CIEP CURRICULUM ASSESSMENT GUIDELINES

(These guidelines were established as a result of the CIEP Instructor Survey conducted in August of 2014.)

OVERVIEW

What is curriculum assessment?

Curriculum assessment is defined as any method, instrument, or strategy the instructor uses to evaluate whether a student is meeting Student Learning Outcomes (SLOs) in a course. Find the SLOs on class syllabi here: https://ciep.uni.edu/syllabi. You can find more specific information for each class in the CIEPGroups Drive. For syllabi, overviews, and outcomes, go to the specific folders here: W:\CIEPGroups\CIEP teachers.

Name

- CIEP Entrance Exam to CIEP II
- CIEP I - High Beginner English
- CIEP II - Low Intermediate English
- CIEP III - Intermediate English
- CIEP IV - High Intermediate English
- CIEP V- Advanced English
- Other Materials
- Skill Based Curriculum
- Summer English Immersion

ASSESSMENT THEORY

What are the benefits of curriculum assessment?

- Most importantly, results of curriculum assessment tell the instructor how the students are doing. They inform curriculum decisions: should the class review material or move on to new material?

- Curriculum assessments motivate students to review materials and skills as they study for quizzes, tests, and exams.

- They mark the end of chapters or units and act as "station markers" in a course.

- If students succeed, they impact students in regards to feelings of achievement and self-esteem. They inform the students that they have learned something of value.

- If students do not do well, it can impact them emotionally as well. If students are tested early and frequently, instructors have a greater chance to intervene and guide students towards successful demonstration of learning outcomes before the course progresses too far and the student may fail the level. Such intervention can happen through student conferences or on midterm reports.

Qualities of Language Tests (Fulcher & Davidson, 2007; Bachman & Palmer, 1996; Carr, 2011)

Literature review of assessment theory show conventionally accepted qualities of language tests. Below is a summary of qualities that any assessment should incorporate when testing language ability, regardless of skill or level.

- Reliability: an assessment score is consistent across different testing situations and time periods; if there are different test versions or forms, the tests will all yield the same results in all groups (though a small number of outliers is always expected).

- Validity: the specific language ability being tested is accurately assessed through the testing instrument; the specific language is measurable and defined correctly.

- Generalizability: the test score is generalizable to language ability outside the testing situation.

- Authenticity: there is correspondence between the test task and target language use; test takers perceive the test item as authentic and relevant (this is always subjective and relative; some test tasks are useful in assessing language proficiency but are not authentic).

- Practicality: the resources required to create and administer an assessment are readily available to the instructor and students; this includes equipment and materials, people, and time.

- Washback: "the effect of a test on teaching and learning, including effects on all aspects of the curriculum, including materials and teaching approaches, as well as what the students do to learn and to prepare for tests; the effect of a test on learning and teaching." (Carr, 2011, p. 332)

ASSESSMENT PRACTICE

> **The overall purpose of curriculum assessment in the CIEP is for the instructor to evaluate whether each student is meeting specified SLOs.**
>
> This is based on a **calculated weighted grade of the course at 73% or higher**. (see "What are CIEP Weighted Grades?" on p. 13)

Information of grade weights can be found on class syllabi or in more detail in the section **CIEP Assessment Policies**.

In the CIEP, students are not evaluated by exit tests; rather, students are assessed regularly throughout the course with a variety of assessments that evaluate their learning of SLOs. The CIEP assesses students in a variety of ways. How the instructors do that is outlined below.

Placement Test

When students first arrive, their initial English proficiency is assessed during placement testing. Placement tests decide the initial placement a new student for each skill area; however, this placement test does not impact the grades they receive in their CIEP classes. Students may only take the placement test one time. If a student leaves the program and returns after six months or more, he/she must re-take the placement test.

