

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

2014 Language Resource Centers (LRC) Program Application for New Awards CFDA 84.229A

CFDA # 84.229A

PR/Award # P229A140012

Grants.gov Tracking#: GRANT11699557

OMB No. 1840-0808, Expiration Date: 05/31/2017

Closing Date: Jul 09, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="07/08/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value=""/>	* c. Organizational DUNS: <input type="text" value=""/>
--	--

d. Address:

* Street1:	<input type="text" value="37th and O Streets, NW"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Washington"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="DC: District of Columbia"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="20057-1789"/>

e. Organizational Unit:

Department Name: <input type="text" value="Linguistics"/>	Division Name: <input type="text" value="Georgetown College"/>
--	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value=""/>
Middle Name: <input type="text" value=""/>	
* Last Name: <input type="text" value=""/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Associate Professor"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value=""/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

*** 12. Funding Opportunity Number:**

ED-GRANTS-060614-001

* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

13. Competition Identification Number:

ED-229A2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Assessment and Evaluation Language Resource Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="747,610.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="747,610.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Grants and Contracts Administrator
APPLICANT ORGANIZATION Georgetown University	DATE SUBMITTED 07/08/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="NA"/>	7. * Federal Program Name/Description: <input type="text" value="Language Resource Centers"/> CFDA Number, if applicable: <input type="text" value="84.229"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

AELRCGEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Statement of Georgetown University and the Center for Applied Linguistics Education's General Education Provisions Act (GEPA)

In this document, Georgetown University (GU) and its partner, the Center for Applied Linguistics (CAL), demonstrate their compliance with Section 427 of the Department of Education's General Education Provisions Act (GEPA). Section 427 requires that applicants for discretionary grant awards include in their applications information as to how they intend to address this provision. In particular, applicants are required to describe how they intend to overcome six types of barriers highlighted by the Department that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Equal access and treatment of eligible staff, faculty, students and other participants are guaranteed by GU's and Cal's equal opportunity practices.

GU is committed to ensuring equal access to its opportunities and resources- in both hiring and in admissions-and has exceeded the formally required provisions of GEPA. As noted in section 5.1 (d), in all aspects of employment and admissions opportunities, GU and its partner, CAL, actively recruit from under-represented communities. Selection committees are charged with ensuring that applicants are judged without regard to race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation or physical handicap. Both GU and CAL routinely target specific staff openings for minority hiring, and GU's Office of Affirmative Action Programs reviews all appointment requests. Of the four core staff named on this proposal, two, The Co-Director and Research Associate, are women.

To accommodate visually handicapped students, GU has and continues to, convert texts into Braille, engaged readers, and modified testing requirements; similar arrangements have been made for hearing impaired students. Both GU's Linguistics Department and CAL's offices are wheelchair accessible, as are all GU faculty offices and classrooms.

With regard to this proposal, participation in all project activities (i.e., those who participate in evaluation, student learning outcomes assessment, and high-quality language assessment activities) will be open to all public and private language teachers and school personnel, as well as to their students, when applicable. As a result, all project activities will be open to all without regard to race, ethnicity, color, national origin, gender, age or disability. We are aware of no barriers to participation or access for students, teachers, or school administrators. With our outreach to the District of Columbia Public Schools and community colleges, we will seek to increase the diversity of educators and students in foreign language teaching and learning activities focused on program evaluation, student language assessment outcomes, and high quality language assessment.

In summary, GU anticipates that *no* barriers will exist that will exclude any qualified individual from participation in any of the activities of the proposed project.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
<input style="width: 100%;" type="text" value="Georgetown University"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="██████████"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="██████████"/>	Suffix: <input style="width: 100px;" type="text"/>	
* Title: <input style="width: 250px;" type="text" value="Grants and Contracts Administrator"/>		
* SIGNATURE: <input style="width: 250px;" type="text" value="██████████"/>	* DATE: <input style="width: 150px;" type="text" value="07/08/2014"/>	

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Assessment and Evaluation Language Resource Center

Georgetown University requests four years of funding to establish the Assessment and Evaluation Language Resource Center (AELRC) as a Title VI LRC. Georgetown University will collaborate on AELRC with the Center for Applied Linguistics. Together, their combined intellectual capacity (i.e., multiple assessment and evaluation specialists) and infrastructure resources provide an environment that is unmatched in the U.S. for fostering much-needed research, development, and dissemination in the service of useful foreign language (FL) assessment and evaluation practice. The goal of AELRC is to enhance and expand the nation's FL educational capacity and to improve FL learning outcomes by providing leadership, scholarship, and outreach in the practices of FL assessment and program evaluation to instructors of K-12 schools, community colleges, and four-year institutions. Assessment and evaluation are key elements in a comprehensive approach to education that is accountable to the needs of learners, the values of scholarly disciplines, and the well-being of society; assessment and evaluation also provide essential mechanisms for understanding, improving, and demonstrating the worth of FL education. Despite the critical and increasing importance of these processes, they are under-emphasized in FL teacher development and frequently misunderstood in the delivery of language programs. AELRC is designed to redress this status quo by engaging in cutting-edge research and development of high-quality instruments, disseminating tools and frameworks that respond to clear needs and have been validated for specific uses and contexts, and building capacity through workshops, institutes, and multimedia materials. The primary audiences for AELRC endeavors, especially those working with less-commonly taught or priority FLs, include language teachers in K-12 and higher education (including community colleges); language program administrators responsible for accountability; and FL professional organizations.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

PROPOSAL TO FUND THE

ASSESSMENT AND EVALUATION LANGUAGE RESOURCE CENTER (AELRC),

2014-2018, UNDER THE LANGUAGE RESOURCE CENTERS PROGRAM

CFDA No. 84.229A

PROGRAM NARRATIVE

1. PLAN OF OPERATION 2

1.1. Management Plan 3

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PROGRAM NARRATIVE

1. Plan of Operation

Georgetown University in Washington, DC requests four years of funding to establish the Assessment and Evaluation Language Resource Center (AELRC) as a Title VI Language Resource Center for the period of 2014-2018. The proposed AELRC responds to both Competitive Preference Priorities through multiple activities that focus on (a) priority languages from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs) and (b) collaborations with community colleges. AELRC will additionally meet Invitational Priority #2 through research on assessment of heritage language speakers and collaboration with the proposed National Heritage Language Resource Center.

Georgetown University (GU) submits this request on the basis of a rich and lengthy tradition of foreign language (FL) education, research on the teaching, learning, and assessment of languages, and leadership in applied linguistics. GU will collaborate on AELRC with the Center for Applied Linguistics (CAL), which provides substantial expertise in FL assessment research and development, as well as a history of national capacity building in assessment and evaluation among FL practitioners. The goal of AELRC is to enhance and expand the nation's FL educational capacity, and to improve FL learning outcomes across all levels of education, by providing leadership, scholarship, and outreach in the practices of FL assessment and program evaluation. Assessment and evaluation are key elements in a comprehensive approach to education that is accountable to the needs of learners, the values of scholarly disciplines, and the well-being of society; assessment and evaluation also provide essential mechanisms for understanding, improving, and demonstrating the worth of FL education. Despite the critical and increasing importance of these processes, they are under-emphasized in the development of

language teachers and frequently ignored or misunderstood in the delivery of language training, classes, and programs. AELRC is devoted to redressing this status quo by engaging in cutting-edge research and development of high-quality instruments and procedures, disseminating tools and frameworks that respond to clear needs and that have been validated for specific uses and language teaching/learning contexts, and building capacity through the provision of workshops, institutes, and multimedia materials. The primary audiences for AELRC endeavors include language teachers in K-12, higher education, and government; language program administrators responsible for quality assurance and accountability; and FL professional organizations.

1.1 Management Plan

AELRC will be managed to optimize collaboration between GU and CAL as well as partners at other LRCs, K-12 schools, and universities and community colleges. AELRC will be led by Dr. John Norris, who will guide all personnel and activities associated with the center, directly oversee the program manager, and lead the Foreign Language Program Evaluation area. Co-Directors Dr. John Davis (GU) and Dr. Margaret Malone (CAL) will take the lead on the other two focal areas (Student Learning Outcomes Assessment and High-Quality Language Assessment, respectively) and manage associated personnel. One assessment and evaluation specialist at CAL (Francesca Di Silvio) will provide technical assistance for all projects. The program manager (.35 FTE administrative staff at Georgetown) will oversee day-to-day financial dimensions of AELRC, ensure coordination among the different projects, maintain an AELRC website, and oversee data collection for review by the external evaluator and for IRIS reporting. AELRC will receive regular input and feedback from an Advisory Board, representative of major constituencies related to FL assessment and program evaluation, and it will be subject to cyclical formative and summative evaluation under the direction of the external evaluator (see Figure 1).

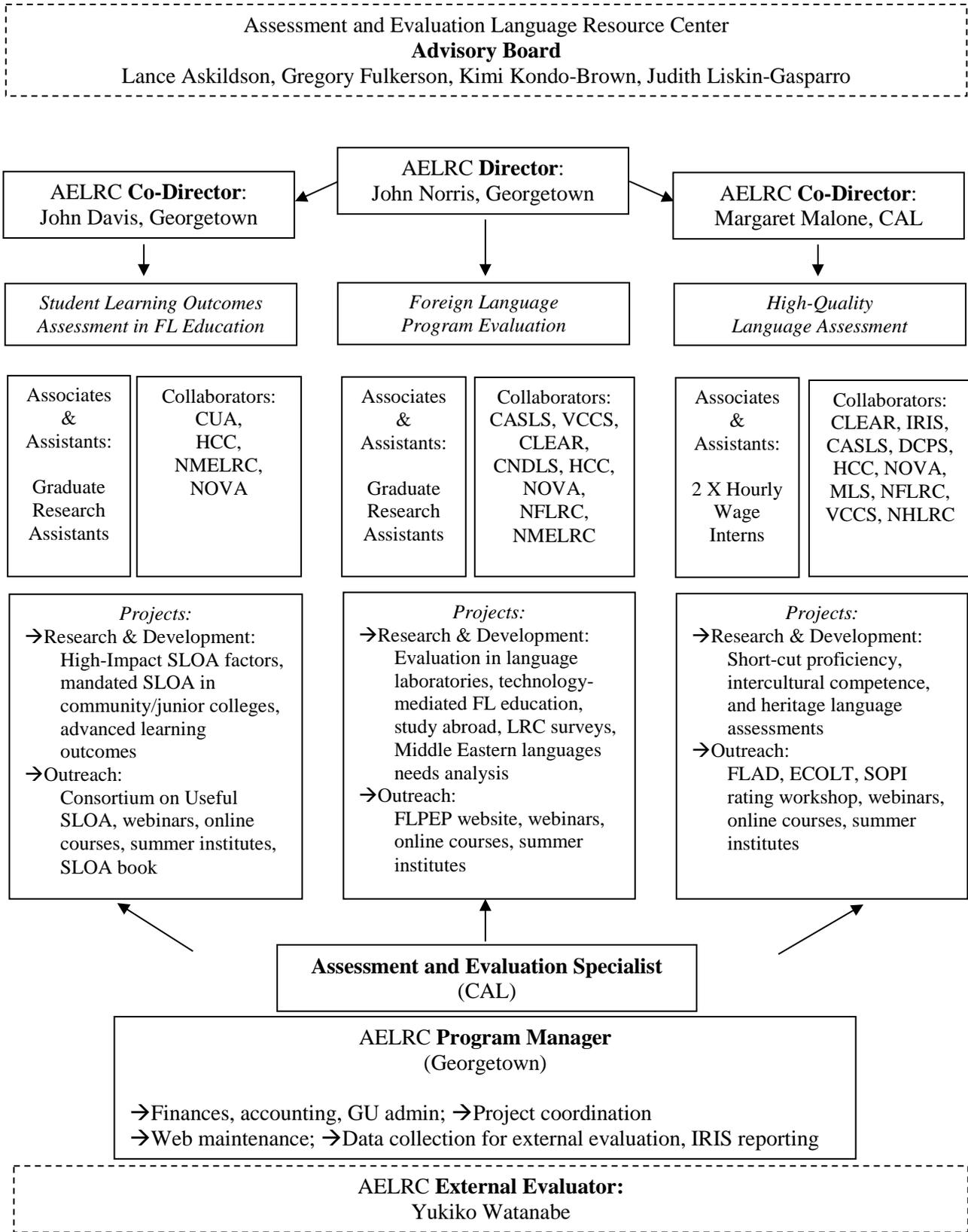


Figure 1. Management Plan for the Assessment and Evaluation Language Resource Center

1.2. Description of Research and Materials Development Projects

In identifying high-impact endeavors for the 2014-2018 proposal, AELRC staff have aligned proposed research and materials development projects to key overarching criteria. Projects clearly address the mandate of improving the learning and teaching of foreign languages in the United States, especially LCTLs and languages designated as critical by the U.S. Department of Education. All projects emphasize activities specified in the Language Resource Centers Program authorizing language and reflect the core values of AELRC, including (a) encouraging useful assessment and evaluation practice in FL education, (b) improving assessment and evaluation literacy among educators, and (c) enhancing the potential and practice of multilingualism. As the go-to center for FL assessment and evaluation in the U.S, AELRC will promote the availability and use of its research and materials by educators and disseminate information on its projects in a systematic way. Each project incorporates ongoing, formative and summative, useful evaluation, subscribing to best practices in program evaluation and accountability as well as fulfilling IRIS, GPRA, and other requirements. Where possible, projects leverage relationships with other Title VI programs and additional organizations interested in promoting effective FL education, in order to maximize efficiency and impact.

The proposed activities of AELRC are grouped under three focal themes:

- (1) Foreign Language Program Evaluation (Evaluation);
- (2) Student Learning Outcomes Assessment in Foreign Language Education (SLOA);
- (3) High-Quality Language Assessment (Assessment).

Evaluation projects involve the development and dissemination of models, frameworks, and examples of evaluation practice that lead to demonstrable improvement in U.S. FL programs.

SLOA projects are designed to understand, support, and encourage useful learner assessment that

focuses on the achievement of valued outcomes in all FL educational contexts in the U.S., and particularly in higher education. Assessment projects address clear demands and needs for improvement in FL assessment practices through test development and validation exercises; creating research agendas, recommendations, and best practices in assessment for heritage, K-12, community college, and university settings; and promoting assessment literacy for practitioners.

Each focal theme includes two types of projects: *Research and Development* and *Outreach-Oriented*. Research and Development projects yield outcomes in the form of resources such as assessment instruments, frameworks, and annotated bibliographies, as well as publications and presentations. Ultimately, findings from research and development projects are also translated into outreach. Outreach-Oriented projects capitalize on pre-existing research and move directly into resource creation, dissemination, training, and other activities. Projects of both types involve partnerships with other LRCs and stakeholders in the field, and maintain an additional focus on collaboration with heritage, K-12, and community college language programs as appropriate. All projects will be reported through various methods, including a continually updated AELRC website, a quarterly digital newsletter, and annual research briefs in the form of downloadable PDFs. The AELRC website will make resources developed from projects freely available for download. All projects will include measurable evaluation metrics to ensure accountability to AELRC's external evaluators, IRIS, and other reporting systems.

With its emphasis on improving teacher preparation, assessing student outcomes, and improving FL programs, AELRC recognizes that some populations are traditionally underrepresented in research on and outreach within the field of foreign language education. Therefore, AELRC directors and staff will work strategically to include members of underrepresented minority groups, particularly K-12 students in the District of Columbia public

schools and community college instructors and learners, throughout the grant cycle. The following sections describe the projects within each focal theme. Appendix D illustrates AELRC's proposed structure of activities, objectives, and evaluation metrics by theme.

1.2.1. Foreign Language Program Evaluation. Foreign language educators, Language Resource Centers, and others involved in promoting language learning in the U.S. must engage in program evaluation of different kinds for important reasons, including decisions about the distribution of resources, periodic program reviews, federal accountability requirements, and ongoing quality assurance and improvement. Often, however, evaluation within FL education is perceived to be an onerous bureaucratic task that is imposed from the outside only and lacking in any clear value for ensuring educational effectiveness or other valued program outcomes. Furthermore, appropriate methods for evaluation in expanding and innovative FL educational environments are lacking, and links are seldom made between evaluation and the improvement of program design, curriculum, materials, instruction, and other aspects of implementation. It is the primary goal of this theme to help FL educators—and all others involved in language programs—build their capacities to engage in evaluation that leads to concrete, observable iterations in understanding, improving, and ensuring FL program quality across the U.S.

Projects under this theme leverage previous work by John Norris, co-sponsored under a Title VI International Research and Studies grant (2005-08) and the 2006-2014 University of Hawai'i National Foreign Language Resource Center, which identified evaluation needs expressed by FL educators, developed a high-use website with evaluation resources, trained a large number of FL program evaluators, and led to publication of numerous articles and two edited collections of case studies on program evaluation in college FL education. AELRC projects build upon this critical foundation and expand to address new challenges as follows.

A. Research and Development Projects

1. Evaluation of Language Laboratories: Investigates, through the use of nationwide needs analyses and localized case studies, the status quo, design, and functionality of language laboratories in higher education, including community colleges, leading to the development of recommended practices for re-design and innovation, as well as evaluation instruments and procedures, and related scholarly resources. Other outcomes include presentations at academic and teacher-focused conferences (ACTFL, CALICO), discussion of findings with the Virginia Community College System [VCCS], a pre- or post-conference workshop on innovative design of language laboratories, and a publication in a refereed journal such as the *CALICO Journal*. (Collaboration with Georgetown University's Center for New Designs in Learning and Scholarship [CNDLS], VCCS, and other institutions of higher education.)

2. Evaluation of Technology-Mediated Language Education Environments: Investigates the status quo, needs, and challenges for program evaluation in technology-mediated language education environments (including hybrid and online language courses, large-scale massive online open courses [MOOCs], tandem learning), leading to frameworks, methods, and instruments for the useful evaluation of FL education in these contexts. Other outcomes include presentations at the annual CALICO and ACTFL conferences, dissemination to community colleges via the VCCS, a pre- or post-conference workshop on technology-mediated program evaluation, and a publication in a refereed journal such as *Language Learning & Technology*. (Collaboration with EdX, CNDLS, GU faculty, Center for Applied Second Language Studies [CASLS], Howard Community College [HCC], Northern Virginia Community College [NOVA], VCCS, Center for Language Education and Research [CLEAR], National Foreign Language Resource Center [NFLRC].)

