston and Janus (2003) collected surveys from 234 LCTL instructors in the United States. The authors cautioned that the survey largely reached professors of LCTLs at post-secondary institutions who have been associated with their programs for some time; the results based on this limited sample may therefore not have been representative of the greater population of LCTL instructors. Among survey respondents, 61% reported a desire for professional development in assessment and 90% wanted assistance in advocating for LCTL programs. This difference in reported desire for assistance in advocacy and for assistance in assessment is noteworthy, as advocacy for LCTL programs must stand on a foundation of sound measurement of student progress and LCTL educators must have assessment knowledge in order to conduct such sound measurement. The authors also noted that “relatively few informants had extensive preparation specifically in pedagogy.” As reported earlier, many STARTALK instructors have a limited formal background in teaching. When gaps in teacher training are added to the often widespread stigma of assessment and evaluation among teachers (Stiggins, 1995), the road to expanding assessment literacy among LCTL educators seems strewn with obstacles.

Although the need for professional development opportunities in language assessment for LCTL educators is evident, it is not always easy to provide these opportunities. Many LCTL educators, especially within the STARTALK program, may not have access to traditional professional development due to limitations of cost or time. Technologically-mediated delivery of self-access materials can be used to address such difficulties and expand the potential sphere of influence of these resources; however, it is important that ease of use is considered in designing technology-based resources.

#### *4.2 Maintaining Ease of Use While Maximizing Technological Capabilities*

Using technology to supplement traditional professional development activities has clear advantages. Busy instructors can access materials at their convenience and in any location with an Internet connection, and they can streamline their learning by focusing on areas of importance to them (Goertler & Winke, 2008). Technology-based resources often present additional development challenges, however. Software and websites can be expensive to program. To remain current, websites require constant maintenance, which can also be expensive. Troubleshooting options must be provided to users on an ongoing basis. These issues can be addressed by keeping resources simple and streamlined and by using best practices for distance learning as outlined by Clark and Mayer (2008).

#### *4.3 Selecting and Organizing Content within a Limited Scope*

While the field is relatively small and young, research on language testing has been abundant in the last half-century (Malone, 2008; Taylor, 2009). However, as Taylor (2009) notes, “much of this material is specifically designed for those about to enter or already inducted into the language testing profession” (p.27). It can therefore be difficult to select and organize content appropriately for the distinct purpose of increasing assessment literacy among LCTL educators. One way to address this challenge is by using a frequently cited approach in the field of language testing: begin with learning objectives and work backward (Wiggins & McTighe, 2005). For example, Stiggins’ (1995) aforementioned definition of assessment literacy provides a solid start. Instructors need to know what they want to measure and why, and they need to know the best practices to follow when creating, selecting, scoring, and reporting the results of assessments. The workshop discussed in this article focused on these learning objectives by providing modules on the purposes for assessing as well as the key concepts of validity, reliability, practicality, and impact as they relate to the LCTL classroom.

#### *4.4 Transforming Theory into Practice*

Even with foundational knowledge in assessment literacy, effectively assessing student progress can remain a challenge for any instructor. While standards for assessment such as starting with clear objectives and avoiding bias are solidly based in research theory, they are rarely achieved consistently in the classroom (Stiggins, 1995). LCTL educators who completed the workshop described in this article expressed a desire for more concrete assessment materials to use in their classrooms. Professional development to promote assessment literacy must start with theoretical concepts such as validity and reliability, but the fruits of assessment training will be much more evident in the classroom if follow-up opportunities are provided in which educators can practice selecting assessments and creating their own performance tasks, rubrics, and checklists.

### **5. Conclusion**

The project described in this article shows the opportunities and challenges of increasing assessment literacy among LCTL instructors, particularly for those working in short-term language programs. The need for valid and reliable assessments to document student progress is clear. As the United States faces budget shortfalls in educational programs, such documentation may prove critical to the maintenance of language programs as they are examined for their efficacy, especially in the less commonly taught languages. Instructors and administrators who lack assessment knowledge cannot effectively implement valid and reliable assessments, and are thus fundamentally hampered in efforts to report on student outcomes in ways that are understandable and persuasive. While this project is limited in scope, it represents a small piece of an important national goal: to foster assessment literacy among language instructors in order to improve student learning in both more and less commonly taught languages.

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### Appendix A. Project Timeline

Iteration	Tasks
1	Planning meeting Workshop outline Draft glossary Draft storyboard
2	Draft table of contents Aggregate images Draft 2 glossary Draft 2 storyboard Recruit expert review participants Develop expert review protocol
3	Send draft storyboard to STARTALK reviewer Host expert review of content Revise content Program workshop quizzes and main content pages
4	Continue content revision Program quiz responses, activities, and activity responses Recruit target audience pilot participants Draft pilot protocol
5	Complete pilot workshop program Review and revise pilot protocol
6	Conduct Pilot #1 Revise workshop program Revise pilot protocol Conduct Pilot #2
7	Revise workshop program Conduct final edits/revisions of workshop content
8	Deliver materials to STARTALK