Diagnostic Assessments

In the first days of each new class, the teacher diagnoses or assesses proficiencies and skills of students in that current level. Diagnostic tests are available for this purpose; they can be found in W:\CIEPGroups\CIEP teachers or in individual class folders in W:\CIEPPublic\Curriculum\Teacher Resources. The instructor may decide to place points on diagnostics. *Diagnostic tests are not mandatory*, but many instructors find them useful (see "Diagnostic Tests" on p. 5).

Example of CIEP III Grammar Diagnostics folder:

Name	Date modified	Type	Size
CIEP III LS, Grammar Diagnostic.docx	5/11/2022 2:53 PM	Microsoft Word D...	17 KB
CIEP III RW Diagnostic.docx	5/11/2022 2:53 PM	Microsoft Word D...	42 KB
LS Script.docx	5/11/2022 2:53 PM	Microsoft Word D...	8 KB
Reading Diagnostic Answer Key.docx	5/11/2022 2:53 PM	Microsoft Word D...	51 KB

This PC > CIEP (W:) > CIEPPublic > Curriculum > Teacher Resources > CIEP III - Intermediate English > Diagnostics

Summative and Formative Assessments

During regular class time, students are informally assessed by the teacher through tasks such as homework or group work. This is *formative assessment*. Students are assessed formally through testing such as short quizzes, chapter tests, and final exams. This is *summative assessment* (Ur, 2012; p. 167). Thus, assessment is both the formal and informal methods of evaluating the achievement in students' learning; *testing* is the formal and grading assessment of student achievement of SLOs.

What are examples of curriculum assessment?

- Curriculum assessment can be formal or informal. Here are some examples:

Formative/Informal (usually not graded):	Summative/Formal (usually graded):
o Worksheets	o Quizzes, tests, or exams
o Textbook exercises in class	o Presentations
o Homework	o Weekly Academic Readings
	o Written Compositions

- Curriculum assessment can be direct or indirect. Here are some examples:

Direct:	Indirect:
o TOEFL, Placement, or Exit Tests	o Pass/fail rates
o Standardized or teacher-created quizzes, tests, or exams	o Teacher feedback forms
o Presentations	o Student evaluations
o Rubrics	o Exit surveys
o Compositions or research papers	

What is NOT curriculum assessment?

- Anything that is given as punishment or for the purpose of classroom or behavior management does not fulfill the purpose of assessment of SLOs.

  Here are some examples:

    o *My students keep speaking their native language in listening and speaking, so I'm giving them a quiz every day until they stop.*
    o *My class isn't reading, so I'm giving them a test to make them read.*
    o *You will get 5 daily points for participation.*
    o *Your grade will be lowered for poor attendance.*

What are the drawbacks of assessments? How can instructors and staff improve these situations?

A. *Curriculum assessments are not always valid.*

   Any assessment must test what it says it tests. For example, a listening test will be graded on the listening comprehension that is demonstrated, not using correct grammar in written answers. To ensure validity, place target SLOs at the top of the test you are creating. Analyze what students are being asked to do in instructions and what skills they will actually use to complete these tasks. Review your evaluation critically so that it meets the appropriate SLOs.

B. *Curriculum assessments are not always reliable.*

   Ideally, all students will make similar scores on evaluations between sections of classes and from term to term. This can be ensured by meeting with previous and current instructors to make sure grading practices are applied equally. Additionally, instructors can keep assessments from term to term and evaluate and revise problematic instructions or testing items for improved clarity or relevance to SLOs.

C. *Students may suffer from test anxiety or become highly stressed during a high-stakes test.*

   Students may become anxious and stressed due to testing situations. It is the responsibility of all CIEP staff to be understanding of this and do our best to set students up for success. Quizzes, tests, and exams impact students personally due to washback effects. These tests determine whether they move on to the next level and eventually move into academic classes.

   To alleviate these tensions, the instructor should inform students of a forthcoming assessment well in advance. Instructors may also want to inform students of what testing items or tasks will be required and the time they will have. Students may also be provided with test reviews or practice tests, which instructors should go over in class to allow time for preparation (Ur, 2012). Remember that any practice tests should not be copies of what will actually appear on exams.