3. Needs Analysis for Middle Eastern Languages Education: Develops, implements, and reports on a comprehensive approach to analyzing language learning needs in Middle Eastern languages taught in the United States, with a particular focus on Arabic and Turkish teaching in K-12 and community college settings. Outcomes include the findings of needs analyses (reported at conferences such as ACTFL, online, and in a refereed journal such as *Foreign Language Annals*), as well as a published framework for guiding needs analyses in U.S. FL programs of all kinds. (Collaboration with the NMELRC and NOVA.)

4. LRC Evaluation Survey: Develops a survey tool and individual/focus group interview protocols for the systematic evaluation of LRC project outcomes and impacts. Other outcomes include a publication in a refereed journal such as *The Modern Language Journal*. (Collaboration with all LRCs.)

B. Outreach-Oriented Projects.

1. Foreign Language Program Evaluation Project (FLPEP): The FLPEP web site, providing resources, tools, and examples of useful language program evaluation, migrates to a new permanent web space hosted by AELRC; resources will be updated and expanded, with a focus on maintaining utility and making available evaluation-specification white papers, frameworks, instruments, and protocols. See <http://www.nflrc.hawaii.edu/evaluation> for reference. (Collaboration with the NFLRC.)

2. Evaluation Webinar and Online Course Series: Presents a series of webinars and online courses on key topics in FL program evaluation, including the evaluation of heritage, K-12, community college, and university programs. (Collaboration with the CNDLS)

3. Evaluation Summer Institutes: Conducts one or more institutes on evaluation for improvement of foreign language education, including training in program evaluation techniques

and the exploration of evaluation as a means for curricular innovation and outcomes achievement. Institutes are tailored to key constituencies such as K-12, higher education, heritage language, and technology-mediated programs.

1.2.2. Student Learning Outcomes Assessment in Foreign Language Education. An important recent development in post-secondary language education has been the rise of student learning outcomes assessment (SLOA). SLOA is a distinct permutation of program evaluation in that it is closely associated with accountability mandates and increased institutional oversight in US higher education. SLOA is a system of educational review and reform aimed at improving college-level teaching and learning. It calls for a specific focus on the programmatic outcomes of student learning (expressed in student learning outcomes statements) and the ongoing review and use of information on student achievement toward program improvement or reform aims. Prior research has explored how such requirements present unique challenges, but also important opportunities, to FL programs. Results show that SLOA is understood less as a means of educational improvement (in most cases) and more as an accountability measure associated with administration requirements and the needs of entities beyond FL programs. Moreover, SLOA has been implemented as an under-resourced activity separate from internal, local efforts dedicated to educational development and innovation. The main goal of AELRC efforts in this vein is to support useful SLOA in FL programs through a number of research and outreach projects.

AELRC's SLOA efforts leverage prior research and outreach initiatives conducted under the 2006-2014 grants at the University of Hawai'i NFLRC, which identified resources and patterns of SLOA practice in college FL programs, and led to two publications (one providing advice on SLOA-capacity building) and three conference presentations. The projects listed below seek to expand on this important prior work and address new SLOA challenges in FL education.

A. Research and Development Projects.

1. High-Impact SLOA Factors: Identifies factors contributing to useful SLOA in college FL programs, including an investigation of program capacities that influence SLOA usefulness. Findings describe key conditions and factors linked to SLOA efficacy in college FL programs, leading to development of recommended practices, procedures, and materials. Other outcomes include a presentation at the ACTFL annual conference, a conference workshop on SLOA high-impact factors, and a research publication in a journal such as *Foreign Language Annals*.

2. Accreditation-Mandated SLOA in Community Colleges: Investigates SLOA in community college FL programs, including apparent impacts on U.S. community/junior college language education and what activities might uniquely help or hinder SLOA usefulness in such contexts. Findings will lead to the development of recommended practices, procedures, and educational materials. Other outcomes include presentations at the ACTFL annual conference, a pre- or post-conference workshop on SLOA in community colleges, and a publication in a journal such as *Foreign Language Annals*. (Collaboration with HCC, NOVA.)

3. Advanced Learning Outcomes: Identifies advanced learning outcomes in college FL programs through a critical analysis of advanced abilities as captured in the learning outcomes college FL educators set for their students, leading to the development of recommended practices, procedures, and educational materials. Other outcomes are presentations at the ACTFL annual conference and a publication in a journal like *The Modern Language Journal*.

(Collaboration with Consortium on Useful Assessment [CUA] and individual programs.)

Outreach-Oriented Projects.

1. Consortium on Useful SLOA: Re-invigorates and expands the *Consortium on Useful Assessment in Language and Humanities Education* as a vehicle to bring FL education

stakeholders together and create opportunities for disciplinary dialogue on SLOA-related topics. Project work includes conducting an annual consortium summit on SLOA in college FL programs consisting of round tables (sharing of SLOA best practices), paper/poster sessions (including updates on SLOA efforts), and colloquia addressing SLOA issues in college FL education. See initial work at: <https://blogs.commons.georgetown.edu/humanitiesassessment/>.

2. SLOA Webinar and Online Course Series: Presents a series of webinars and online courses on key topics in SLOA, including the needs of heritage, community college, and university programs. Webinars and online courses will target FL educators in higher education, particularly those teaching LCTLs and teaching in underserved programs such as community colleges (Collaboration with CNDLS.)

3. SLOA Summer Institute: Conducts an institute on useful student learning outcomes assessment in college foreign language education to develop FL educators' capacities for useful SLOA practice and capacity building. Institutes are designed to be applicable to key constituencies such as community college programs. (Collaboration with NOVA and HCC.)

4. SLOA book: Produces a book entitled "Useful student learning outcomes assessment in college language and humanities programs", published with Georgetown University Press.

1.2.3 High-Quality Language Assessment. FL educators at all levels and in all environments face challenges in conducting useful assessment. A primary challenge is that of assessment literacy: FL educators lack understanding of the principles of assessment and confront a corresponding dearth of information and training on best practices. Additional challenges stem from a lack of readily available assessment instruments and procedures appropriate for specific purposes or contexts, and missing articulation or alignment of assessments across a variety of

contexts. Because of this lack of assessment materials, FL educators finally face the challenge of developing appropriate assessments for the classroom and other applications.

Given the intensive nature of assessment research and development, projects in this focal theme involve close collaboration with other LRCs, such as CLEAR and CASLS. For instance, collaboration with CLEAR on the development of a short-cut proficiency assessment will involve working with their partnerships at the Middlebury Language Schools (MLS) to administer multiple assessments to those students. Similarly, collaboration with CASLS will maximize the development potential of the intercultural communicative competence assessment, as CASLS will develop a simulated learning environment and AELRC will develop the assessment component. Projects under this theme build upon the foundation of previous work directed by Margaret Malone, co-sponsored under a Title VI International Research and Studies Grant (2005-2009) and the 2000-2014 grants at the National Capital Language Resource Center, which created a searchable directory of FL assessments, trained graduate students in assessment development and educators in foundational concepts of assessment (e.g., rating of oral proficiency), and hosted 12 annual language testing conferences.

A. Research and Development Projects.

1. Short-Cut Proficiency Assessments: Develop and pilot instruments for estimating global proficiency quickly and accurately for use with diverse populations (such as university, community college, high school, and heritage learners) and multiple languages (including LCTLs: Arabic, Japanese, Korean, Mandarin, Russian, Portuguese, and Turkish). Work includes developing and validating short-cut assessments (e.g., C-Tests, Elicited Imitation tests), including criterion-related validation with other proficiency tests. Other outcomes include presentations at the Language Testing Research Colloquium and ECOLT annual conference, a

publication in a journal such as *Language Testing*, and an edited volume on the development of short-cut proficiency estimates across multiple languages. (Collaboration with CLEAR, MLS, NFLRC, Instruments for Research into Second Languages [IRIS], NOVA, and GU faculty.)

2. Assessment of Intercultural Communicative Competence: Develop and pilot an instrument for assessing intercultural communicative competence that simulates real-life cultural situations and assesses students' cultural proficiency in responding to the situations. Project work will include developing, piloting, and field testing the assessment as part of the development of an intercultural communication simulation by CASLS. Other outcomes include presentations at the ACTFL annual conference, a publication in a journal such as *Foreign Language Annals*, and an annotated bibliography. (Collaboration with CASLS.)

3. Heritage Learner Assessment: Expands upon CAL's current research and resource development agenda for an assessment of the language development of heritage learners, including development and validation of proficiency assessments for learners of LCTLs (e.g., Korean). Other outcomes include presentations at the ACTFL annual conference and a publication in a journal such as *Heritage Language Journal*. (Collaboration with NFLRC and the National Heritage Language Resource Center [NHLRC].)

B. Outreach-Oriented Projects.

1. Foreign Language Assessment Directory: Updates and continually maintains CAL's *Foreign Language Assessment Directory (FLAD)*, a free, online, searchable directory of information about currently available language assessments. Work includes adding a search function for performance assessments and developing new companion resources for heritage, K-12, and community college educators on using the FLAD to respond to their needs (existing resources focus on university audiences). (Collaboration with HCC, NOVA, and VCCS.)

2. ECOLT annual conference: Supports the annual East Coast Organization of Language Testers conference, initiated in 2002 to provide a forum for the dissemination of high-quality, peer-reviewed research on language assessment to an East Coast group of educators, scholars, students, and other professionals. Pre- and post-conference workshops will be offered to enhance language teacher assessment literacy.

3. SOPI rating workshop: Hosts a workshop for D.C.-area high school, community college, and NRC Chinese, Russian, and Spanish (and other languages, as applicable) instructors to learn to rate the SOPIs collected as part of the validation process for the Short-Cut Proficiency Assessment project. Builds capacity in rater training and assessment. (Collaboration with HCC, NOVA, and District of Columbia Public Schools [DCPS].)

4. Assessment Webinar and Online Course Series: Presents a series of webinars and online courses on topics in language assessment for FL educators, addressing needs of heritage, K-12, community college, and university programs. (Collaboration with CNDLS.)

5. Assessment Summer Institutes: Conducts one or more institutes on the basics of language assessment, rating oral proficiency assessment, and developing assessment tasks. Institutes are designed to be applicable to key constituencies such as K-12 teachers and community college and heritage language programs.

2. QUALITY OF KEY PERSONNEL

Qualifications of key personnel are presented here. Appendix A presents further information.

2.1. AELRC Staff

a. Qualifications of project directors.

AELRC will be directed by three foreign language education professionals, each of whom will lead one of the three focal themes: evaluation, SLOA, and assessment. With over two

decades of experience in foreign language assessment and program evaluation research and practice, John M. Norris will serve as AELRC Director. He also will lead the activities for FL program evaluation and will provide expert advice on both the SLOA and assessment projects. A professor in the Linguistics Department at Georgetown University, he holds a Ph.D. in Second Language Acquisition and a Master's degree in teaching English as a second language from the University of Hawai'i at Mānoa. A winner of the ACTFL/MLJ Paul Pimsleur and TESOL Distinguished Research awards, Dr. Norris is also the author of dozens of peer-reviewed articles in journals such as *Applied Linguistics*, *Foreign Language Annals*, *Language Learning*, *Language Learning & Technology*, *Language Teaching Research*, *Language Testing*, *Modern Language Journal*, *TESOL Quarterly*, and *Die Unterrichtspraxis*. Several of his recent books explore evaluation (*Toward useful program evaluation in college foreign language education*) and assessment (*Validity evaluation in language assessment*). He served for eight years as a professor in the Department of Second Language Studies at the University of Hawai'i at Mānoa, where he was also Associate Director for Assessment and Evaluation in the NFLRC, and he worked for two years as assessment specialist at Northern Arizona University. Dr. Norris has been chair of the TOEFL Committee of Examiners (2010-14) and the International Consortium on Task-Based Language Teaching (2006-14), and he is an advisory board member for CLEAR.

Margaret Malone will serve as Co-Director leading projects on high-quality language assessment. Dr. Malone holds a Ph.D. in Linguistics from Georgetown University and has nearly 25 years of experience in developing tests and providing professional development to teachers on the use and development of tests and the impact of testing on teaching. She has published extensively regarding language assessment and assessment literacy, including articles in peer-reviewed journals and book chapters. As CAL's Associate Vice President of World Languages

and International Programs, Dr. Malone serves as evaluator of the STARTALK summer programs to teach students languages critical to national security and provide professional development to current and aspiring teachers, and principal investigator for U.S. Department of Education projects investigating oral proficiency outcomes of students studying abroad and developing a computer-based oral proficiency test in Mandarin. A former LRC intern at CAL, while a graduate student at Georgetown University (1990-1993), Dr. Malone served as Co-Director of the National Capital Language Resource Center and has directed CAL/GU NCLRC projects and the research internship program since 2000. She is on the LARC advisory board.

John McEwan Davis will serve as Co-Director leading SLOA projects. Dr. Davis is Visiting Assistant Professor of Linguistics at Georgetown University and teaches courses on language program evaluation, testing, quantitative research methods, second language acquisition, and language pedagogy. His most recent publications focus on the impacts of accreditation-driven assessment on post-secondary language programs. Dr. Davis has extensive experience with LRC and post-secondary language assessment and evaluation projects in collaboration with the NFLRC, the NMELRC and the College of Languages, Linguistics, and Literatures at the University of Hawai‘i at Mānoa. He received his Ph.D. in Second Language Studies from the University of Hawai‘i and his Master’s degree in Applied Linguistics from the University of Melbourne. He speaks Korean and French.

b. Qualifications of other key personnel.

CAL’s Research Associate, Francesca Di Silvio, holds an M.A. in Linguistics from Georgetown University. A staff member in the World Languages and International Programs area at CAL, Ms. Di Silvio currently serves as coordinator for several projects, including research on study abroad oral proficiency outcomes, the STARTALK evaluation project, and the development of a

computer-mediated oral proficiency test of Mandarin. Ms. Di Silvio's additional FL assessment and teacher professional development work at CAL includes coordinating a project to develop oral proficiency tasks in Russian and French and developing a self-access training program for Arabic teachers to rate oral proficiency tests according to the ACTFL Proficiency Guidelines.

A .35 FTE program manager will be hired at Georgetown to take responsibility for managing all day-to-day activities of AELRC, including coordinating the work of research associates, assistants, and interns and collaborating with the External Advisory Board, the director and co-directors, and external evaluator to ensure that all activities are conducted efficiently.

AELRC staff will be further supported by a web designer, student research assistants and interns from Georgetown who will work on projects at both GU and CAL, and by appropriate and strategic use of consultants. Since 1990, graduate students of GU linguistics have served as interns at CAL to support and gain hands-on experience in language testing projects, and this process will continue with AELRC. GU is well-known for the training of applied linguistics researchers, and classes are offered regularly in various topics related to language assessment, research methods, and statistics. GU is also one of the few universities worldwide to offer courses in language program evaluation. Accordingly, graduate student participants in AELRC activities will themselves present advanced levels of expertise in the project areas.

c. Time commitments of key personnel

Director John Norris will commit approximately 20% of his time to AELRC activities; he will receive a partial reduction in teaching and service activities at GU in order to direct the center and will devote one month of time during the summer to AELRC work. Co-Director John Davis will commit 20% time to the AELRC, to be compensated through one month of summer

salary, while Co-Director Margaret Malone will commit 10% of her time to AELRC activities. The project manager will commit 35% time to the day-to-day activities of AELRC in all four years. Research Associate Francesca Di Silvio will devote 35% time to AELRC. One full-time graduate research assistant will work 15 hours per week on all aspects of AELRC projects; a research intern will be hired to work at CAL each year; and a variable number of graduate research assistants will be hired on a casual hire basis to facilitate data collection activities.

d. Employment of persons from traditionally underrepresented groups

The institutions that form AELRC and carry out its activities are all equal opportunity employers that prohibit discrimination against any person on the basis of race, color, religion, national origin, age, handicap, veteran status, or sexual orientation. Both GU and CAL actively encourage applications from minorities and members of traditionally underrepresented groups in all publicly posted employment opportunities.

e. Past experience and training of key personnel

All AELRC directors are recognized leaders in language assessment and evaluation with a focus on the learning and teaching of language and culture. In addition, they have extensive experience in teaching, teacher training, curriculum and materials development, assessment, program evaluation, and other areas relevant to FL teaching and learning and have served as project directors, senior advisors, principal investigators, and supervisors at their current and previous organizations; taken together, their expertise covers the full range of related subjects. Dr. Norris's reputation in foreign language evaluation and assessment is unsurpassed both nationally and internationally; his experience includes both evaluation and test design as well as supporting language professionals in conducting and acting upon the results of their evaluation and assessment work. Having recently completed a nationwide study on the current state of

outcomes assessment in higher education, Dr. Davis is a leading authority on current practices and needs for foreign language outcomes assessment. Finally, Dr. Malone is widely recognized as an authority on language proficiency and performance assessment; her experience includes test development, research on test efficacy, and evaluation of testing program effectiveness.

2.2 Collaborators

AELRC will draw upon the unique expertise of GU faculty members and staff as collaborators (see bio statements in Appendix A) on specific projects in each of the three major project areas:

- In relation to assessment and evaluation for technology-mediated language education, key collaborators will be staff from CNDLS, the primary administrative unit responsible for technology-mediated education across campus, including: Dr. Edward Maloney (acting executive director), Mindy McWilliams (assistant director for assessment), Dr. Peter Janssens (associate director for instructional resources), and Nelia Gustafson (language learning lab manager).
- Dr. Ronald Leow (Spanish & Portuguese) will collaborate on the evaluation of technology-mediated language classes, one of his areas of specialization, and in relation to his current research on telecollaboration.
- Dr. Lourdes Ortega (Linguistics) will be the primary technical expert related to the development of short-cut estimates of language proficiency, given her extensive research on the Elicited Imitation Test and her work on measurement in FL research.
- Drs. Heidi Byrnes, Peter Pfeiffer, and Marianna Ryshina-Pankova (German) will contribute leadership and expertise in relation to the Consortium on Useful Assessment, in addition to their ongoing participation in FL program evaluation outreach projects.

- Dr. Jeff Connor-Linton (Associate Dean, Georgetown College) will serve as the primary administrative liaison to AELRC, and he will also offer his expert advice on language assessment, study abroad, technology-mediated education, and related topics.
- Dr. Randall Bass (Vice Provost for Education) will work with AELRC to facilitate linkages to the EdX consortium and consult on the roles of inquiry, outcomes assessment, and evaluation in relation to new media and evolving forms of education.