PROCEDURE OF CREATING AND GIVING ASSESSMENTS

Diagnostic Tests

What is formal diagnostic testing?

The most basic definition of formal diagnostic testing is that is assesses the skills and abilities of the test-taker. According to Lee (2015), diagnosis testing is concerned with assessing knowledge the student already has as well as providing provisional information for future instruction. It is the "processes of identifying test-takers' (or learners') weaknesses, as well as their strengths, in a targeted domain of linguistic and communicative competence and providing specific diagnostic feedback and (guidance for) remedial learning" (p. 303). It is also important to design and administer formal diagnostic tests with a specific purpose in mind for each term (Harding, Alderson & Brunfaut, 2015). The "specific purpose" may vary from term to term, but the teacher should always begin diagnostic testing each term with a specific goal in mind for the results of the test.

What is the purpose of diagnostic testing in the CIEP?

There are multiple purposes of formal diagnostic testing in the CIEP. First, diagnostic tests can assess if (and how well) the student achieved the SLOs and learned the appropriate skills in previous levels. They can be used to diagnose the skills and abilities of current students in that term. This can provide the teacher with general information and ideas about which skills the students succeed at and which need review or extra instructional focus, especially going forward with new curriculum.

Formal diagnostic tests also have an administrative purpose beyond the classroom and the above definition. They can be used to check if newly arrived students have been appropriately placed at that level, or whether students have acquired the skills of the current level and should be moved to the next level. Perhaps a student performed at a lower level on a placement test, but early classroom performances of the student on diagnostics suggest otherwise. In level 7, diagnostic tests should indicate how successful students might be in academic classes.

Shortly after the beginning of each term, the CIEP director will have a Placement and All Staff Meeting, in which instructors and the director discuss the performance and placement of new and returning students. Based on classroom performance and teacher recommendations, new students may be moved up in a level. In level 7, diagnostic tests should indicate how successful students will be in academic classes.

In addition to formal diagnostic testing, there are also multiple methods of in-class, informal assessment and diagnosis of student abilities. In the first few days of the term, the teacher may give homework, classwork, quizzes, or even tests to begin to evaluate students' abilities. This serves several purposes: to provide the instructor early indications of students' skills, to offer feedback and grades to students, and to furnish diagnostic results to use in the Placement and All Staff Meeting later.

Where do I get the formal diagnostic tests?

Evaluate the students' needs when choosing which diagnostic to administer. Formal diagnostic tests have already been written and are available on in their respective subject folder in W:\CIEPGroups\CIEP teachers. These diagnostics are approved by the Curriculum and

Assessment Coordinator and cannot be altered. However, diagnostic tests are also available in their respective classroom folders in W:\CIEPPublic\Curriculum\Teacher Resources. These tests are alternative versions created by teachers and are available for use.

When selecting which formal diagnostic test to use, it is important to consider the purpose or goal of the testing. The testing choices that teachers make will depend on the students each term. Do you have all returning students? Are any of the students repeating the class? Assess their strengths and weaknesses simply by beginning with the curriculum and not administering a formal diagnostic test. Judge their abilities with in-class tasks and assessments. If administering a formal diagnostic test, then assess how well students have achieved SLOs from the previous levels. This will provide you guidance as you move forward.

For new students in class, it may be more helpful to give a formal diagnostic test that assesses the SLOs for that current level. This will ensure these new students are placed at the proper level.

Are you teaching a level 7 class? Use a variety of testing, in-class work, and your judgement to determine whether they are adequately prepared for academic classes once they complete the CIEP.

How should teachers design their own diagnostics?

Remember that the content of a formal diagnostic test should match the purpose: evaluating their previously learned skills, which skills they lack at the current level, or a combination of both? Keep some principles in mind as when designing and writing diagnostic tests. Diagnostic tests should be appropriate for classroom administration, be written by an experienced teacher or language teaching professional, and provide general rich and detailed feedback for the test-taker. It may also include self-evaluation on the part of the student (Harding, et. al., 2015).

What is the procedure for diagnostic testing in the CIEP?

Occasionally, you may be required to give tests that pilot new exams. However, regular and formal diagnostic testing in the classroom is not mandatory.

An additional option for administering formal diagnostic tests is to give a pre-test with tasks that will evaluate skills that students should learn in that level. At the end of the term, give students the same test as a post-test and let them see how they have improved.

What decisions should teachers make based on diagnostic test performance?

The most essential decision to be made with diagnostics is where to go with the formative, classroom instruction. The results of the diagnostic tests will impact the direction and focus of the curriculum that a teacher delivers. For example, in a writing class, if diagnostic writing shows students have more success in forming topic sentences but have less ability with accurately using transition signals, perhaps less time can be spent instructing on topic sentences.

Less often, diagnostic testing will be used to support advancing students to the next levels. Provide formal diagnostic test results or in-class performances to show the ability of the student to meet the SLOs of the class and be promoted to the next level.

Once a decision has been made regarding the individual student or class as a whole, it is good practice to also inform students of their strengths and weaknesses with some sort of feedback. Summarizing the results, inform them verbally, or return the formal diagnostic test with a grade. Teachers should always present both language and skill successes and weaknesses to students in areas related to SLOs.

Standardized Final Exams

Final exams are standardized; this means they are created by a committee, approved by the Curriculum and Assessment Coordinator, and should be used without alteration by all instructors.

Final exams are available in their respective class folders here: W:\CIEPGroups\CIEP teachers. It is best practices to preview or review skills on final exams many weeks prior to giving finals.

Example of CIEP V Final Exams on CIEPGroups Drive:
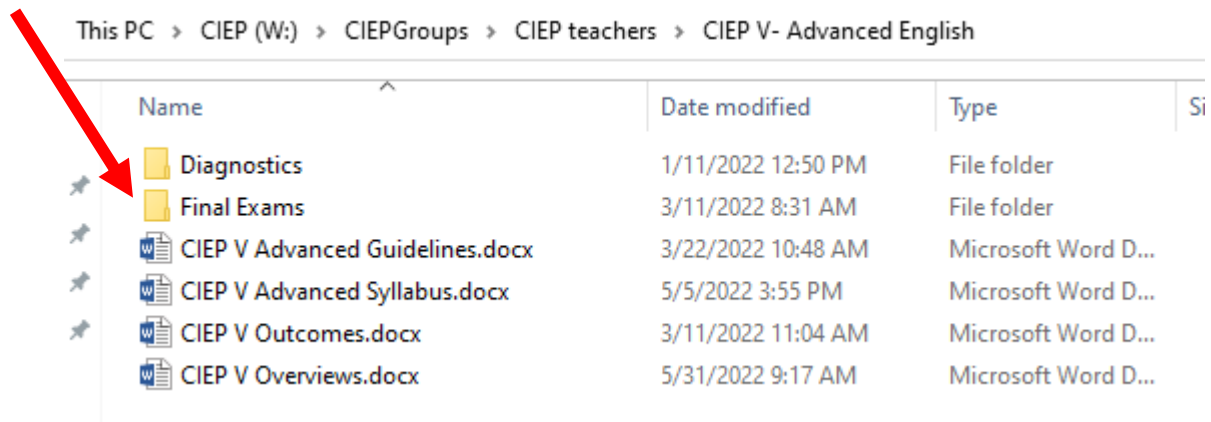
How do instructors create their own curriculum assessments?

Instructors are responsible to create any assessment that does not include diagnostic and standardized exams. Here are some guidelines to building your own assessments:

First, check the contents of the weighted grades so you know what types of assignments you need to give. If an assessment item is included in the grade weights, these must be given to students.