As indicated in the project descriptions above, AELRC will collaborate on projects with several other proposed Language Resource Centers. In addition, Dr. Malone is the current Chair of the Council of Directors of the Language Resource Centers and regularly facilitates communication among and disseminates information about all 15 LRCs.

2.3 AELRC Advisory Board

The four members of the AELRC Advisory Board are all experts in assessment and evaluation in relation to distinct foreign language educational contexts. Their expertise and insights will provide an external, objective sounding board for AELRC projects (see letters in Appendix C).

Dr. Lance R. Askildson currently serves as Chief International Officer, Vice-Provost for Global Affairs and the Executive Director of the Institute for Global Initiatives at Kennesaw State University. He is also an Associate Professor of English Language & Linguistics and a scholar of second language pedagogy, language learning technology, and international studies. Previously, he was the founding Director of the Center for the Study of Languages & Cultures at the University of Notre Dame, where he also served as Assistant Provost for Internationalization and Associate Professor of the Practice for Second Language Education.

Dr. Gregory Fulkerson is currently Maryland State Department of Education's Formative Assessment Education Specialist. Previously, Dr. Fulkerson served as the World Language

Coordinator for the Department of Defense Education Activity and as the Education Associate for World Languages and International Education for the Delaware Department of Education. In Delaware, he developed and implemented the Governor's World Language Expansion initiative that focused on ensuring that students graduate with advanced-level language skills. He also supervised the development and implementation of proficiency-oriented world language student growth measures that were used as a part of the state's teacher effectiveness evaluation process.

Dr. Kimi Kondo-Brown is Professor of Japanese and Associate Dean in the College of Languages, Linguistics, and Literature at the University of Hawai'i at Mānoa. She has published widely on teaching and assessing Japanese as a second/heritage language. Her most recent publications include "Nihongo kyooshi no tame no hyooka nyuumon" [Introduction to assessment for Japanese language teachers], Practical assessment tools for college Japanese, and "Nihongo hyooka no tame no tasukugata achiibumento tesuto" [Task-based achievement tests for Japanese language assessment]. In 2012, she directed the NFLRC Summer Institute, Assessments for Japanese Language Instruction.

Dr. Judith Liskin-Gasparro is associate professor of Spanish at the University of Iowa and co-director of the interdisciplinary doctoral program in second language acquisition. Her research interests include program evaluation and the assessment of learning outcomes, language acquisition in classroom and study abroad contexts, and the assessment of L2 speaking skills. She is the co-author of elementary (Mosaicos, Unidos) and intermediate (Identidades) Spanish textbooks (Pearson), as well as the associate editor for reviews of the *Modern Language Journal*.

3. ADEQUACY OF RESOURCES

The proposed collaboration between GU and CAL offers extensive resources in support of AELRC. Each institutions brings with it a lengthy history of researching, supporting, and

promoting FL education, and each offers substantial intellectual, administrative, and physical resources.

Georgetown University

Intellectual community, international orientation. Established in 1789, Georgetown University (GU) is one of the oldest and most prestigious institutions of higher education in the United States. Featuring internationally renowned graduate and undergraduate programs across nine schools and colleges, GU is classified by the Carnegie Foundation as a “Research University with Very High Research Activity”, with a majority of graduate programs and highly selective admissions criteria (less than 20% of applicants are admitted). Among its many leading programs, GU is known for those with an international focus, including the Edmund A. Walsh School of Foreign Service, the Robert E. McDonough School of Business, and the Georgetown Law School, each of which houses multiple degree programs that emphasize global understanding, intercultural awareness and competence, and FL proficiency. GU also offers certificate programs that combine language and regional studies including Asian, African, Arab, European, Latin American, and Russian & East European Area Studies, and the university hosts three National Resource Centers: the Center for Eurasian, Russian, and East European Studies; the Georgetown East Asia Center; and the National Resource Center on the Middle East. At present, Dr. Malone serves as evaluator for the language focus of the three NRCs, which bodes well for continued collaboration between the NRCs and LRC at Georgetown.

Faculty of Languages and Linguistics. The Faculty of Languages and Linguistics (FLL) offers a full academic program in foreign languages, cultural, and literary studies, as well as in applied, formal, and socio-linguistics. Undergraduates may major in Arabic, Chinese, Classical Greek, Comparative Literature, French, German, Italian, Japanese, Latin, Portuguese, Russian,

Spanish, or Linguistics. In addition, coursework is available in Basque, Catalan, Farsi, Modern Greek, Hebrew, Korean, Persian, Polish, Ukrainian, Thai, and Turkish. GU is well-known for its Ph.D. programs in Arabic, German, Linguistics, and Spanish & Portuguese. The FLL houses renowned researchers with a focus on FL education, including editors of several flagship journals (currently *Language Learning*, *Modern Language Journal*, *Annual Review of Applied Linguistics*), and past presidents of international organizations (e.g., American Association of Applied Linguistics, the International Association on Task-Based Language Teaching).

Study Abroad. The Division of Overseas Studies offers over 160 Georgetown-approved programs in 40 countries around the world. Georgetown University’s Office of International Programs administers over twenty summer study abroad programs, serving approximately 325 students annually. The large majority of these programs are designed and led by GU faculty, who accompany students overseas, teach or supervise instruction at host universities, lead cultural excursions, and provide ongoing logistical support to students as they adapt to life abroad.

Teaching and technology. The Center for New Designs in Learning and Scholarship (CNDLS) is engaged in advanced research on teaching practices, assessment techniques, instructional design, student learning, and technologies to enhance the latest educational environments. CNDLS helps faculty, departments, and programs not only with “big picture” challenges in teaching, such as strategic goal setting and curriculum design, but also with the “on the ground” challenges of putting into place design and assessment strategies. Recently, CNDLS has spearheaded research, development, and implementation of technology-mediated teaching and learning at GU, including the funding of and support for online language courses. The Initiative on Technology-Enhanced Learning (ITEL) is designed to strengthen teaching and learning in on-campus programs and enhance Georgetown’s online activity globally.

Overview of physical resources. Georgetown University has appropriate facilities, resources, and equipment that will be made available to AELRC. Department administrative offices are equipped with communication equipment, photocopiers, computers, scanners, and standard office equipment that will be made available to support the administration of the project. The campus has videoconferencing facilities that can be used by the project as needed. All GU faculty are provided with a Windows or Macintosh computer every four years. In addition the University has extensive web-hosting services available for wikis, blogs, websites, and other dissemination tools. All GU AELRC participants will have a Georgetown account with full access to computing recourses and support available through University Information Services. All departments provide offices for faculty (including the director and co-director of AELRC); work space will also be provided for students conducting research or otherwise participating in AELRC project work, as well as for the AELRC Program Manager.

The Georgetown University Library consists of Lauinger Library and Blommer Science Library. Lauinger Library shares its cataloging facilities with the National Reference Center for Bioethics Literature, which serves as the library for the Kennedy Institute of Ethics. In total, the Georgetown University Library houses over 3.5 million books, including 1.25 million e-books, and provides online access to thousands of periodicals.

The Language Learning Technology (LLT) Center provides a variety of materials, services, and consulting support that promote the integration of technology into foreign language teaching and learning at Georgetown University, including the following resources.

Language Lab (ICC 224): The lab houses an extensive collection of audio, video and computing materials for all levels of the languages taught at Georgetown University. Students and faculty use this facility on a walk-in basis for independent language study. Equipment

includes: 12 networked Macintosh computers, 10 region-free DVD players, and 15 TV/VCRs, eight of which provide access to GU cable, two of which serve as a video-editing station for customer use, and one which is connected to a TiVo for scheduled program recordings.

Technology Classroom (ICC 227): This state-of-the-art classroom provides 20 desktop computers with microphones and cameras, a projection and sound system, playback devices for a variety of media and formats, a "smart board" system, audio and video software, and network-based sharing features to facilitate exchange and interaction. Movable conference tables and wireless laptops give the ability to reconfigure the classroom for a variety of activities.

Consultation and Development Space (ICC 226): In this facility, LLT staff members consult with FLL faculty and graduate students on the integration of digital and online learning resources in foreign language courses and linguistics research projects. The room provides equipment to digitize, edit, and compress video and audio for online delivery, scan images and text, produce digital video recordings, and create a learning materials and environments.

The Center for Applied Linguistics

The Center for Applied Linguistics is a private, non-profit 501(c)(3) organization located in the District of Columbia. CAL has an international reputation for the high quality of its work and its leadership in language education and assessment. CAL's multiethnic, multilingual, and multidisciplinary professional and support staff has broad expertise and training in language teaching, language assessment, and language program design and evaluation. In addition, CAL operates centers that build repositories of information for the field, including the Alliance for the Advancement of Heritage Languages and the Cultural Orientation Resource Center. The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) operated at CAL from 1974 to 2003.

In collaboration with Georgetown University and The George Washington University, CAL has 24 years of experience operating the NCLRC/NFLRC projects in materials development, language assessment, best practices in language education, and information dissemination. CAL spearheads projects that include a foreign language test database and training in the design, use, and rating of foreign language assessments, and has hosted the annual East Coast Organization of Language Testers conference for 12 years. In addition, CAL has collaborated with the NCLRC on the research internship program since 1990. Alumni of this internship program include the proposed project co-director (Margaret Malone); the former language testing manager for the Federal Bureau of Investigation; the Dean of the Graduate School of Translation, Interpretation, and Language Education of Monterey Institute of International Studies; and a number of tenured professors of FL education and linguistics.

CAL has equipment and supplies required to support AELRC in carrying out the proposed activities. CAL will provide workstations for the Co-Director and assessment specialist as well as for two research interns from GU. CAL will also offer a full range of services and facilities to support project operations, including conference space, administrative support, project accounting, materials preparation/processing facilities, and IT services.

4. NEED AND POTENTIAL IMPACT

The Language Resource Centers play a crucial role in helping US language teachers deliver high-quality language education. Within this effort, AELRC offers a unique research and outreach agenda addressing the capabilities of language educators to conduct useful language program evaluation and assessment. FL educators have experienced intensifying demands to engage in assessment and evaluation for various improvement and accountability purposes, and while LRCs have made efforts to help educators respond to these demands, a clear need remains

for guidance on how to conduct assessment and evaluation productively and with maximal impact on FL learning. Moreover, historical outreach and support efforts have focused mostly on commonly taught languages and language programs, and little is known about the assessment/evaluation practices or needs of instructors in historically underrepresented educational contexts (e.g., heritage, K-12, community colleges). AELRC addresses these issues by researching and enhancing the capacity of US FL educators, in these high-priority contexts as well as others, to engage in meaningful language assessment and language program evaluation that leads to educational development and improvement.

Program evaluation enables language educators to systematically investigate their educational practices and change them for the better. Despite a prevailing view that evaluation is primarily an imposed process of external judgment, evaluation is perhaps better understood as a systematic mode of empirical inquiry in which information is collected on program functioning for a variety of purposes, including to improve and understand program processes, to judge program quality, to hold programs accountable, to generate evaluation knowledge, and to empower evaluation participants. When evaluation functions usefully and productively, it is a powerful mode of program reform as demonstrated by past outreach and training efforts undertaken via FLPEP and NFLRC. These initiatives have enabled some FL educators to begin to realize evaluation's potential for enlightenment and program change. To list a few of the possibilities (and experiences), when FL educators conduct high-quality evaluation, they achieve a better *understanding* of FL educational processes, including the needs and practices of FL students and teachers and their achievement of program objectives and learning outcomes. When FL educators conduct high-quality evaluation, they are empowered to improve and develop all aspects of educational delivery—courses, curricula, materials, assessment—and in various FL

program types (e.g., study abroad, undergraduate FL requirement, teacher training). When FL educators conduct high-quality evaluation, they are able to judge the quality of foreign language teaching; develop training courses and induction procedures for FL teachers; justify funding and resource requests; demonstrate the merit and value of programs in meeting stated objectives; enhance the profile of foreign language programs within institutional contexts, as well as within wider disciplinary humanities discourses; and, finally, increase the capabilities of FL educators to achieve these and other notable achievements in future iterations of evaluation work.

These successes notwithstanding, the use of evaluation toward such aims does not proceed in a straightforward way, and received evaluation traditions may lead to less than useful practices. Indeed, evaluation within various mandates and educational reforms has a long history of ineffective implementation. Contemporary evaluation research illuminates how evaluation can be conducted productively and looks for contextual and methodological factors within organizations that seem most associated with useful evaluation activity. Such factors and program elements are termed “evaluation capacity” (i.e., evaluation knowledge and skills, resources, implementation quality, facilitative leadership, productive teamwork), and where there is ample and robust evaluation capacity within an organization, research suggests there is a greater likelihood for productive, impactful evaluation practice.

The burden of evaluation requirements often falls to teachers and administrators, individuals who typically lack the needed resources, expertise, and support (i.e., the needed capacity) to conduct evaluation well. Indeed, needs analysis research undertaken by the FLPEP and NFLRC paints precisely this picture, shedding light on the various evaluation priorities and mandates college FL educators experience, as well as their capacity and wherewithal to respond effectively. In general, findings suggest that FL program evaluation is commonly motivated,

understood, practiced, and supported in ways that undermine its usefulness in FL programs (and thereby the potential for meaningful impacts on teaching and learning). For example, the most common reason FL educators undertake evaluation has primarily to do with meeting institutional and accreditation requirements (as opposed to local, program-internal desires for inquiry, innovation, and change). Moreover, the uses of evaluation are primarily accountability-oriented—to meet institutional accreditation requirements—rather than to understand and innovate educational delivery. Finally, and most relevantly for the AELRC proposal, FL educators lack the crucial elements of evaluation capacity that would enable them to use evaluation toward program improvement ends. More specifically, FL educators lack evaluation skills and knowledge that high-quality evaluation demands. FL educators thus need training, ‘how-to’ templates, and models of systematic evaluations that lead to actual use.

While some advances have been made in redressing the state of evaluation capacity in FL programs, the issues described above remain. AELRC thus seeks to help build evaluation capacity in language programs and develop the abilities of educators to conduct evaluation effectively. It endeavors to do so by continuing the foundational evaluation research and outreach initiatives of the NFLRC and FLPEP, and extends this work to underserved populations of language teachers and learners. AELRC will conduct a number of national-level as well as localized institutional research projects to shed light on the evaluation practices and program development needs of language laboratories, technology-mediated programs, Middle-Eastern language programs, and heritage and study abroad language programs. These projects will take place in a mix of K-12 and community college contexts, as well as in higher education. Findings from these studies will not only lead to the accumulation of insights into the nature of useful evaluation, but they will also be used to develop webinars, workshops, summer institutes, online

courses, and instructional guides on evaluation methodology. These capacity-building efforts are expected to increase the knowledge and skills of FL educators, thereby empowering them to conduct useful evaluation that has meaningful impact on the quality of FL teaching and learning.

AELRC's research and outreach agenda also addresses a specific variety of evaluation practice that has emanated directly out of accountability initiatives within higher education: student learning outcomes assessment (SLOA). Student learning outcomes assessment is a framework of educational innovation in which information on student learning is used to improve teaching and learning. Assessment- and standards-based accountability systems—of which SLOA is a variety—are an integral part of K-12 educational reform (e.g., via NCLB), yet the introduction of SLOA into higher education is a more recent development and one for which FL educators are historically under-resourced and find difficult to implement in productive ways.

As with language program evaluation, FL educators commonly lack sufficient SLOA capacity, which affects their ability to use SLOA productively (and improve teaching and learning). A NFLRC-sponsored study on SLOA capacity and use in US college FL departments asked respondents to indicate the degree of SLOA capacity extant in their program in nine categories (institutional support, SLOA infrastructures, SLOA resources, SLOA expertise, program ethos, communication, collaboration). Respondents also indicated how, and to what degree, SLOA is used in their program (to meet institutional requirements; to improve teaching learning, etc.). Results showed trends toward lacking or only nascent SLOA capacity in all nine capacity areas. In addition, the most common SLOA uses were compliance-oriented, to meet institutional assessment requirements. Moreover, a relationship was found between the amount of capacity in a college FL program and the extent and type of assessment use. That is to say, the more SLOA capacity a program had, the more diverse and frequent was their assessment use,

including, crucially, for program improvement and development. By contrast, the less capacity a program had, the less frequently assessment was used, primarily for accountability purposes.

There is a clear need to assist college FL educators in building SLOA capacity. AELRC seeks to do so in various ways. Several AELRC SLOA projects will expand on the established research and outreach agenda of the NFLRC and FLPEP which has supported outcomes assessment efforts in numerous FL programs. For example, AELRC will re-mobilize the *Consortium on Useful Assessment in Humanities and Language Education* and convene a bi-annual summit for Consortium members to share their assessment experiences and expertise with other FL colleagues. Summit roundtables, colloquia, workshops, and paper sessions will provide an opportunity for participants to share successes, address challenges, and support one another's SLOA efforts. Summit publications and whitepapers will appear in leading disciplinary journals and help feature SLOA in national discussions on language pedagogy and program development.

In addition to the Consortium summit, AELRC capacity-building initiatives will focus on U.S. community colleges, which represent roughly half of the post-secondary language education delivered in the United States. To our knowledge, no research has been undertaken to ascertain the SLOA capacity needs and patterns of SLOA practice in community college FL programs. Thus, a national survey study will first investigate the extent of assessment capacity and demand in community college language programs and the particular capacity factors that seem most related to useful SLOA practices. Findings from this study (and others) will be used to develop workshops, webinars, online courses, and instructional guides that will help FL educators build SLOA capacity and develop their abilities to conduct useful student learning outcomes assessment. In addition, book-length volumes and publications in leading journals will disseminate SLOA research findings and best-practices to the FL education community. In all,

AELRC research and outreach aims to help FL educators use student learning outcomes assessment for its intended purpose: to improve the quality of FL educational practice.