> Washback impacts how students study because a well-created assessment will align with classroom practices. Instruction and assessment should reflect the same approaches to language instruction, and, in a small way, instructors will always be "teaching to the test" (Carr, 2011). In other words, what students learn and practice in class and what they review for assessments should impact how they study since this, in turn, will appear on their assessments.

The following includes the process and some tips to write your own assessments.

- Process of Writing an Assessment:
  - The instructor should begin with the SLOs in mind. What are you evaluating? Which outcomes do you expect students to meet? Narrow down a list of specific

outcomes to assess and **write these outcomes on the test or quiz**.

- o How will you assess these outcomes? Which testing methods will you use? What format should the tasks come in?

- o Look at assessments that were previously created. You can find these here: W:\CIEPPublic\Curriculum\Teacher Resources. You can also find publisher-created assessments in textbooks and test books available in the CIEP library or by asking another instructor who has taught that class previously.

Example of CIEP II, Unit Tests folder:

This PC > CIEP (W:) > CIEPPublic > Curriculum > Teacher Resources > CIEP II - Low Intermediate English > Unit 5 > Tests

Name	Date modified	Type	Size
GE2 Unit 7 Textbook Exams.bnk	3/8/2022 2:09 PM	ExamView Bank File	6 KB
GE2 Unit 12 Audio.mp3	3/8/2022 2:09 PM	MP3 Audio File (V...	787 KB
GE2 Unit 12 Textbook Exams.bnk	3/8/2022 2:09 PM	ExamView Bank File	6 KB
Unit 4 Test.docx	3/8/2022 2:09 PM	Microsoft Word D...	1,164 KB

- • Things to keep in mind when writing a test or quiz:
  - o The format and design of an assessment should be one the students are familiar with and have practiced in class.
  - o Ensure a clear connection between assessment tasks and outcomes.
  - o Provide clear directions with level-appropriate wording and vocabulary.
  - o Provide examples.
  - o After students complete the test, evaluate the test for clarity and reliability and revise accordingly.

- • Other Tips for CIEP Curriculum Assessments
  - o For most courses, quizzes, weekly assignments, and presentations consist of 10% of the weighted grade. It is important to have a multiple of these types of assessments so the entirety of this weighted category does not depend on the single successful or failed performance of the student and affect the grade accordingly.

  - o Some instructors see noticeable improvement on tests after giving several small quizzes. These short quizzes take approximately 10 minutes to complete and often review material taught in the previous day. This practice motivates students to study and maintain newly-learned materials.

  - o It is best to give tests at the end a chapter or unit. This is a good way to wrap up the lesson for students. Another option to save time is to combine chapters or units on to a single test.

How often should I do curriculum assessment? How much should it be worth?

- Homework and practice should be given daily. In general, CIEP students should expect 1-2 hours of out-of-class work for each hour of class.

> Quizzes are short assessments that cover a minimum number of SLOs. These should focus on one or two particular areas of instruction or skills, such as vocabulary words, word forms, or word stress. The purpose of having multiple quizzes and more often than tests is to give quick, immediate feedback on formative learning so the instructor can make decisions on further teaching.

- Quizzes are only one page long and worth approximately 10-25 points. Instructors are to administer **4-10 quizzes per term** for a final eight-week total of **100 points or more**.

- Tests are longer assessments that cover more SLOs. The tests should coincide more or less with the number of chapters or units that a class covers. Instructors should administer **3-10 tests per term**. These are two to four pages long and are worth approximately 30-75 points each. At the end of the eight-week term, **tests should total more than 100 accumulated points**.

- Final Exams are standardized and cannot be altered without prior approval of the Curriculum and Assessment Coordinator. Final Exams are given only once throughout the course. Final Exams can be found on the CIEPGroups Drive.