At the heart of useful evaluation and SLOA—and effective language education generally—is the ability to assess and measure student language performance in accurate and useful ways. Developing assessment literacy is an ongoing professional need for FL educators at all levels. High-quality assessment requires technical knowledge and skills, and a primary challenge for FL educators is developing assessment capabilities in light of lacking information and training on best practices. One historical role of LRCs has been to supply instruments and training that enable FL educators to conduct assessments for different purposes and in a variety of educational contexts. AELRC’s focus on high-quality language assessment will strive to increase the assessment capabilities of FL educators through innovating and providing training on existing resources and through the development of new tools and instructional activities that meet the assessment needs of diverse FL constituencies. Among these constituencies are language educators of LCTLs, as well as those teaching in underrepresented contexts such as heritage language and community college programs. For example, the heritage learner assessment project aims to undertake research and initiate assessment development projects in response to priorities in diverse languages. Similar assessment projects targeting intercultural communicative competence and investigating means to quickly and accurately estimate global proficiency will provide critical tools for the field, and workshops, webinars, online courses, and summer institutes on FL assessment are designed to meet the needs of diverse FL educators.

Finally, various partnerships are planned to maximize the impact of AELRC projects on key segments of the FL community. For example, collaborations are planned with NOVA, Howard Community College, and the District of Columbia Public Schools (DCPS), (on

evaluation of language laboratories, professional development on rater training, SLOA), NMELRC (on national Arabic language learning needs), CLEAR, Middlebury, NFLRC, Georgetown University (on language assessment, SLOA, and evaluation), and NHLRC (on heritage language assessment). In addition, an AELRC website will provide research reports, resources, and instructional materials in easy-to-access formats, and concerted efforts will be made to disseminate information using different modes of digital communication.

5. LIKELIHOOD OF ACHIEVING RESULTS

AELRC has a high likelihood of achieving expected outcomes primarily because it builds upon an established foundation of experience and resources, and it employs processes and procedures for disseminating materials, resources, and outcomes in efficient and productive ways to appropriate audiences. As a major research university, GU supports not only internationally recognized faculty in language learning and teaching but also the Center for New Designs in Learning and Scholarship which works to encourage excellent teaching practices with the latest educational technology. In collaborating with CAL, with 50 years of experience in language teaching, learning, research, and assessment, AELRC offers a robust collection of knowledge on foreign language assessment and evaluation as well as unparalleled practical experience in conducting evaluation and assessment projects and disseminating results to various stakeholders.

Although AELRC is a new formation of a Language Resource Center, the proposed LRC nonetheless represents decades of both experience in evaluation and assessment and collaboration between Georgetown University and the Center for Applied Linguistics. In addition to their combined expertise in language program evaluation and assessment, GU and CAL have a strong record of serving the FL community via professional development workshops, research, outreach and publications on evaluation and assessment. In addition, the

Director, Dr. John Norris, and Co-Director, Dr. Margaret Malone, have served as research, outreach, and management staff with two LRCs: the National Foreign Language Resource Center at the University of Hawai'i and the National Capital Language Resource Center, a consortium among The George Washington University, Georgetown University, and the Center for Applied Linguistics. In these roles, Drs. Norris and Malone continually collaborate and provide expert advice not only with universities across the United States but specifically with existing LRCs (as indicated by publication and presentation records; see CVs in Appendix A).

By proposing specific projects with several proposed LRCs (e.g., CASLS, NFLRC, NMELRC, CLEAR, SCARLET, NHLRC), AELRC not only maximizes existing strengths across institutions of higher education but also expands opportunities to disseminate best practices in evaluation and assessment to different audiences across the country. In addition, through strategic partnerships with two nearby community colleges (Howard Community College and Northern Virginia Community College), AELRC incorporate strategies for applying outcomes to the community college context and provides professional development in assessment and evaluation to such audiences. Each project described in this application identifies specific goals, objectives, and outcomes that are detailed and attainable. In addition, the strong working relationships between AELRC and the proposed LRC and community college partners promises strong collaborations and high-impact results.

6. DESCRIPTION OF FINAL FORM OF RESULTS

Detailed information on all project outcomes related to objectives (including data sources and indicators) is provided in Appendix D (along with GPRA Performance Measures) and summarized here in three categories: resources, publications, and people.

Resources. Assessment and evaluation instruments, frameworks, training, and other resources will be developed as a result of AELRC research and outreach-oriented projects, including:

- Recommended practices and instruments for evaluation of language laboratories, language learning in study abroad, and LRC project outcomes and impacts
- Frameworks for program evaluation in technology-mediated language education environments and needs analyses in LCTL foreign language programs
- Digital corpora of learner language from students in study abroad programs
- Websites for the Foreign Language Program Evaluation Project and the Foreign Language Assessment Directory (each with resources targeting needs of FL educators)
- Recommended practices and educational materials for high-impact SLOA factors, accreditation-mandated SLOA in community colleges, and advanced learning outcomes in college foreign language programs
- Instruments for short-cut assessment of proficiency in a variety of LCTL and other FLs, and for the assessment of intercultural communicative competence
- Research agenda and annotated bibliography for assessment of the language development of heritage learners

Publications. Findings from AELRC research projects will be disseminated in the form of peer-reviewed scholarly publications including:

- Articles in language education journals such as *CALICO Journal*, *Language Learning & Technology*, *Foreign Language Annals*, *The Modern Language Journal*, *Language Testing*, *Language Assessment Quarterly*, and *Heritage Language Journal*
- A book on “Useful student learning outcomes assessment in college language and humanities programs” published by Georgetown University Press

- An edited volume on “Developing short-cut estimates of foreign language proficiency”

People: AELRC will provide direct outreach to language educators and language testers through its support and organization of the Consortium on Useful Assessment in Language and Humanities Education and the annual East Coast Organization of Language Testers conference. Results of AELRC projects will also be disseminated widely and various audiences will receive training in evaluation and assessment through summer institutes, webinars, online courses, workshops, and conference presentations, including:

- Workshops and presentations at the annual conferences for ACTFL, CALICO, ECOLT; local foreign language conferences; and the Language Testing Research Colloquium
- Webinars and online courses on key topics in foreign language program evaluation, SLOA, and language assessment tailored to particular needs of heritage, K-12, community college, study abroad, and university audiences
- Summer institutes on evaluation for improvement of foreign language education, useful student learning outcomes assessment in college foreign language education, the basics of languages, and rating and developing assessment tasks
- SOPI rating workshop for instructors of Chinese, Russian, and Spanish

7. EVALUATION PLAN

Evaluation of AELRC overall, and its individual project areas, will respond to the needs of diverse intended users (the US DOE, AELRC staff and participants, FL educators, and the public at large) through the adoption of formative and summative evaluation models, each of which will involve qualitative and quantitative data and be guided by an objective external evaluator.

External evaluation process. As a key starting point in useful and objective evaluation, an educational/language program evaluation expert—Dr. Yukiko Watanabe—will be contracted

to serve over the four-year cycle as facilitator of the AELRC evaluation. Dr. Yukiko Watanabe is an assessment/evaluation specialist in the Center for Teaching and Learning, University of California Berkeley. In her current role, she provides assessment and program evaluation training for faculty and staff advisors, supports academic program reviews, coordinates curricular and co-curricular assessment efforts across campus, and facilitates institutional accreditation. She is also a lecturer in the Graduate School of Education at UC Berkeley, teaching graduate courses on program evaluation. She has consulted on numerous program evaluation and outcomes assessment projects in domestic and international settings, including college foreign language programs in the US and Japan, Japanese library information literacy programs, and online public health graduate programs. Her most recent grant-funded project (Japan Grant in Aid for Scientific Research) focuses on enabling contexts and factors for empowerment evaluation in Japanese as a second language programs

The evaluator will advise on: (a) high priority evaluation questions to be asked and answered about AELRC and each project; (b) meaningful and trustworthy *indicators* that will shed accurate light on both the effectiveness of delivery and the impact of each project; and (c) the manner of *reporting* evaluation findings so they will be maximally useful to distinct audiences and lead to ongoing improvement of AELRC endeavors. The evaluator will also coordinate the activities of a panel of experts (the Advisory Board), all nationally recognized FL scholars, each of whom will conduct ongoing and thorough reviews of the implementation and outcomes for the project(s) in their area of expertise, with the intent of providing a ‘sounding board’ for reflecting on project successes and aspects in need of improvement.

Although each of the AELRC project areas designates key objectives as targets for evaluation data collection (see Appendix D), the expert review process will further focus the

evaluation process and provide a crucial *objective* and *external* check on the quality, relevance, and usefulness of all products and activities of AELRC (pursuant to GPRA regulations). The evaluator and advisory board will meet on three occasions in conjunction with AELRC directors and staff. An initial meeting will be held in January 2015, during which the evaluator and advisory board will meet with project directors and AELRC staff to (a) specify evaluation questions, (b) further identify interpretable indicators, (c) develop data collection methods, and (d) establish a timeline of evaluation activities for the rest of the grant cycle. In addition, they will offer initial objective reviews of project activities being conducted, including recommendations for immediate improvement. A second meeting will be held in June 2016 to review data collected to date and advise on the further improvement of projects underway as well as interpret outcomes for projects completed by the halfway point in the 4-year cycle. A third meeting will be held in January 2018 to summarize data collected throughout the grant cycle. The evaluator and advisory board members will also maintain contact with the project directors and AELRC staff throughout, to receive and review documents, data, and plans and to offer feedback on implementation as individual projects progress.

Evaluation questions and uses. AELRC evaluation efforts are designed to achieve three main evaluative purposes: (a) a formative purpose using evaluation toward the improvement of AELRC outreach, training, and research activities; (b) a summative purpose using evaluation to make judgments about the degree to which AELRC has met its objectives; and (c) an accountability purpose in which AELRC demonstrates to national stakeholders (and US society at large) that the investment of public resources in AELRC activities is justified and well-placed. AELRC evaluation questions and uses are conceived to both support these broad purposes and illuminate the degree to which AELRC meets its objectives (see Appendix D). Consistent with

professional evaluation practice, AELRC emphasizes that high-quality evaluation questions and uses are key foundations of impactful evaluation, and their likely use and usefulness for program stakeholders are increased when relevant parties have input into their creation. In addition to broad evaluation questions targeting overarching AELRC impacts and performance, evaluation efforts will be guided as appropriate by high-priority sub-questions and uses conceived to focus on the effectiveness and usefulness of specific projects or activities.

Key deliverables from this overarching evaluation approach and framework will include: (a) an initial report from each reviewer on recommendations for maximizing the value of specific AELRC projects and (b) a specific plan for subsequent data collection in response to high priority questions about each project (due February 2015); (c) an interim report on successes and needed improvements to date (due July 2016); and (d) a final summation of evaluation activities, findings, and recommendations for applying findings to the ongoing delivery of high quality FL projects (due June 2018). The evaluator will synthesize the substance of these reports and primary indicators of project implementation and impact; the AELRC program manager will communicate the results via IRIS reporting responsibilities for LRCs. AELRC's evaluation framework also employs LRC GPRA measures by (a) tracking the percentage of successful LRC products and/or activities, as judged by LRC customers; and (b) tasking the Advisory Board and the external evaluator (i.e., the AELRC 'expert review panel') with also judging the success of AELRC products and activities. Table 1 shows AELRC's evaluation approach (questions and uses are articulated to AELRC objectives and performance measures as stated in Appendix D).

Table 1. AELRC Provisional Evaluation Questions and Uses

Stage	Evaluation Questions	Evaluation Uses
Initial evaluation meeting (January, 2015)	<ul style="list-style-type: none"> • To what extent do AELRC objectives respond to high-priority language education needs of US foreign language educators and the public at large? • To what extent does the AELRC structure of intended projects and activities enable AELRC to achieve its objectives? • To what extent is AELRC evaluation capacity sufficient for undertaking high-quality, useful evaluation activities throughout the four-year grant term? 	<ul style="list-style-type: none"> • Revise objectives and performance measures on the basis of evaluation findings to better realize the mission of the AELRC and meet the needs of diverse US FL educator groups • Revise and add to proposed activities and projects as appropriate to better meet AELRC objectives • Adjust the AELRC evaluation framework/plan and resources in order to more effectively realize AELRC objectives.
Mid-term evaluation (June, 2016)	<ul style="list-style-type: none"> • To what extent are AELRC dissemination, research, and training activities meeting mid-term quantitative and quantitative performance targets? • What changes are needed to AELRC activities and strategies in order to better meet AELRC objectives? • To what extent are AELRC evaluation activities successfully enabling AELRC stakeholders to understand and improve AELRC outreach, research, and training activities? 	<ul style="list-style-type: none"> • Better understand the degree to which AELRC is meeting its objectives at the mid-point of the grant term • Make adjustments to—and create new--AELRC projects and activities to better meet AELRC objectives • Reform AELRC evaluation strategies as appropriate to increase capacity to improve AELRC activities and performance.
Final evaluation (January, 2018)	<ul style="list-style-type: none"> • To what extent have AELRC face-to-face training activities enhanced the capacities of US FL educators to engage in useful evaluation, student learning outcomes assessment, and high-quality assessment? • To what extent have AELRC self-educational materials and tools enhanced the capacities of US FL educators to engage in useful evaluation, student learning outcomes assessment, and high-quality assessment? • To what extent have AELRC dissemination activities increased the capabilities of US FL educators to engage in useful evaluation, student learning outcomes assessment, and high-quality assessment? 	<ul style="list-style-type: none"> • Demonstrate the impact, relevance, and usefulness of AELRC outreach and research activities using quantitative and qualitative evidence • Justify the expenditure of public funds in support of AELRC and its role in furthering national language education goals • Review and revise future AELRC strategies and objectives in furthering national language education goals • Review and revise AELRC evaluation frameworks to better achieve future AELRC goals

Performance measures, indicators, methods, objective and quantifiable data.

AELRC evaluation efforts are designed to systematically gauge the degree to which AELRC objectives are being achieved via a framework of data-based inquiry that sheds light on the effectiveness of AELRC outreach and training activities. This framework is comprised (currently) of articulated objectives, performance measures, and activities, as well as (to come) indicators, data-collection methods, frequency of data collection, and performance targets. Starting with objectives, each AELRC objective is elaborated into two or three *performance measures* (see Appendix D), which describe the changes in client participation, activities, knowledge, and skills that AELRC seeks to effect. For example, AELRC objective #1 for Project 1.2.1 (Foreign Language Program Evaluation) aims to “[e]nhance national capacity in language program evaluation by providing training to FL educators representing multiple languages (LCTLs) and language program settings (community colleges, K-12, and heritage programs).” Three performance measures illuminate the degree to which this objective is met:

- Increases in the research understanding of program evaluation practices and needs in language laboratory, technology-mediated, K-12, LCTL, and higher education programs
- Increases in the knowledge and skills of FL educators—via face-to-face instructional experiences—in useful language program evaluation, focusing on language laboratory, technology-mediated, K-12, LCTL, and higher education programs
- Increases in the number of FL educators and other relevant stakeholders receiving training in language program evaluation, particularly those in language laboratory, technology-mediated, K-12, LCTL, and higher education programs.

Various AELRC activities support each AELRC performance measure and objective (see Appendix D). For example, for performance measure A above, AELRC will (a) conduct studies

on national evaluation and program development needs for language laboratory, technology-mediated, K-12, LCTL, and higher education programs; (b) present findings on national needs analysis studies at national disciplinary conferences; and (c) publish findings of needs analysis studies and evaluation case studies in peer-reviewed disciplinary journals.

Per IFLE guidelines, the specific indicators, sources of data (i.e., data-collection methods), and baseline/yearly performance targets will be determined later. However, to demonstrate some of this process, AELRC will collaborate with relevant stakeholders to identify specific quantitative and qualitative indicators of performance for each AELRC activity. For example, indicators that a workshop on evaluation techniques has “increased the evaluation knowledge and skills of FL educators” would include (a) the number of workshop attendees and (b) perceptions of “high” relevance, learning, and usefulness by a majority (75%) of workshop attendees. After establishing indicators for all AELRC performance measures, appropriate methods and tools will be identified to gather data on each indicator. In the example above, a likely method would be a post-workshop survey or focus group. Finally, where appropriate, quantitative performance targets will be established to gauge the level of objective attainment.

Data from users of AELRC products and participants in activities will be collected anonymously (to the extent possible) and interpreted and reported by the evaluator and project area Advisory Board experts (i.e., not internally by AELRC staff), including the following major categories:

- All workshops, summer institutes, and other training initiatives will be monitored for participation and demographic statistics, participant satisfaction and perceived value, and achievement of stipulated outcomes (using questionnaires and interviews). [Note that the

instruments developed for these purposes will themselves be made available to other LRCs for similar purposes]

- As applicable, impact of outreach events will be monitored through subsequent dissemination and related activities (e.g., publications, presentations, workshops, training initiatives completed by AELRC project participants).
- Access and usage (download) statistics will be monitored for all AELRC web pages, and periodic user reviews of web-based resources will be conducted.
- Recommendations for ‘best practices’, white papers, and other policy-practice-related documents will be reviewed by ad hoc panels of FL educators prior to their dissemination.
- All major publications (books, articles) will be externally reviewed in keeping with the standards of scholarly peer review and supported by academic publishers and journals; citations of AELRC-sponsored scholarly publications will be monitored annually.
- Attendance and demographic figures at all AELRC-related conference presentations will be collected.
- The adoption and use of all AELRC-sponsored assessment and evaluation products will be monitored (through number and type of requests), follow-up user surveys will probe the quality, relevance, and usefulness of said products, and citations of products will be tracked periodically.
- Major assessment and evaluation instruments will be submitted for scholarly review to academic journals (e.g., *Language Assessment Quarterly*).

It is important to highlight that AELRC directors and staff are, by definition and name, experienced assessment and evaluation scholars and practitioners, and their commitment to

useful program evaluation is apparent in their recent work (e.g., evaluation of the STARTALK program: <http://www.cal.org/projects/startalk.html>; building of FL educators' capacities to engage in evaluation through the Foreign Language Program Evaluation Project: <http://www.nflrc.hawaii.edu/evaluation>). As such, they are also experienced at and committed to using evaluation for *holding themselves and their own work accountable* to public, scholarly, and disciplinary requirements for excellence (e.g., see the mid-term external evaluation of the Foreign Language Program Evaluation Project, directed by John Norris, at: www.nflrc.hawaii.edu/evaluation/files/FLPEP_EXT_EVAL_REPORT_FINAL.doc).

8. BUDGET AND COST EFFECTIVENESS

AELRC makes the most of existing resources and institutional support from GU and CAL, leverages its strategic location in the national capital region while expanding its impact through coordination with other LRCs across the country, and maximizes efficiency of work with a streamlined budget.