> **Remember that the types of assessment should align with the SLOs for the individual class as well as the weighted grade categories.** For example, a Reading 3 test could assess basic comprehension through true or false items based on a reading text. It would not be appropriate to evaluate the students' writing using a Writing 3 rubric that contains writing SLOs.
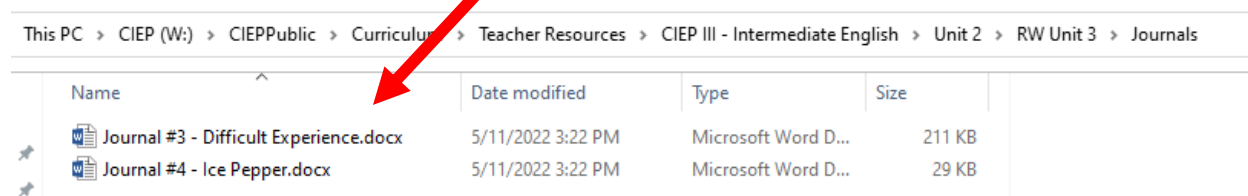
Listening & Speaking

- Listening and Speaking Logs are given with the purpose of motivating students to practice listening and speaking in English outside of the classroom. Logs should be assigned approximately once a week and be worth 5-15 points. It is suggested that logs activities be more academic (e.g. Culture Hour or RSVP) and not entertaining (e.g. a trip to Chicago). Further questions on activity logs should be directed to the Student Services Coordinator, Activities Coordinator Assistants, or instructors with previous Listening & Speaking experience.

- Short Presentations should be relevant to the unit contents. The instructor should assign 2-5 presentations throughout the course. These should be 1-5 minutes long (see specific outcome) and can be prepared or unannounced presentations.

Writing Journals

- Writing journal assignments focus on 1-2 particular grammar points. These assignments should be 2-3 per week; more description can be found in Writing Outcomes on the CIEPGroups Drive. Previously created journal assignments can be found on the CIEPPublic Drive here: W:\CIEPPublic\Curriculum\Teacher Resources.

Example of CIEP III Journal Writing:

- CIEP classes have assigned multiple-draft compositions that follow the chapters or units in the book; more description can be found on the CIEPGroups Drive.

- CIEP V has assigned summaries (including the student-writer's reflection or critical thinking about a topic) and a brief research paper writing assignment. See the Course Packet on the CIEPPublic Drive for more information: W:\CIEPGroups\CIEP teachers\CIEP V- Advanced English.

PROCEDURE FOR COLLECTING FINAL GRADES AND RESULTS

Grades should be input into the Smartsheet website (www.smartsheet.com) on the schedule maintained by the CIEP Office and available here: https://ciep.uni.edu/calendar-information.

At the end of each term, a .PDF copy of individual student grade sheets from Gradekeeper should be scanned and emailed to the CIEP Secretary. More information on this procedure can be found here: W:\CIEPGroups\CIEP teachers\Other Materials\Grading.

PROCEDURE FOR ANALYZING AND REVISING ASSESSMENTS

Instructor-Created Assessments

Material on quizzes and tests are largely the responsibility of the instructor, but they should follow the guidelines in this document and align the assessment with SLOs.

Formative assessment materials are plentiful and available in the shared folders here: W:\CIEPPublic\Curriculum\Teacher Resources.

Smaller graded assessments, such as activity logs, journals, or presentations, can be altered to match student needs, time, and availability of resources.

Individual instructors can evaluate their own curriculum assessments by looking at the success or failure of an item to assess outcomes and revise these assessments accordingly. This improves the reliability of the assessment instrument.

Creating a Tally Sheet to Analyze Tests

One way to measure the effectiveness of test items is to create a tally sheet of correct and wrong answers. The main purpose of this is to gather data on test items that are effective and not effective in successfully testing outcomes.

Steps:

1. Print out a new, clean copy of our objective exam.

2. Create 3 columns to the side of the exam page. Title the columns "Full Credit;" "Partial;" and "No Credit."
3. Go through your students' exams and give a tally for each item students got full credit, partial, or no credit.
4. If you notice one test item is missed by many students, it's possibly a bad item. You must consider why is failing to meet the objective or outcome for that exam task.
5. Revise the test item to better measure student achievement of the target SLO.

Example of a tally on a CIEP III grammar test:

Program-Wide Assessment

Standardized curriculum assessments (placement tests and final exams) are evaluated program-wide through a regularly scheduled analysis of final exam results and student final grades.

Quizzes, tests, and exams have washback effects on this language program in general. Pass/fail rates and graduation rates are compiled an analyzed on a term and annual basis to discover trends. Program-wide decisions are made based on the performances of students. For example, when it was found that students Writing 4 was the least successful of all writing classes, a plan was implemented to re-distribute grammar instruction and reduce writing instruction load across Writing classes (see report in W:\CIEPPublic\Curriculum\Assessment\W4 Exams 2012-2015 Analysis\Reports).

Standardized Final Exams

Final exams are standardized and cannot be changed without prior permission from the Curriculum and Assessment Coordinator and Curriculum Advisory Committees. CIEP instructors should review these exams several weeks before giving them to students. If you find areas that need revisions, see instructions below for the process of editing and changing standardized final exams.

Procedures for Editing and Changing Standardized Exams

What can be changed?

Items and wording were selected by experienced committee members because they believed these were appropriate for that level and those SLOs. Still, it is possible to change anything about an exam (formatting, words, images, or the whole exam itself) with documented and reasonable evidence – for example, a tally showing a poor assessment item, a copy of the exam with notes or highlights about typos, or an email discussion. The Curriculum and Assessment Coordinator will record and save documentation of any necessary changes and resulting revisions to be reviewed and tracked later. This is so we can view changes and explain why such changes were made in later terms or years. It is also best practices for our profession and necessary for accreditation.

Who should be contacted if the instructor wants an exam changed?

Instructors can contact the Curriculum and Assessment Coordinator or current Curriculum Advisory Committee members to inform them of a desired change. The committee members and Curriculum and Assessment Coordinator would then discuss the necessary change. The Curriculum and Assessment Coordinator must be informed of any changes that are requested BEFORE they're developed. The Curriculum and Assessment Coordinator is responsible for the exams over the terms and years as instructors teach different classes, so this person must be aware of changes going on. The Curriculum and Assessment Coordinator will ensure that the requested changes are reasonable, supported by the evidence, and not based on individual preferences.

Instructors are able to work with the committee members on revisions, but the Curriculum and Assessment Coordinator must at least be aware this is going on. The Curriculum and Assessment Coordinator should be CC-ed on any emails between instructors and committee members.

Who can make changes?

Any instructor and committee member can revise and re-write exams in consultation with and by approval of the Curriculum and Assessment Coordinator.

What is the timetable for requesting changes?

Any requests to re-write or revise final exams must be sent to the Curriculum and Assessment Coordinator one week before the final exam will be given, generally the Friday of Week 7.

CIEP ASSESSMENT POLICIES

What are CIEP weighted grades?

CIEP students are assessed by a system of weighted grades, not total points earned. Instructors should take time to look at each class syllabus and acquaint oneself with the weighted percentages for each grading category. These are standardized across the curriculum and cannot be changed by the instructor. Informal assessment (such as homework) is not graded and is considered practice.

Examples of Weighted Grades:

> **CIEP I:**
> Tests - 20%
> Quizzes - 10%
> Speaking - 10%
> Compositions - 20%
> Weekly Assignments (journals, organizers, etc.) – 15%
> Final Exams – 25%

What are CIEP Testing Policies?

In an effort to reduce cheating on assessments, a number of programmatic testing policies have been implemented to address these issues. Specific policies can be found in the CIEP Student Handbook or CIEP Staff Handbook.