Institutional support. Both GU and CAL provide substantial support and resources for the AELRC. The full-time salaries for the AELRC directors and staff are paid for by each institution, thereby making the LRC proposal and realization possible in the first place, and administrative assistance for grant proposal development, submission, and processing is provided by both CAL and GU. Space will be made available by both institutions for all project activities, including offices for directors and staff, meeting rooms, and spaces for institutes and workshops. Essential equipment is provided including phones, computers, printers, and copiers, and technological capacity, including the development and hosting of websites and other multimedia activities, will be facilitated by the GU Center for New Designs in Learning and Scholarship as well as staff at CAL. Another major source of support comes from the availability of well-trained

graduate research assistants who have had the benefit of coursework in language assessment and program evaluation at GU.

Coordination and collaboration. AELRC seeks to maximize the reach of its activities by combining an assessment and evaluation focus with the settings and projects of other LRCs as well as key institutional partners. For example, the NMELRC will provide funding for travel and expenses, as well as outreach to key Middle Eastern languages constituencies, to facilitate the work of AELRC researchers in conducting a national needs assessment. AELRC will team with CASLS in investigating the design and use of assessments of intercultural learning and competence within virtual learning environments hosted by CASLS. AELRC will collaborate with the NFLRC in maintaining and expanding a key web-based resource in the FLPEP website, as well as in the exploration of program evaluation for technology-mediated educational settings. Similarly, AELRC will work with important local partners, such as HCC and NOVA community colleges, on research and development in student learning outcomes assessment for FL learners and programs; the proximity of these programs reduces considerably the costs of this work, yet they are well-positioned to represent the broader national community college constituency. Importantly, through its strategic location and interactions, AELRC will be able to coordinate a focus on assessment and evaluation across the other LRCs, and key here will be the development and dissemination of evaluation tools for use by the LRCs in responding to important requirements for accountability as well as formative-feedback-based improvement.

Budget efficiency. Given institutional support and collaborative engagement in projects, the proposed budget maximizes investment in the expertise required to accomplish AELRC's ambitious objectives and the human power and time required of directors, staff, and participants in making project activities happen. One course release per year (i.e., a one-course reduction

during one semester of the academic year) for the AELRC Director is essential in order to allow for the coordination, direction, and scholarly productivity required of the Director position. Salaries are based on current salary estimates plus fringe requirements for the corresponding GU faculty/staff classifications, with a 3% annual estimated escalation factor. Salaries include one month of summer salary, calculated at 1/9 annual salary, for the Director and Co-Director to conduct research and outreach activities, and a general Program Manager at 35% FTE. The Program Manager will support AELRC's daily operations, including working with the Office of Sponsored Programs, the U.S. Department of Education, and CAL's Finance Office, managing communications, and overseeing additional staff. A student Web Designer will be hired on a contract basis to develop a coherent and consistent internet presence for AELRC, including not only providing timely and relevant updates to the website but also guidance and support on developing and using appropriate social media, such as Twitter and Facebook. The budget also covers the cost of one-half of a Ph.D. Graduate Research Assistant. Also at GU, funds are provided for part-time employment of ad hoc Ph.D.-level researchers to conduct particular data collection, analysis, and reporting activities in specific targeted languages (e.g., Ph.D. students in Arabic studies to conduct research on the needs of learners of Middle Eastern languages across the U.S.). Lastly, salary provisions are made for an annual graduate student intern at CAL, who will be paid for 15 hours of work at \$18/hour for 40 weeks each year.

The budget includes travel costs for the director and co-directors to participate in the annual meeting of the Language Resource Center Coordinators and Directors, hosted in conjunction with the annual convention of the American Council in the Teaching of Foreign Languages. The conventions will be held in San Antonio, TX in 2014, San Diego, CA in 2015, Boston, MA in 2016, and Nashville, TN in 2017. Cost estimates reflect two times the average

economy class airfare, 4 days/nights hotel and meals, and local transportation costs for these destinations. Travel is also included for three meetings of the 4-member advisory board (over the 4-year grant) in Washington, DC, as well as for the external evaluator, in order to provide regular, key external feedback on all AELRC activities.

The budget estimates, based on similar projects, \$1000 worth of office supplies per year, including the basic requirements for setting up and maintaining a functional office to be run by the Program Manager. Note that Georgetown University will provide in-kind support in the form of an adequate office workspace and telephone, as well as a computer and printer/copier for use by the AELRC Program Manager and research assistants.

The project will incur several types of consultant costs, all including 6% annual escalation costs. The first will be with its partner, the Center for Applied Linguistics. CAL consultants (AELRC Co-Director and one research associate) will take primary responsibility for the assessment focal theme, and generally consult on all aspects of AELRC, and the costs estimated are consistent with similar projects. A full CAL budget can be found in the supplementary budget attachments. In addition, the budget provides for a flat honorarium for the External Evaluator over the four year cycle. A critical final component of the budget is funding to support research participant compensation for the numerous data collection activities associated with AELRC assessment and evaluation development and validation projects, with an estimated \$30/participant and approximately 160 participants annually.

9. COMPETITIVE PREFERENCE PRIORITIES

The activities outlined above for the proposed AELRC meet both Competitive Preference Priorities and one Invitational Priority. AELRC generally fulfills Competitive Priority 1 by developing and disseminating instruments, procedures, frameworks, and other resources that will enhance FL educators' capacities to engage in useful assessment and evaluation in all foreign languages in the U.S. More specifically, AELRC responds to Priority 1 through activities that emphasize multiple among the listed priority languages. For example, AELRC will conduct a needs assessment for Middle Eastern languages education at secondary and tertiary levels, thus providing important findings for directing the ongoing reformation of Arabic, Hebrew, Persian, and Turkish instruction as well as providing a model for the conduct of large-scale needs analysis for other LCTLs. For another specific example, AELRC will focus on Arabic, Japanese, Korean, Mandarin, Russian, Portuguese, and Turkish in the development of short-cut language proficiency assessments, and the resulting instruments will be made available for public use among these communities of FL educators; furthermore, the process of assessment development will be carefully documented and disseminated, such that others among the LCTL educational community will be able to replicate the assessment development process for future purposes in additional languages.

AELRC will meet Competitive Priority 2 through research focusing on foreign language assessment and evaluation in community colleges, through workshops targeted at community college FL educators, and through our direct outreach and partnerships with two community colleges: Howard County Community College and Northern Virginia Community College. In designing a number of activities, AELRC has focused on current challenges facing community colleges, including transforming language labs through evaluation and using technology

effectively, understanding the roles for student learning outcomes assessment in community colleges, building capacity in assessment among community college educators, and developing efficient and cost-effective shot-cut assessments amenable to their use. For example, the proposed national survey of community college FL programs will elucidate the uses of SLOA in these settings as well as the capacities (and concomitant development needs) of educators to respond to outcomes assessment demands. For another example, the proposed investigation into the current status quo, design, and functionality of language laboratories and technology in higher education will incorporate case studies of language labs at the community college level, including our collaborators at HCC and NOVA. In a third example, the needs assessment for Middle Eastern languages will specifically benefit from the input and experiences of HCC, where these languages figure prominently in FL program offerings. In general, then, the outcomes of projects like these, as well as the building of capacity through proposed summer institutes and webinars, will aim to expand the knowledge and skills of language educators in local as well as nationwide community colleges.

Lastly, AELRC meets Invitational Priority 2 with its focus on heritage language learners through both our proposed research on heritage language assessment and our collaboration with the proposed National Heritage Language Resource Center. Our primary objectives in this collaboration will be to (a) understand through broad national research the needs for assessment related to heritage language learning settings, (b) comprise a national-level advisory board for the assessment of heritage language learning and teaching, and (c) initiate assessment development projects in response to clearly identified priorities and in diverse representative languages. Results of each phase of project activities will be shared via annual heritage language conferences and publications, and resources will be posted to the NHRLC website.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

AELRC Appendix A

Curricula Vitae and Biographical Statements of Key Personnel, Staff, and Collaborators

5-page CVs for Primary Personnel

1. AELRC Director, John M. Norris
2. AELRC Co-Director, John McE. Davis
3. AELRC Co-Director, Margaret Malone
4. AELRC Assessment and Evaluation Specialist, Francesca DiSilvio

2-page CVs for Advisory Board and External Evaluator

1. Lance Askildson
2. Gregory Fulkerson
3. Kimi Kondo-Brown
4. Judith Liskin-Gasparro
5. Yukiko Watanabe

150-word Bio Statements for Key Georgetown University Collaborators

1. Heidi Byrnes
2. Nelia Gustafson
3. Peter Janssens
4. Ronald Leow
5. Eddie Maloney
6. Mindy McWilliams
7. Lourdes Ortega
8. Peter Pfeiffer
9. Marianna Ryshina-Pankova

JOHN M. NORRIS
Associate Professor
Abbreviated Curriculum Vitae

Department of Linguistics, Georgetown University

E-mail: [REDACTED]

1. EDUCATION

- 1997-04: Ph.D. in Second Language Acquisition, University of Hawai'i at Mānoa.
1994-96: M.A. in English as a Second Language, University of Hawai'i at Mānoa.
1985-89: B.A. in Modern Languages/German (*cum laude*), Texas A&M University.

2. ACADEMIC AND PROFESSIONAL HISTORY

- 2012-present: Department of Linguistics, Georgetown University. **Associate Professor** (with tenure).
2004-2012: Department of Second Language Studies, University of Hawai'i at Manoa.
Assistant Professor (2004-2008), **Associate Professor** with tenure (2009-2012).
2002-03: Northern Arizona University, Office of Academic Assessment. **Assessment Specialist**.
1998-02: Freelance Educational Consultant.
1993-98: English Language Teacher, Graduate Research Assistant.

3. ACADEMIC HONORS

- 2009: Language Learning Distinguished Scholar in Residence. Awarded to internationally recognized scholars to support extended visits at a host institution.
2008: Regents' Medal for Excellence in Teaching, University of Hawai'i. Awarded to faculty "who exhibit an extraordinary level of subject mastery and scholarship, teaching effectiveness, and creativity and personal values that benefit students".
2001: ACTFL-MLJ Paul Pimsleur Award for Research in Foreign Language Education. Awarded to Norris & Ortega (2000) for the best research article on foreign language education in 1999-2000, American Council on the Teaching of Foreign Languages conference.
2001: TESOL/Heinle & Heinle Distinguished Research Award. Awarded to Norris & Ortega (2000) for best research article on language learning in 2000, Teachers of English to Speakers of Other Languages conference.
2000: Mellon Research Fellowship. Residential graduate research fellowship for Ph.D. dissertation research, National Foreign Language Center at the Johns Hopkins University. (2 semesters)

4. PUBLICATIONS

Books Authored

- Byrnes, H., Maxim, H., & Norris, J. M. (2010). Realizing advanced FL writing development in collegiate education: Curricular design, pedagogy, assessment. Modern Language Journal, Monograph. Cambridge: Blackwell.
Norris, J. M. (2008). Validity evaluation in language assessment. New York: Peter Lang.
Brown, J. D., Hudson, T. D., Norris, J. M., & Bonk, W. (2002). Investigating task-based second language performance assessment. Honolulu: University of Hawai'i Press.
Norris, J. M., Brown, J. D., Hudson, T. D., & Yoshioka, J. K. (1998). Designing second language performance assessment. Honolulu: University of Hawai'i Press.

Books Edited

- Norris, J. M., & Mills, N. (2014). Innovation and accountability in foreign language program evaluation. AAUSC Series Issues in Language Program Direction. Boston: Heinle.

- Norris, J. M., Davis, J., Sinicrope, C., & Watanabe, Y. (Eds.) (2009). Toward useful program evaluation in college foreign language education. Honolulu, HI: National Foreign Language Resource Center.
- Van den Branden, K., Bygate, M., & Norris, J. M. (Eds.) (2009). Task-based language teaching: A reader. Amsterdam: John Benjamins.
- Norris, J. M., & Ortega, L. (Eds.) (2006). Synthesizing research on language learning and teaching. Amsterdam: John Benjamins.

Refereed Articles and Book Chapters: Single-Authored

- Norris, J. M. (2013). Some challenges in assessment for teacher licensure, program accreditation, and educational reform. Modern Language Journal, 97(2), 554-560.
- Norris, J. M. (2012). Meta-analysis. In C. Chapelle (Ed.), Blackwell Encyclopedia of Applied Linguistics. Cambridge: Blackwell.
- Norris, J. M. (2009). Task-based teaching and testing. In M. Long and C. Doughty (Eds.), Handbook of language teaching (pp. 578-594). Cambridge: Blackwell.
- Norris, J. M. (2009). Understanding and improving language education through program evaluation: Introduction to the special issue. Language Teaching Research, 13(1), 7-13.
- Norris, J. M. (2006). Assessing foreign language learning and learners: From measurement constructs to educational uses. In H. Byrnes, H. Weger-Guntharp, & K. Sprang (Eds.), GURT 2005: Educating for Advanced Foreign Language Capacities: Constructs, Curriculum, Instruction, Assessment (pp. 167-187). Washington, DC: Georgetown University Press.
- Norris, J. M. (2006). Development and evaluation of a curriculum-based German C-test for placement purposes. In R. Grotjahn (Ed.), Der C-Test: Theoretische Grundlagen und praktische Anwendungen (vol. 5) (pp. 45-83). New York: Peter Lang.
- Norris, J. M. (2006). The why (and how) of student learning outcomes assessment in college FL education. Modern Language Journal, 90(4), 576-583.
- Norris, J. M. (2002). Interpretations, intended uses, and designs in task-based language assessment: Introduction to the special issue. Language Testing, 19(4), 337-346.
- Norris, J. M. (2001). Concerns with computer-adaptive oral proficiency assessment. Language Learning & Technology, 5(2), 99-105. Available at: <http://llt.msu.edu/vol5num2/norris/default.html/>
- Norris, J. M. (2001). Identifying rating criteria for task-based EAP assessment. In T. D. Hudson, & J. D. Brown (Eds.), A focus on language test development: Expanding the language proficiency construct across a variety of tests (pp. 163-204). Honolulu: University of Hawai'i Press.
- Norris, J. M. (2001). Use of address terms on the German Speaking Test. In K. Rose and G. Kasper (Eds.), Pragmatics in language teaching (pp. 248-282). New York: Cambridge University Press.
- Norris, J. M. (2000). Purposeful language assessment. English Teaching Forum, 38(1), 18-23.
- Norris, J. M. (1997). The German Speaking Test: Utility and caveats. Die Unterrichtspraxis, 30(2), 148-58.

Refereed Articles and Book Chapters: Co-Authored

- Bygate, M., Norris, J. M., & Van den Branden, K. (2014). Task-based language teaching. In C. Chapelle (Ed.), Blackwell Encyclopedia of Applied Linguistics. Cambridge: Blackwell.
- Tracy-Ventura, N., McManus, K., Norris, J., & Ortega, L. (2013). "Repeat as much as you can": Elicited imitation as a measure of oral proficiency in L2 French. In P. Leclercq, H. Hilton, & A. Edmonds (Eds.), Proficiency assessment issues in SLA research: Measures and practices. Clevedon: Multilingual Matters.
- Norris, J. M., & Manchón, R. (2012). Investigating L2 writing development from multiple perspectives: Issues in theory and research. In R. Manchón (Ed.), L2 writing development: Multiple perspectives (pp. 221-244). Boston: deGruyter.
- Norris, J. M., & Ortega, L. (2012). Assessing learner knowledge. In S. M. Gass & A. Mackey (Eds.), The Routledge handbook of second language acquisition (pp. 573-589). New York: Routledge.
- Norris, J. M., & Watanabe, Y. (2012). Program evaluation. In C. Chapelle (Ed.), Blackwell Encyclopedia of Applied Linguistics. Cambridge: Blackwell.
- Norris, J. M., & Ortega, L. (2010). Timeline: Research synthesis. Language Teaching, 43(4), 461-479.
- Norris, J. M., & Ortega, L. (2009). Towards an organic approach to investigating CAF in instructed SLA: The case of complexity. Applied Linguistics, 30, 555-578.
- Watanabe, Y., Norris, J. M., & González-Lloret, M. (2009). Identifying and responding to evaluation needs in college foreign language programs. In J. M. Norris, J. McE. Davis, C. Sinicrope, & Y. Watanabe, (Eds.),

- Toward useful program evaluation in college foreign language education (pp. 5-58). Honolulu: University of Hawai'i, National Foreign Language Resource Center.
- Norris, J. M., & Ortega, L. (2007). The future of research synthesis in applied linguistics: Beyond art or science? TESOL Quarterly, 41(4), 805-815.
- Norris, J. M., & Ortega, L. (2006). The value and practice of research synthesis for language learning and teaching. In J. M. Norris & L. Ortega (Eds.), Synthesizing research on language learning and teaching (pp. 3-50). Amsterdam: John Benjamins.
- Norris, J. M., & Conn, C. (2005). Investigating strategies for increasing student response rates to online-delivered course evaluations. Quarterly Review of Distance Education, 6(1), 13-29.
- Norris, J. M., & Ortega, L. (2003). Defining and measuring SLA. In C. Doughty, & M. H. Long, (Eds.), Handbook of second language acquisition (pp. 716-761). London: Blackwell.
- Norris, J. M., & Pfeiffer, P. (2003). Exploring the use and usefulness of ACTFL Guidelines oral proficiency ratings in college foreign language departments. Foreign Language Annals, 36(4), 572-581.
- Norris, J. M., Brown, J. D., Hudson, T. D., & Bonk, W. (2002). Examinee abilities and task difficulty in task-based L2 performance assessment. Language Testing, 19(4), 395-418.
- Norris, J. M., & Ortega, L. (2001). Does type of instruction make a difference: Substantive findings from a meta-analytic review. In R. Ellis (Ed.), Form-focussed instruction and second language learning (pp. 157-213). New York: Blackwell. [The Best of Language Learning series, volume 4.]
- Long, M. H., & Norris, J. M. (2000). Task-based language teaching and assessment. In M. Byram (Ed.), Encyclopedia of language teaching (pp. 597-603). London: Routledge.
- Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. Language Learning, 50, 417-528.

Book Chapters and Proceedings

- Bygate, M., Norris, J. M., and Van den Branden, K., (2009). Understanding TBLT at the interface between research and pedagogy. In K. Van den Branden, M. Bygate, and J. M. Norris (Eds.), Task-based language teaching: A reader. Amsterdam: John Benjamins.
- Van den Branden, K., Bygate, M., and Norris, J. M. (2009). Task-based language teaching: Introducing the reader. In K. Van den Branden, M. Bygate, and J. M. Norris (Eds.), Task-based language teaching: A reader. Amsterdam: John Benjamins.
- Norris, J. M. (2009). Introduction to the volume. In J. M. Norris, J. McE. Davis, C. Sinicrope, & Y. Watanabe, (Eds.), Toward useful program evaluation in college foreign language education (pp. 1-3). Honolulu: University of Hawai'i, National Foreign Language Resource Center.
- Norris, J. M. (1998). The audio-mirror: Reflecting on student speaking ability. In J. D. Brown (Ed.), New ways of classroom assessment (pp. 164-167). Alexandria, VA: TESOL.
- Norris, J. M. (1998). Interviews and presentations for clarifying authentic public speaking needs. In J. D. Brown (Ed.), New ways of classroom assessment (pp. 110-114). Alexandria, VA: TESOL.
- Norris, J. M. (1998). The reading beat: Investigative questioning and reading comprehension. In J. D. Brown (Ed.), New ways of classroom assessment (pp. 262-264). Alexandria, VA: TESOL.
- Norris, J. M. (1996). Native speaker judgments of oral proficiency: Investigating the validity of a SOPI. In C. Reves, C. Steele, & S. P. Wong (Eds.), Linguistics and language teaching: Proceedings of the Sixth Joint LSH-HATESL Conference (pp. 239-262). Honolulu: University of Hawai'i Press.
- Conn, C., & Norris, J. M. (2003). Investigating strategies for increasing student response rates to online-delivered course evaluations. In Proceedings of the 2003 annual convention of the Association of Educational Communication & Technology.

5. INVITED CONFERENCE PLENARIES AND KEYNOTES

- Norris, J. M. (2014, July). *The role of program evaluation in understanding and improving language learning in educational contexts*. Invited plenary address at the annual conference of the **Korean Association of Teachers of English**, Seoul, Korea (July 4, 2014).
- Norris, J. M. (2014, April). *How do we assess task-based performance?* Invited webinar presentation in the **LARC/CALPER Testing and Assessment** series (April 3, 2014). <http://larc.sdsu.edu/events/webinars/webinar-norris/>

- Norris, J. M. (2013, October). *Reconsidering assessment validity and the intersection of measurement and evaluation*. Invited plenary address at the annual conference of the **East Coast Organization of Language Testers**, Washington, DC (October 25, 2013).
- Norris, J. M. (2013, April). *Understanding language learning in educational contexts: The role of program evaluation*. Invited plenary address at the **Second Language Acquisition Symposium**, University of Iowa, Iowa City (April 19, 2013).
- Norris, J. M. (2011, July). *High-value evaluation strategies in foreign language education*. Keynote address delivered at the biennial **Western Consortium of Middle Eastern Languages**, University of Texas, Austin (July 29, 2011).
- Norris, J. M. (2011, March). *The value of evaluation in language education*. Plenary address delivered at the **XIII Jornadas de Lingüística**, Universidad de Alicante (March 9, 2011).
- Norris, J. M. (2010, September). *Understanding instructed SLA: Constructs, contexts, and consequences*. Plenary address delivered at the annual conference of the **European Second Language Association (EUROSLA)**, Reggio Emilia (September 2, 2010).
- Norris, J. M. (2009, April). *Prioritizing the use and usefulness of assessment and evaluation in understanding and improving student learning*. Keynote address delivered at the biennial **Western Consortium of Middle Eastern Languages**, University of Texas, Austin (April 17, 2009).
- Norris, J. M. (2009, April). *Assessment and evaluation: Alternatives for inquiry into language learning and teaching*. Plenary address delivered at the annual **Spring Second Language Studies Symposium**, Michigan State University, East Lansing (April 3, 2009).
- Norris, J. M. (2007, November). *Learning to value evaluation in language teaching*. Plenary address delivered at the annual meeting of the **Japan Association of Language Teachers (JALT)**, Tokyo, Japan (November 23, 2007).
- Norris, J. M. (2007, June). *Understanding program evaluation in college foreign language education*. Plenary address delivered on the invited panel "Toward useful program evaluation in college FL departments" at the annual summer meeting of the **Association of Departments of Foreign Languages (ADFL)**, University of Hawaii, Honolulu (June 8, 2007).
- Norris, J. M. (2006, July). *Using assessment for understanding and improving college FL curriculum*. Plenary address delivered on the invited panel "Assessing Student Competencies, the Curriculum, and Faculty Members in New Research Areas" at the annual summer meeting of the **Association of Departments of Foreign Languages (ADFL)**, University of Wisconsin, Madison (July 1, 2006).
- Norris, J. M. (2005, September). *The essential roles of assessment, measurement, and evaluation in task-based language teaching*. Plenary address presented at the **First International Conference on Task-Based Language Teaching (TBLT)**, University of Leuven, Belgium (September 23, 2005).
- Norris, J. M. (2005, March). *Assessing advanced foreign language learning and learners: From measurement constructs to educational uses*. Plenary address delivered at the 54th annual **Georgetown University Round Table on Languages and Linguistics (GURT)**, Georgetown University, Washington, DC (March 12, 2005).
- Norris, J. M. (2004, June). *Meeting the diverse challenges of assessment in college foreign language programs*. Plenary address delivered at the annual summer meeting of the **Association of Departments of Foreign Languages (ADFL)**, University of New Mexico, Albuquerque (June 11, 2004).
- Norris, J. M. (1998, December). *The challenge of L2 oral proficiency assessment (O desafio da avaliação da proficiência oral de L2)*. Plenary address delivered at the **III Seminário de Lingüística Aplicada ao Ensino e à Aprendizagem de Línguas Estrangeiras**, Universidade Federal da Bahia, Salvador, Bahia, Brasil (December 11, 1998).

6. FELLOWSHIPS AND GRANTS RECEIVED (major grants, last five years)

- 2010-11: Fulbright Senior Fellow. Scholarship for the project "Contemporary Approaches to Second Language Teaching" at the *Universidad de Alicante*.
- 2010-14: US Department of Education, Language Resource Centers Grant
Co-author (Richard Schmidt-PI) for University of Hawaii National Foreign Language Resource Center; principal investigator of strand on language program evaluation and assessment.
- 2005-08: US Department of Education, International Research Studies Grant
Single author and principal investigator for the project entitled *Identifying and responding to evaluation needs in college foreign language programs*, Department of Second Language Studies, University of Hawai'i at Mānoa.

7. SERVICE TO THE PROFESSION (last five years)

Journal Editorial Boards:

- *Australian Review of Applied Linguistics*, editorial board (2011-present)
- *EUROSLA Monographs*, editorial board (2009-2010)
- *Journal of Second Language Writing*, editorial board (2010-present)
- *Language Assessment Quarterly*, editorial board (2013-present)
- *Language Learning & Technology*, editorial board (2006-2010)
- *Language Teaching Research*, reviews editor (2002-2010), editorial board (2010-present)
- *Modern Language Journal*, editorial board (2012-present)
- *University of Sydney Papers in TESOL*, editorial board (2007-present)
- *Vigo international journal of applied linguistics*, editorial board (2012-present)

Professional Organizations and Committees, elected/appointed offices held (last five years):

- *TOEFL Committee of Examiners*, member of international advisory board for the Test of English as a Foreign Language, Educational Testing Service (2008-2011, chair 2011-2014).
- *American Association of Applied Linguistics*, nominating committee (2009-10, chair 2010-11); executive committee, member at large (2013-present).
- *International Consortium on Task-Based Language Teaching*, founding member, chair (2006-present).
- *International Language Testing Association*, nominating committee (2007-08)

JOHN MCEWAN DAVIS

Visiting Assistant Professor, Georgetown University

EMAIL: [REDACTED]
PHONE: [REDACTED]
WEB: <http://mcewandavis.wordpress.com>

EDUCATION

PhD Second Language Studies—University of Hawai‘i at Mānoa (2007-2012)

MA Applied Linguistics (TESOL)—University of Melbourne (2004-2005)

BA English—University of California at Santa Barbara (1990-1994)

PUBLICATIONS

- Kondo-Brown, K., **Davis, J. McE.**, & Watanabe, W. (Forthcoming, 2015). Evaluation capacity building in college language programs: Developing and sustaining a student exit survey project. *American Association of University Supervisors and Coordinators*.
- Davis, J. McE. (Forthcoming, 2015). Sampling in applied linguistics research. In J. D. Brown & C. Coombe (Eds.), *The Cambridge guide to research in language learning and teaching*. Cambridge, UK: Cambridge University Press.
- Davis, J. McE. (Forthcoming). The usefulness of accreditation-mandated outcomes assessment: Trends in university foreign language programs. In J. M. Norris, J. McE. Davis, & Y. Watanabe (Eds.), *Student learning outcomes assessment in college foreign language programs*. Honolulu, HI: University of Hawaii, National Foreign Language Resource Centre.
- Davis, J. McE. (2012). Issues, trends, and recommended practice in college foreign language outcomes assessment: An interview with John McE. Davis. *Portuguese Language Journal*, 6. Retrieved from <http://www.ensinportugues.org/>.
- Brown, J. D., **Davis, J. McE.**, Takahashi, C., & Nakamura, K. (2012). *Upper-level Eiken examinations: linking, validating, and predicting TOEFL iBT scores at advanced proficiency Eiken levels*. Society for Testing English Proficiency, Tokyo, Japan.
- Davis, J. McE. (2011). *Using surveys for understanding and improving foreign language programs*. (NetWork #61) [PDF document]. Honolulu, HI: University of Hawaii, National Foreign Language Resource Center. doi: <http://hdl.handle.net/10125/14549>.
- Davis, J. McE.**, Sinicrope, C., & Watanabe, Y. (2009). College foreign language program evaluation: Current practice, future directions. In J. M. Norris, J. McE. Davis, C. Sinicrope, & Y. Watanabe (Eds.), *Toward useful program evaluation in college foreign language education* (pp. 209-225). Honolulu, HI: University of Hawaii, National Foreign Language Resource Centre.
- Davis, J. McE. (2007). Resistance to L2 pragmatics in the Australian ESL context. *Language Learning*, 57(4), 611-649.

EDITING

- Norris, J. M., **Davis, J. McE.**, & Watanabe, Y. (Eds.). (In preparation). *Student learning outcomes assessment in college foreign language programs*. Honolulu, HI: University of Hawaii, National Foreign Language Resource Centre.
- Davis, J. McE.**, & Lamb, G. (Eds.). (2010). *Proceedings 2010: Selected papers from the fourteenth college-wide conference for students in languages, linguistics, and literature*. Honolulu, HI: College of Languages, Linguistics, and Literature, University of Hawaii at Mānoa.
- Norris, J. M., **Davis, J. McE.**, Sinicrope, C., & Watanabe, Y. (Eds.). (2009). *Toward useful program evaluation in college foreign language education*. Honolulu: University of Hawaii, National Foreign Language Resource Centre.

ASSESSMENT/EVALUATION TECHNICAL REPORTS

- Davis, J. McE. (2011). *Recommendations for assessment at the University of Minnesota Arabic program*. Report for the Arabic Program, Department of Asian Languages and Literatures, University of Minnesota, Twin Cities, Minnesota.
- Brown, J. D., **Davis, J. McE.**, Takahashi, C., & Nakamura, K. (2010). *Upper-level Eiken examinations: linking, validating, and predicting TOEFL iBT scores at advanced proficiency Eiken levels*. Report for the Society for Testing English Proficiency, Tokyo, Japan.
- Davis, J. McE. (2009-2011). Numerous reports to UH Mānoa, CLLL departments on results from student exit surveys, Honolulu, Hawai'i.
- Davis, J. McE.** & Davis, L. E. (2008). *Second Language Research Forum 2008 conference, University of Hawai'i at Mānoa: Evaluation report*. Report for the Second Language Research Forum conference planning committee, Honolulu, Hawai'i.
- Davis, J. McE.**, Davis, L. E., & Setoguchi, E. (2008). *Hawai'i-Pacific Evaluation Association 2008 annual conference: Building an evaluation 'ohana: Conference evaluation report*. Report for the Hawai'i-Pacific Evaluation Association conference planning committee, Honolulu, Hawai'i.
- Brown, D., **Davis, J. McE.**, & Nguyen, K. (2008). *HELP evaluation project, Spring 2008: Evaluation report*. Report for the Hawai'i English Language Program, Honolulu, Hawai'i.

WORKSHOPS

- Davis, J. McE. (2014). Formative assessment in foreign language classrooms: purposes and possibilities. Invited workshop delivered at Foreign Service Institute (July 23, 2013).
- Davis, J. McE. (2013). Considering assessment users and use in language education assessment. Invited workshop delivered at Eastern Michigan University (January 14, 2013).
- Davis, J. McE. (2012). Using surveys for understanding and improving university educational programs. Invited workshop delivered at University of Hawai'i at Mānoa (August 31, 2012).

- Davis, J. McE. (2012). Task-based language teaching: A practical introduction. Invited teacher-training workshop delivered at the Center for Asia-Pacific Exchange, Honolulu, Hawaii (July 23 & 27, 2012)
- Davis, J. McE. (2011). Using surveys for understanding and improving foreign language programs. Workshop delivered at the Multi-Language Western Consortium Workshop, University of Texas at Austin (July 29, 2011).
- Norris, J. M., **Davis, J. McE.**, Sylwester, B., & Watanabe, Y. (2011). Making the most of program evaluation. Workshop organized for the annual meeting of the Western Consortium of Middle Eastern Language Programs, University of Texas, Austin, TX (July 29-31, 2011).
- Watanabe, Y., & **Davis, J. McE.** (2009). A utilization-focused approach to stating and evaluating student learning outcomes. Workshop delivered at the Multi-Language Western Consortium Workshop, University of Texas at Austin (April 17, 2009).
- Brown, D., **Davis, J. McE.**, & Nguyen, K. (2008). Using computer mediated communication tools for foreign language program evaluation. Workshop delivered at Foreign Language Program Evaluation Project Summit, Mānoa, Hawaii (May, 2008).
- Davis, J. McE. (2005). Improving spoken English through dramatic writing and performance. Workshop delivered at the Seoul National University Writing Center, Seoul, Korea (May, 2005).

ASSESSMENT/EVALUATION EXPERIENCE

Assessment Consultant—Department of Second Language Studies, Univ. Of Hawai‘i At Mānoa

Jan 2012—Sept 2012

- Ongoing coordination of student learning outcomes assessment for the SLS BA program
- Duties:
 - Assessment project planning, implementation, oversight
 - Research of/Alignment of assessment practices with institutional assessment requirements
 - Assessment coordination (e.g., with College of Education TESOL/NCATE teacher certification requirements)

Researcher—Society for Testing English Proficiency (STEP)

Sep 2009—Aug 2010

- Organization of large-scale English testing study articulating Eiken-STEP test score bands to TOEFL iBT scores
- Prof. J.D. Brown, lead investigator
- Duties:
 - Participant recruitment, advertising, rater training, test day logistics
 - Report/Manuscript co-authorship (see Brown, Davis, Takahashi, & Nakamura, 2010)

Assessment Researcher—College of Languages, Linguistics, and Literatures, Univ. of Hawai‘i at Mānoa

Aug 2008—Aug 2010

- Survey student learning outcomes assessment project for CLLL departments
- Assistant to Associate Dean, Prof. Kimi Kondo-Brown
- Duties:

- Planning, development, administration of student exit surveys for CLLL programs
- Data collection, analysis, reporting to CLLL department chairs
- Assessment outreach (e.g., School of Pacific & Asian Studies)
- Institutional research (e.g., collection of faculty workload and achievement data)

Assessment Researcher—National Foreign Language Resource Centre, Univ. of Hawai‘i at Mānoa

Sep 2008—Aug 2009

- Evaluation/Assessment researcher, National Foreign Language Resource Center
- Professor John Norris, lead investigator
- Duties:
 - Book editing, review of chapter manuscripts/submissions
 - Co-authorship, book chapter (cf. Davis, Sinicrope, & Watanabe, 2009)
 - Assessment workshops/capacity building and outreach (cf. workshops)
 - Website and listserv maintenance

SHORT TERM ASSESSMENT/EVALUATION PROJECTS

National Middle Eastern Language Resource Center, Hebrew, Survey Evaluation

Aug—Sep 2011

- Evaluation project for attendees at annual Hebrew seminars funded by NMELRC
- Survey development, administration, data collection, analysis, reporting

University of Minnesota, Arabic Program Review

Mar 25-26, 2011

- Assessment collaboration with the National Middle Eastern Language Resource Center
- Program review of the Univ. of Minnesota Arabic Program
- Report: Recommendations for building evaluation capacity

Second Language Research Forum (2008) Conference Evaluation

Oct—Dec 2008

- Satisfaction survey SLRF attendees, Univ. of Hawai‘i at Mānoa
- Survey design, development, administration, data collection, analysis
- Report for the SLRF 2008 Executive Committee

Hawai‘i-Pacific Evaluation Association (H-PEA) Annual Conference (2008) Conference Evaluation

Sept—Dec 2008

- Satisfaction survey administered to attendees at H-PEA Annual Conference; “Building an Evaluation ‘Ohana’” (2008)
- Survey development, administration, data collection, analysis
- Report for H-PEA conference planning committee

Hawai‘i English Language Program (HELP) Evaluation Project

Jan—Jun 2008

- Student needs analysis/satisfaction evaluation
- Report for HELP director

PRESENTATIONS

- Davis, J. McE. (2014). A capacity framework for outcomes assessment in college language programs. ACTFL 2014 Annual Convention and World Language Expo, San Antonio, Texas, (November, 2014).
- Davis, J. McE. (2013). The usefulness of accreditation-mandated assessment in college foreign language programs. Language Testing Research Colloquium 2013, Seoul, South Korea (July, 2013).
- Davis, J. McE. (2013). Impacts of accreditation-mandated assessment in college foreign language education. Invited paper delivered at Georgetown University (February, 2013).
- Davis, J. McE. (2013). Making mandated assessment/evaluation useful: A college-wide student exit survey project. Invited paper delivered at Georgetown University (February, 2013).
- Davis, J. McE. (2012). Accreditation-mandated outcomes assessment: Helping or hindering educational effectiveness in college foreign language education? Paper presented at AAAL (March, 2012).
- Davis, J. McE., & Davis, L.** (2011). Expatriate language teacher identity: A case study of novice Korean heritage-language teachers. Paper presented at AAAL (March, 2011).
- Davis, J. McE. (2010). Proactive and productive reactions to externally-mandated university outcomes assessment. Roundtable presentation at ACTFL 2010, Annual Convention (November, 2010).
- Davis, J. McE., & Watanabe, Y.** (2009). Lessons learned from a college-wide student learning outcomes evaluation project: Balancing external and internal impetuses. Presentation delivered at the Multi-Language Western Consortium Workshop, University of Texas at Austin (April, 2009).
- Davis, J. McE. (2006). Resistance to L2 pragmatics in the ESL context. Presentation delivered at JALT Conference 2006, Kitakyushu, Japan (November, 2006).