- Students are **not allowed personal electronic devices** during any chapter or unit tests, or Final Exams or other testing situations without the permission of the teacher. Personal electronic devices include but are not limited to: electronic dictionaries, computers, cell phones, smart phones, communication devices other than cellphones, etc. Students are required to put these in their bags or backpacks during exams.

- Students should refrain from leaving the classroom during a testing situation, if possible.

- During Exams, students **may use a paper dictionary**; however, students are not allowed to use picture dictionaries or "pictionaries" on any exam. Students **are not permitted to use any other outside support**.

- Writing textbooks and grammar workbooks **are not allowed on any finals**.

- It is best teaching practice to allow students to see their quizzes, tests, and exams, as well as the instructor to review them and provide constructive feedback on incorrect answers. However, it is also necessary to prevent students from taking pictures of these quizzes, tests, or exams. It is stated on all syllabi, in the CIEP Student Handbook, and in the CIEP Staff Handbook that **taking pictures of any quiz, test, exam or other evaluation without the instructor's permission is considered cheating** in the CIEP and UNI and results in severe penalties.

- Most importantly, students **may not keep** any quiz, test, or exam once review is complete. Instructor-created quizzes and tests must be collected and kept by the instructor; students are not permitted to keep these assessments as they are often recycled from term to term. The instructor must collect back all assessments of this nature. Weekly Academic Readings, journals, and listening/speaking logs may be kept by the students.

Unfortunately, since the students cannot keep quizzes or tests, they are unable to review them and learn from them. This form of student washback must be achieved by

giving students other forms of verbal and written feedback, such as in homework, journals, weekly assignments, and more.

However, if an instructor chooses to allow students to keep their quizzes or tests, this assessment is considered "compromised" and must not be passed along to another instructor who may not know it is compromised. In the event an assessment is compromised, the Curriculum and Assessment Coordinator needs to be notified of such assessments – the test or quiz must be deleted from the test bank on the CIEPPublic drive.

- Writing Exam rubrics include a pass/fail item that may be used if the composition or writing exam is copied from an external source. This item on the rubric exists to control for cheating or plagiarism (a behavior) and evaluate the writing outcome "avoid verbatim copying from sources (plagiarism)".

- For standardized tests (final exams and placements), **all students must take the test using the same instrument** (i.e. a pencil and paper) unless the student has submitted an SAS release form. This protects the reliability of standardized assessments.

- After final exams are finished, graded, and discussed with students, instructors must file the exams in the appropriate drawer file in the drawers next to room 4025A.

- Before final exams are filled, the teacher must fill out a Cover Sheet. A digital copy may be filled out through the link that is sent at the end of each term as part of the "Final Exam Info Checklist" form. A paper Cover Sheet can be filed out instead and filed with the exams, and can be found in W:\CIEPGroups\CIEP teachers\Other Materials\Exams Documents for Teachers.

- If a student does not attend a final exam, put a blank test in the file with their name and the date on it and write on the test that the student did not come.

Curriculum Assessment References

(these may be found in the CIEP Library or online through Rod Library)

Bachman, L. and A. Palmer. (1996). *Language testing in practice*. Oxford, U.K.: Oxford University Press.

Brown, J. D. (2005). *Testing in language programs: A comprehensive guide to English language assessment.* New York, N.Y.: McGraw-Hill.

Carr, N. T. (2011). *Designing and analyzing language tests*. Oxford, U.K.: Oxford University Press.

Fulcher, G. and F. Davidson. (2007). *Language testing and assessment: An advanced resource book*. New York, N.Y.: Routledge.

Harding, L. J., C. Alderson and T. Brunfaut. (2015). Diagnostic assessment of reading and listening in a second or foreign language: Elaborating on diagnostic principles. *Language Testing* 32(3), 317-336.

Lee, Y. (2015). Diagnosing diagnostic language assessment. *Language Testing* 32(3), 299-316.

Ur, P. (2012). *A course in English language teaching.* New York, N.Y.: Cambridge University Press.