LANGUAGES, SKILLS

LANGUAGES

- English (native)
- Korean (intermediate)
- French (intermediate—a long time ago)

SKILLS

- Microsoft Office suite: Word, Excel, PowerPoint
- Adobe: Acrobat, Dreamweaver
- SPSS
- AntConc 3.2.4w (concordance/corpus analysis software)
- Audacity
- Moodle, Webct, Blackboard, Lulima (Sakai)
- Web applications: Prezi, SurveyMonkey, MailChimp

MARGARET E. MALONE
[REDACTED]

EDUCATION

Ph.D., Linguistics

Georgetown University, Washington, DC, 1999

Concentration in Applied Linguistics; U.S. Department of Education Title VII Fellow

M.S., Linguistics

Georgetown University, Washington, DC, 1992

Concentration in Applied Linguistics; U.S. Department of Education Title VII Fellow

B.A., Language Studies

Wellesley College, Wellesley, MA, 1990

Magna cum laude, Durant Scholar, Departmental Honors in Language Studies

PROFESSIONAL EXPERIENCE

CENTER FOR APPLIED LINGUISTICS, Washington, DC

Associate Vice President, World Languages and International Programs, 2012–present

Serve on organization-wide leadership team. Manage a team of directors and managers, and mentor project leaders. Plan and manage the financial performance of program area contracts, grants, and overhead spending budgets. Represent program area outcomes to clients, senior management, and external policy, research and development communities, including academia, the federal government, policy makers, and trade organizations. Direct projects related to technology-mediated language assessment.

Senior Testing Associate, Language Testing Division, 2000–2012

Directed technology-mediated projects on oral proficiency testing. Developed oral proficiency tests and related professional development workshops. Designed and directed project on stakeholder perceptions toward TOEFL iBT. Managed team of six.

PEACE CORPS, Washington, DC

Language Testing Specialist, Center for Field Assistance and Applied Research, 1996–2000

Directed a worldwide language testing program in over 60 countries in 150 languages and oversaw the work of over 600 certified testers. Managed annual review of training status reporting, analysis, and recommendations for Peace Corps worldwide. Managed budgets, operations planning, workshop facilitation, and reporting.

THE GEORGE WASHINGTON UNIVERSITY, Arlington, VA

Research Associate, Center for Equity and Excellent in Education/Evaluation Assistance Center East, 1994–1996

Provided technical assistance to six states on teaching and learning through a cooperative, team approach. Conducted workshops for teachers, administrators, and other

professionals on Goals 2000, language assessment, program evaluation, and Title VII legislation. Reviewed state policies on LEP student assessment.

CENTER FOR APPLIED LINGUISTICS, Washington, DC

Language Testing Specialist, Language Testing Division, 1990–1994

Coordinated team developing and the Spanish Speaking Test. Participated in a team to develop the Japanese Speaking Test, including item writing and primary responsibility for field testing.

UNIVERSITY OF MARYLAND, College Park, MD

Adjunct Professor, College of Education, 2012, 2014

Designed and taught graduate-level course on language testing

GEORGETOWN UNIVERSITY, Washington, DC

Adjunct Professor, Linguistics Department, 1993, 1994, 2000, 2007

Taught graduate-level courses on language testing and teaching methods.

AMERICAN UNIVERSITY, Washington, DC

Adjunct Lecturer, Department of Teaching English as a Second Language, 1993

Taught graduate-level course in language teaching methods.

PUBLICATIONS (SELECTED)

- Di Silvio, F., Donovan, A., & Malone, M. E. (2014) The effect of study abroad homestay placements: Participant perspectives and oral proficiency gains. *Foreign Language Annals*: Advance online publication. doi:10.1111/flan.12064
- Farnsworth, T.L & Malone, M.E. (2014) *Assessing Language Learners in U.S. Schools*. Teachers of English to Speakers of Other Languages: Alexandria, VA.
- Malone, M.E., Peyton, J. K. & K. Kim (2014). Assessment of heritage learners: Issues and Directions. In Wiley, T., Peyton, J. K., Christian, D. Moore, S.C & N. Liu. *Handbook of Heritage, Community and Indigenous Languages in the United States: Research, Policy, and Educational Practice*.
- Nier, V. C., Di Silvio, F., & Malone, M. E. (2014). Beliefs about assessment and language learning: Findings from Arabic instructors and students. *NECTFL Review*, 73, 55-76.
- Malone, M. (2013). The essentials of assessment literacy: Contrasts between testers and users. *Language Testing*, 30(3), 329-344.
- Montee, M.J. & Malone, M.E. (2013). Writing scoring criteria and score reports. In A. Kunnan (Ed.) *The Companion to Language Assessment*. New York: Wiley-Blackwell.
- Malone, M. and Brooks, R. (2013). Language Testing in Government and Military. In C. A. Chapelle (Ed) *The Encyclopedia of Applied Linguistics*, Oxford, UK: Wiley-Blackwell.
- Malone, M. E. (2012) Investigating the CEFR and ACTFL Tasks through Prompt and Elicitation Research. In E. Tschirner (Ed) *Aligning Frameworks of Reference in Language Testing: The ACTFL Proficiency Guidelines and the Common European Framework of Reference for languages*. Germany: Stauffenburg Verlag
- Malone, M.E. (2012). Using technology to promote assessment literacy: A review of three approaches for language teacher education. In D. Sonesson and E. Tarone (Eds.)

- Expanding Our Horizons: Language Teaching Education in the 21st Century: Selected Papers from the 6th and 7th International Teacher Education Conferences*. CARLA Working Papers. Minneapolis: University of Minnesota, Center for Advanced Research on Language Acquisition.
- Malone, M. E., Montee, M. J., & Di Silvio, F. (2010). Assessment practices in STARTALK language programs: A view of current language assessment literacy. *Russian Language Journal*, 60, 281-300.
- Riestenberg, K., Di Silvio, F., Donovan, A., & Malone, M. E. (2010). Development of a computer-based workshop to foster assessment literacy. *Journal of the National Council of the Less Commonly Taught Languages*, 9, 21-42.
- Malone, M. E., & Montee, M. J. (2010). Oral proficiency assessment: Current approaches and applications for post-secondary foreign language programs. *Language and Linguistics Compass*, 4(10), 972-986.
- Kenyon, D., & Malone, M. E. (2010). Investigating examinee autonomy in a computerized test of oral proficiency. In L. Araújo (Ed.), *Computer-based assessment of foreign language speaking skills* (Joint Research Center Scientific and Technical Reports) Luxembourg: Publications Office of the European Union.
- Nier, V., Donovan, A., & Malone, M. E. (2009). Increasing assessment literacy among LCTL instructors through blended learning. *Journal of the National Council of Less Commonly Taught Languages*, 7, 103-131.
- Jackson, F., & Malone, M. E. (2009). *Building the foreign language capacity we need: Toward comprehensive strategy for a national foreign language framework*. College Park, MD and Washington, DC: National Foreign Language Center and Center for Applied Linguistics. Available at http://www.languagepolicy.org/documents/synthesis%20and%20summaryfinal040509_cmbined.pdf
- Cavella, C., & Malone, M. E. (2008). Teaching principles of assessment online. In S. Goertler and P. Winke (Eds.), *Opening doors through distance language education: Principles, perspectives, and practices*. CALICO Monograph Number 7.
- Malone, M. E. (2008). Training in language assessment. In N. Hornberger & E. Shohamy (Eds.), *Encyclopedia of Language Education*. New York: Springer.
- Malone, M. E., Rifkin, B., Christian, D., & Johnson, D. E. (2004). Attaining high levels of proficiency: Challenges for language education in the United States. *Journal for Distinguished Language Studies*, (2).
- Malone, M. E. (2004). Research on the oral proficiency interview: Analysis, synthesis and future directions. *Foreign Language Annals*, 36(4), 491-497.
- Malone, M. E., Rifkin, B., Christian, D., & Johnson, D. E. (2003). Attaining high levels of proficiency: Challenges for foreign language education in the United States. *ERIC/CLL Newsbulletin*, 26(2), 1-3.
- Malone, M.E. (2001). Trends in Peace Corps volunteer language proficiency. In Alatis, J.E. & A.H. Tan (Eds). *Proceedings of the 1999 Georgetown Roundtable on Languages and Linguistics*. Georgetown University: Washington, DC.
- Malone, M. E. (2000). Using standards for classroom-based assessment. In Snow, A. M. (Ed.), *Implementing the ESL standards for PreK-12 students through teacher education*. Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL).

PROJECTS (SELECTED)

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT)

Project Director, Speaking, 2013–present

Direct project to develop new speaking test for K-12 English language learners in New York State. Develop new test design and manage test development team and contractors. (\$1.2M, 60 months)

PROMOTING ORAL PROFICIENCY GAIN IN STUDY ABROAD

Project Director, 2010–present

Direct project to investigate effects of intervention and training with students and homestay families on oral proficiency gain in study abroad in four countries across four languages. Design research study and manage research team and contractors. (\$450,000, 36 months)

DEVELOPING THE MANDARIN COMPUTERIZED ORAL PROFICIENCY INSTRUMENT, U.S.

Department of Education

Project Director, 2010–present

Direct project to develop a Mandarin (Chinese) Computerized Oral Proficiency instrument. Manage team develop 100+ test tasks, pilot testing, field testing, analysis of data, and operationalization of test. (\$390,000, 3 years)

NATIONAL CAPITAL LANGUAGE RESOURCE CENTER, U.S. Department of Education

Co-Director, 2010–present

Serve as Co-Director of one of 15 national Language Resource Centers. Develop online tutorials for assessment users. Conduct annual professional development workshops on program evaluation and student assessment.. Conduct online language assessment courses. (\$98,000 annually)

STARTALK PORTFOLIO ASSESSMENT, Center for the Advanced Study of Language

Project Director, 2009–present

Direct project to pilot, design, and operationalize achievement test for Arabic and Chinese language from 50 summer high school programs. Manage partnerships with two additional national organizations. (\$378,000, 18 months)

STARTALK EVALUATION, National Foreign Language Center

Project Director, 2006–present

Direct project to design, implement, and analyze 1,200+ annual evaluations of summer language programs for teachers and students. Recommend improvements for policy and standards. (\$1.4 million, 5 years)

FOREIGN LANGUAGE ASSESSMENT DIRECTORY PROJECT, U.S. Department of Education

Project Director, 2005–2009

Directed project to update, improve, and merge two existing directories of foreign language tests via focus group and distance review of products. Managed team to develop online tutorial on language test selection. (\$390,000, 3 years)

STAKEHOLDER PERCEPTIONS OF THE TOEFL iBT, Educational Testing Service

Project Director, 2008–2010

Directed multi-methods research of student, instructor, and administrator perceptions of the TOEFL iBT. Designed online, multilingual surveys for 1,200 participants. Managed focus groups in U.S. and overseas. Conducted stimulated recall protocols. (\$87,000, 18 months)

ACTFL ASSESSMENT OF PROFICIENCY AND PERFORMANCE, U.S. Department of Education

Project Manager, 2005–2008

Worked with three organizations' teams to create a national framework for K-16 foreign language assessment. Developed prototypical tasks. Conducted stimulated recall studies with students on task effectiveness. (\$105,000, 3 years)

IMPACT OF TITLE VI DEPARTMENT OF EDUCATION PROJECTS, JBL Associates/U.S.

Department of Education

Project Director, 2007–2008

Directed CAL portion of project to measure impact of 50 years of Title VI funding for U.S. Department of Education grants. Managed staff of three. Coordinated efforts with prime contractor. (\$75,000, 18 months)

ADVISORY POSITIONS

Advisory Board, Joint National Committee of Languages. 2013- present

Editorial Review Board, *Applied Language Learning*. 2014-present

Editorial Review Board, *Annual Review of Applied Linguistics*. 2013-present

Editorial Review Board, *Language Assessment Quarterly*. 2010-present

Resolutions Committee, American Association for Applied Linguistics. 2013-2014

Editorial Board, Annual Secretary, *International Language Testing Association*, 2011–present

Co-Chair, *Language Testing Research Colloquium*, 2009

Co-Chair and Founder, *East Coast Organization of Language testers*, 2002–present

Nominations Committee, International Language Testing Association, 2007, 2009, Chair 2009

Advisory Board Member, *Language Acquisition Resource Center*, 2006–present

Advisory Board Member, *The George Washington University Language Center*, 2005–2008

PROFESSIONAL AFFILIATIONS

International Language Testing Association

American Association for Applied Linguistics

American Council on the Teaching of Foreign Languages

Teachers of English to Speakers of Other Languages

National Council of Less Commonly Taught Languages

PRESENTATIONS

Regular presentations at AAAL, ACTFL, ECOLT, LTRC, NCOLTCL, TESOL

FRANCESCA DI SILVIO

EDUCATION

M.A., Linguistics

Georgetown University, Washington, DC, 2009

Concentration in Language and Communication

B.A., Spanish

Georgetown University, Washington, DC, 2003

Minors: Italian, Linguistics

Summa cum laude; Phi Beta Kappa; Outstanding Achievement in Spanish; John Carroll Scholar

Study Abroad, Spanish Language and Latin American Culture

Universidad de las Américas, Quito, Ecuador, Summer 2001

PROFESSIONAL EXPERIENCE

CENTER FOR APPLIED LINGUISTICS, Washington, DC

Research Associate, World Languages and International Programs, 2012–present

Research Assistant, Language Testing Division, 2009–2011

Conduct research and analyze data, coordinate project tasks and timelines, and maintain correspondence with partners for 3-year, federally funded project to investigate oral proficiency gain in study abroad contexts. Coordinate annual evaluation of a nationwide program to develop speakers of critical languages in grades K-16 and train teachers of those languages. Develop computer-delivered assessments of speaking skills from item writing to piloting to production. Write and edit research reports, articles, and project-related products. Conduct assessment training activities including professional development workshops, online courses, and an annual testing conference for a Language Resource Center.

THE WYSS FOUNDATION, Washington, DC

Grants Administrator, 2006–2009

Managed multi-million dollar docket of grants to over 100 conservation organizations.

Edited and produced 250-page strategic report for triannual meetings of Trustees.

Oversaw communications, accounting, and technology for staff of seven.

Office Manager, 2003–2005

Assessed and refined grantmaking materials and policies resulting in streamlined review process. Negotiated vendor contracts and reduced office communication and supply costs. Organized initial centralization and later relocation of main office.

GEORGETOWN UNIVERSITY, Washington, DC

Teacher's Assistant, John Carroll Scholars Program, 2002–2003

Designed and taught interdisciplinary seminar for class of 90 in collaboration with senior leaders. Mentored small groups of students in public speaking and presentation techniques.

THE POTOMAC SCHOOL SUMMER PROGRAMS, McLean, VA

Head Spanish Teacher, 2002

Planned Spanish program for day camp with teachers, counselors, and interns. Designed and implemented curriculum for 5 classes comprising 40 elementary-age children.

PROJECTS (SELECTED)

PROMOTING ORAL PROFICIENCY GAIN IN STUDY ABROAD HOMESTAY PLACEMENTS, U.S.

Department of Education

Project Coordinator, 2010–present

Develop instructional materials for in-program intervention designed to increase meaningful student-host conversational exchange. Design and implement data collection from 150 students and 90 host families at sites in Peru, Chile, Russia, and China. Analyze results from oral proficiency tests, conversation recordings, and surveys from participants to provide research-based recommendations for study abroad stakeholders.

STARTALK EVALUATION, National Foreign Language Center

Task Manager, 2013–present; *Research Assistant*, 2009–2012

Coordinate project to design, implement, and analyze 6,000+ annual participant evaluations of summer language programs for teachers and students as well evaluations by program staff and site visitors. Recommend improvements to evaluation procedures and program policies.

MANDARIN COMPUTERIZED ORAL PROFICIENCY INSTRUMENT, U.S. Department of Education

Project Coordinator, 2012–present

Develop computer-based assessment of speaking skills for learners of high school age and above. Work with graphic artists, voice actors, and computer programmers to design semi-adaptive test instrument. Pilot and field test assessment with target audience users and finalize product for sale.

NATIONAL CAPITAL LANGUAGE RESOURCE CENTER, U.S. Department of Education

Project Coordinator, 2010–2012

Conduct online courses and face-to-face workshops to strengthen instructor expertise in assessment. Develop materials and articles for teacher training. Organize annual conference of over 130 language testers, including development of program, event planning, and website maintenance.

PUBLICATIONS

- Di Silvio, F., Donovan, A., & Malone, M. E. (2014). The effect of study abroad homestay placements: Participant perspectives and oral proficiency gains. *Foreign Language Annals, 47*, 168-188.
- Nier, V. C., Di Silvio, F., & Malone, M. E. (2014). Beliefs about assessment and language learning: Findings from Arabic instructors and students. *NECTFL Review, 73*, 55-76.
- Di Silvio, F. (2014). Beyond testing tips. *The NCLRC Language Resource, 17*(3).
- Di Silvio, F., Donovan, A., & Malone, M. E. (2013). Promoting oral proficiency gains in study abroad homestay placements. Manuscript submitted for publication to *Social interaction, identity and language learning during residence abroad*, Eurosla Monograph Series.
- Di Silvio, F. (2012). Performance task for assessing culture. *The NCLRC Language Resource, 15*(10).
- Di Silvio, F. (2011). Using formative assessment to inform teaching in the target language. *The NCLRC Language Resource, 14*(12).
- Malone, M. E., Montee, M. J., & Di Silvio, F. (2010). Assessment practices in STARTALK language programs: A view of current language assessment literacy. *Russian Language Journal, 60*, 281-300.
- Riestenberg, K., Di Silvio, F., Donovan, A., & Malone, M. E. (2010). Development of a computer-based workshop to foster language assessment literacy. *Journal of the National Council of Less Commonly Taught Languages, 9*, 21-42.
- Di Silvio, F. (2010). Echoes from the 2010 East Coast Organization of Language Testers Conference. *The NCLRC Language Resource, 14*(10).
- Di Silvio, F. (2010). Authenticity in world language testing. *The NCLRC Language Resource, 14*(2).
- Di Silvio, F. (2009). Notes from a novice tester. *The NCLRC Language Resource, 13*(6).
- Di Silvio, F. (2009). Case study of a struggling reader. *Making Literacy Connections: The Journal of the Greater Washington Reading Council, 24*, 6-14.
- Di Silvio, F. (2009). Mark Sebba, Spelling and society [Review of the book *Spelling and society: The culture and politics of orthography around the world*, by M. Sebba]. *Language in Society, 38*(4), 535-536.

PRESENTATIONS (SELECTED)

- Di Silvio, F., & Vande Berg, M. (2014, April). *Promoting oral proficiency gains in education abroad through a programmatic intervention*. Paper presented at the annual conference of the Forum on Education Abroad, San Diego, CA.
- Nier, V. C., & Di Silvio, F. (2014, March). *Integrating language assessment and instruction*. Workshop for the South Asian languages department of the University of Pennsylvania, Philadelphia, PA.
- Di Silvio, F., Donovan, A., & Malone, M. E. (2013, November). *Promoting oral proficiency gain in study abroad: A three-year study*. Paper presented at the annual conference of the American Council on the Teaching of Foreign Languages, Orlando, FL.
- Di Silvio, F., Malone, M. E., Donovan, A., & Nier, V. (2013, November). *Assessing oral proficiency: Tools from CAL*. Exhibit presented at the annual conference of the American Council on the Teaching of Foreign Languages, Orlando, FL.

- Di Silvio, F. (2013, July). *Promoting oral proficiency gain in Spanish-speaking study abroad homestay placements*. Paper presented at the annual conference of The American Association of Teachers of Spanish and Portuguese, San Antonio, TX.
- Di Silvio, F., Nier, V., Donovan, A., de la Torre, J., & Malone, M. (2013, May). *Beliefs about assessment and language learning: Findings from focus groups*. Paper presented at the annual conference of Language Teacher Educators, Washington, DC.
- Di Silvio, F., Donovan, A., & Malone, M. E. (2013, April). *Promoting oral proficiency gain in study abroad homestay placements*. Paper presented at the Residence Abroad, Social Networks and Second Language Learning conference, Southampton, UK.
- Tucker, P., Di Silvio, F., Malone, M. E., & Donovan, A. (2013, March). *Piloting assessment design, user interface, and instructions for innovative reading and listening item types*. Poster presented at the annual conference of the American Association for Applied Linguistics, Dallas, TX.
- Malone, M. E., Di Silvio, F., & Donovan, A. (2012, May). *Oral proficiency assessment: Rating SOPI speech samples*. Workshop for the foreign language department of Millersville University, Millersville, PA.
- Di Silvio, F., & Bach, A. (2012, April). *Understanding assessment: Resources for Chinese language educators*. Preconference workshop at the fifth annual National Chinese Language Conference, Washington, DC.
- Di Silvio, F., & Donovan, A. (2011, July). *Student performance assessment*. Workshop for the Teachers of Critical Languages Program conducted at the American Councils for International Education, Washington, DC.
- Sugarman, S., Malone, M. E., & Di Silvio, F. (2011, May). *Planning for language program evaluation*. Workshop for foreign language instructors and administrators conducted at the Center for Applied Linguistics, Washington, DC.

ADVISORY POSITIONS

Conference co-chair, *East Coast Organization of Language Testers*, 2010-2012

PROFESSIONAL AFFILIATIONS

American Council on the Teaching of Foreign Languages
 American Association of Teachers of Spanish and Portuguese

TECHNICAL COMPETENCIES

Microsoft Office Suite; Adobe Dreamweaver; GoldMine; QuickBooks; MicroEdge Gifts; Moodle and itslearning learning management systems; SurveyMonkey; Praat; Transcriber; Audacity; basic html.
 Training in Advanced Microsoft Excel; Microsoft Access; Adobe Acrobat Pro; SMART board.

LANGUAGES

Spanish (advanced); Italian (advanced); Portuguese (novice); Catalan (novice)

CURRICULUM VITAE (ABBREVIATED)

Lance R. Askildson, Ph.D.

Vice-Provost & Chief International Officer
Executive Director of the Institute for Global Initiatives
Associate Professor, English Language & Linguistics

████████████████████
Kennesaw State University, Kennesaw, GA 30144
████████████████████

EDUCATION

- 2004 – 2008 Doctor of Philosophy, Second Language Acquisition, University of Arizona.
- 2003 – 2004 Master of Arts, Multilingual/Multicultural Ed. & TESOL, Florida State University.
- 1998 – 2002 Bachelor of Arts, College of Liberal Arts, History & French, University of Minnesota.

EXPERIENCE

- 2013 – Present Vice-Provost & Chief International Officer, Executive Director of the Institute for Global Initiatives, Kennesaw State University.
- 2013 – Present Associate Professor of English Language & Linguistics (Tenured), Department of English, Kennesaw State University.
- 2010 – 2013 Assistant Provost for Internationalization (AVP), Director of the Center for the Study of Languages & Cultures, University of Notre Dame.
- 2008 – 2013 Associate Professor of the Practice for Second/Foreign Language Education, Center for the Study of Languages & Cultures, University of Notre Dame.
- 2008 – 2013 Founding Director of the Center for the Study of Languages & Cultures, College of Arts & Letters, University of Notre Dame.
- 2007 – 2008 Assistant Director, Coordinator for Teacher Training & Lecturer, Center for English as a Second Language, University of Arizona.
- 2004 – 2007 Founding Coordinator for Teacher Training & Lecturer, Center for English as a Second Language, University of Arizona.

GRANTS

- 2009 – 2012 Principle Investigator, U.S. Dept. of State, UIELSP Grant, University of Notre Dame. (\$370k)
- 2011 – 2012 Principle Investigator, Fulbright FLTA Awards for Critical Languages, Institute for International Education, University of Notre Dame. (\$50k)
- 2008 – 2012 Co-Principle Investigator, U.S. Dept of Education, Title VI, UISFL Grant (230k)
- 2004 – 2005 Research Associate to Principal Investigator (Dr. Linda Waugh), National Foreign Language Resource Center Grant, CERCLL, Title VI (\$1.3 million)
PR/Award # P229A140012

SERVICE

- 2014 – Present Board of Trustees Member, Center for the Advancement & Study of Intl Education.
- 2014 – Present Board Member, Atlanta Regional Educational Consortium (AREC).
- 2013 – 2014 External Reviewer, Fulbright Fellowship Commission for East Asia.
- 2013 – Present Editorial Board Member, The Academic Journal of Global Initiatives.
- 2008 – 2013 Board Secretary, International Association for Language Learning Technology.

PRESENTATIONS

- (2014). **The Secret of Getting Things Done is to [Inter-] Act: Communicative Design for Less Commonly Taught Languages.** University of Notre Dame. Invited Keynote.
- (2013). **A Paradigm-Shift for Foreign Language Study and Internationalization within the 21st Century University.** Harper College. Invited Keynote.
- (2012). **Maximizing Language Acquisition During Short-Term Study Abroad: An Integrated Model.** NAFSA 2012: Houston, TX. Paper Presentation.
- (2012). **International Student Advancement & Integration: Using Service Learning to Advance Language & Acculturation Gains.** Association of International Education Administrators (AIEA) 2012: Washington D.C. Paper Presentation.
- (2011). **Implications of Administrative & Faculty Attitudes on the Use of Technology in Foreign Language Instruction.** International Association for Language Learning Technology 2011: UC Irvine, CA. Paper Presentation.

PUBLICATIONS

- (2014). **The Effects of Reading While Listening: Developing ESL Reading via Phonological Recoding.** *International Journal of TESOL and Learning*, 2:3.
- (2013). **Developing Multiple Literacies in Academic English Through Service-Learning & Community Engagement.** *TESOL Journal*, 4:3
- (2012). **Theory & Pedagogy of Reading While Listening: Phonological Recoding for L2 Reading Development.** *Journal of Linguistics & Language Teaching*, 15.
- (2011). **Computer Assisted Language Learning & Second Language Reading Development: Hyperglossing for Comprehension & Acquisition.** *International Journal of Computer-Assisted Language Learning and Teaching*, 2.
- (2011). Managing Editor. *IALLT Journal for Language Learning Technologies (Vol. 41, 1)*. The peer reviewed scholarly journal of the International Association of Language Learning Technology.
- (2011). **From Language Lab to Language Center: Connecting Theory & Praxis.** In Kronenburg, F. (Ed.). *The Language Center Guide*. International Association for Language Learning Technology Press.

Gregory A. Fulkerson

EDUCATION: **Ph.D.** (2003) in Education (Curriculum and Instruction)

Masters of Arts (1996) in Romance Languages (French Civilization)
Rank I (1997) in Second Language Acquisition
University of Cincinnati

Bachelors of Arts (*Cum Laude*, 1993) in French
Phi Beta Kappa
Centre College

**PROFESSIONAL
EXPERIENCE:**

Education Program Specialist

(August 2013-Present)
Maryland State Department of Education
Baltimore, MD

Responsibilities:

- Provide technical assistance and leadership for the development and implementation of Maryland's Formative Assessment Project

World Language Coordinator

(September 2012-June 2013)
Department of Defense Education Activity (DoDEA)
Alexandria, VA

Responsibilities:

- Develop a system-wide, long-term action plan to provide a seamless K-12 world language learning pipeline that is built upon the integration of data from testing programs, accreditation reports and supervisory field observations

Education Associate, World Languages and International Education

(February 2007-September 2012)
Delaware Department of Education
Dover, DE

Responsibilities:

- Develop and coordinate the Governor's World Language Expansion Initiative, which includes establishing elementary immersion programs and designing and delivering professional development to immersion teachers and administrators
- Develop and supervise the implementation of the Delaware Confucius Classroom Network created by Governor Markell
- Coordinate the State's Race to the Top work on World Language Teacher Effectiveness through the development of Student Growth Measures
- Recruitment and interviewing of international visiting faculty from China, Spain, France and Italy
- Responsible Officer (RO) for J1 Visa Sponsor Program (SEVIS)

Foreign Language Specialist (July 2005-February 2007)

Instructional Services, Alan Leis Instructional Center
Fairfax County Public Schools, Falls Church, VA

Responsibilities:

- Supervision of 500 Foreign Language Teachers K-12
- Develop and Oversee Implementation and Budget of Federal Grants

World Language Specialist (2000-July 2005)

Curriculum & Assessment, JCPS Gheens Academy
Jefferson County Public Schools, Louisville, KY

Responsibilities:

- Supervision of 250 World Language Teachers K-12
- Design of World Language Curriculum K-12

Adjunct Professor of Education

George Mason University, Fairfax, VA (2006)
Spalding University, Louisville, KY (2004-2005)
Midway College, Midway, KY (2001-2005)
University of Louisville, Louisville, KY (2003)

- World language teaching methods to MAT students
- Teaching Reading and Writing in World Languages PreK-12

French Teacher (1996-2000)

Conner High School, Hebron, KY
Conner Middle School, Hebron, KY

**PROFESSIONAL/
COMMUNITY
SERVICE:**

National Association of State Supervisors for Languages (NCSSFL)

President (2012); President-Elect (2010-2011)

National Association of District Supervisors of Foreign Languages

Past-President (2007-2008); President (2006-2007)

Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS)

Northeast Conference on the Teaching of Foreign Languages (NECTFL)

Editorial Board for the NECTFL Report (2006-07)

Kentucky World Language Association

President (2004-05); Board Member (1998-2006)

American Council on the Teaching of Foreign Languages (ACTFL)

Florence Steiner Award Committee (2004)
Delegate (2004-06)

STARTALK Advisory Board Member

2012-2014

**PUBLICATIONS/
PRESENTATIONS:**

Professional Development Designer and Facilitator for the
Delaware Department of Education

Presenter to the National World Language Teacher Certification Summit

Presenter at the Peace Corps Coverdell World Wise Schools' Global

Issues Conference

Presenter at the Chinese Bridge Delegation Symposium and Hanban, the
Office of Chinese Language Council International

Presenter at the National Council of State Supervisors for Languages

(NCSSFL) National Meetings

Presenter at the American Council on the Teaching of Foreign
Languages National Convention

**NATIONAL
REVIEWER:**

NCSSFL-ACTFL Can-Do Statements (2013)

Teacher Effectiveness for Language Learning (TELL) Project (2011)

ACTFL Crosswalk with Common Core State Standards for English Language
Arts (2011)

ACTFL P21 Skills Map (2010)

DC Public School Standards Development (2008)

Kentucky Department of Education Standards Review (2010)

LinguaFolio and LinguaFolio, Jr. (2007-2012)

Curriculum Vitae
DR. KIMI KONDO-BROWN

Department of East Asian Languages & Literatures
University of Hawai'i at Mānoa
[REDACTED]
Honolulu, HI, USA 96822

Office: [REDACTED]
Phone: [REDACTED]
Fax: [REDACTED]
E-mail: [REDACTED]

ACADEMIC EXPERIENCE

- 2001-Present Professor (from 2011-Present), Associate Professor (2006-2011), Assistant Professor (2001-2006) *Department of East Asian Languages and Literatures, University of Hawai'i at Mānoa*
- 2012 summer National Resource Center for Foreign Languages 2012 Summer Institute Director (July 9-13)
- 2002-2007 Visiting Professor
(Summers) TESOL summer program at Temple University (Tokyo/Japan Campus)
- 1988-2001 Instructor (1988-1999), non-tenure track Assistant Professor (1999-2001), Department of East Asian Languages and Literatures, University of Hawai'i at Mānoa
- 1987-1988 Instructor, Japanese Language Program, Concordia College, MN

ADMINISTRATIVE EXPERIENCE

- 2008-Present Associate Dean
College of Languages, Linguistics, and Literature, University of Hawai'i at Mānoa

EDUCATION

Doctor of Education, University of Hawaii at Manoa, College of Education
Master of Arts in Linguistics, University of Utah, Salt Lake City, Utah
Bachelor of Education, University of Tokushima, College of Education, Tokushima, Japan

PROFESSIONAL CERTIFICATE/LICENSE

- ACTFL Oral Proficiency Interview Tester Certification (awarded in 2008)
- TESL (Teaching English as a Second Language) Certificate. University of Utah

RESEARCH AND OTHER PROFESSIONAL ACTIVITIES

A. Books, monographs, and edited volumes

1. Kondo-Brown, K., Saito-Abbot, Y., Satsutani, S., Tsutsui, M., & Wehmeyer, A. K. (Eds.). (2013). *New perspectives on Japanese language learning, linguistics, and culture*. Honolulu, HI: National Foreign Languages Resource Center.
2. Kondo-Brown, K., Brown, J.D., Tominaga, W. (Eds.) (2013). *Practical assessment tools for college Japanese*. Honolulu, HI: National Foreign Language Resource Center.
3. Kondo-Brown, K. (2012). *日本語教育のための評価入門* [Introduction to assessment for Japanese language teachers]. Tokyo: Kuroshio Publisher.
4. Kondo-Brown, K., & Brown, J. D. (Eds.). (2008). *Teaching Chinese, Japanese and Korean heritage language students: Curriculum needs, materials, and assessment*. New York: Lawrence Erlbaum Associates/Taylor & Francis.
6. Kondo-Brown, K. (Ed.). (2006). *Heritage language development: Focus on East Asian immigrants*. (Studies in Bilingualism Series 32). Amsterdam, Netherlands: John Benjamins.
7. Brown, J. D., & Kondo-Brown, K. (Eds.) (2006). *Perspectives on teaching connected speech: To second language speakers*. Honolulu, HI: National Foreign Language Resource Center.

B. Articles in selected international/national refereed journals

1. Kondo-Brown, K. (2013). Task-based achievement testing for Japanese language assessment. *Acquisition of Japanese as a second language*, 13, 56-73.
2. Kondo-Brown, K. (2013). Changes in affective profiles of postsecondary students in lower-level foreign language classes. *Foreign Language Annals*, 46, 1, 122-136.

3. Kondo-Brown, K. (2010). Curriculum development for advancing heritage language competence: Recent research, innovations, and a future agenda. *The Annual Review of Applied Linguistics*, 30, 24-41.
 4. Kondo-Brown, K. (2006). How do English L1 learners of advanced Japanese infer unknown kanji words in authentic texts?" *Language Learning*, 56, 109-153.
 5. Kondo-Brown, K. (2005). Differences in language skills: Heritage language learner subgroups and foreign language learners. *The Modern Language Journal*, 89, 563-581.
 6. Kondo-Brown, K. (2004). Investigating interviewer-candidate interactions during oral interviews for child L2 learners. *Foreign Language Annals*, 37, 602-615.
 7. Kondo-Brown, K. (2004). Do background variables predict students' scores on a Japanese placement test?: Implications for placing heritage language learners. *Journal of the National Council of Less Commonly Taught Languages*, 1, 1-19.
 8. Kondo-Brown, K. (2003). A longitudinal evaluation study on child JFL learners' oral performances. *Japanese Language and Literature*, 36, 171-199.
 9. Kondo-Brown, K. (2002). An analysis of rater bias with FACETS in measuring Japanese L2 writing performance. *Language Testing*, 19, 1-29.
- C. Chapters/entries in selected peer-reviewed edited volumes**
1. Kondo-Brown, K. (accepted). Building capacity for developing and sustaining a college's evaluation initiative for language programs. In *Innovation and accountability in foreign language program evaluation*. 2014 AAUSC volume.
 2. Kondo-Brown, K. (2014). Japanese in the United States. In T. Wiley, J. K. Peyton, C. Christian, S. Moore, & N. Liu (Eds.), *Handbook of heritage, community, and Native American languages in the United States: Research, educational practice, and policy*, pp. 244-253. UK: Routledge.
 3. Kondo-Brown, K. (2012). Teaching less commonly taught languages. In C.A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Boston, MA: Blackwell.
 4. Davis, L., & Kondo-Brown, K. (2012). Assessing student performance: Types and uses of rubrics. Brown, J. D. (Ed.), *Developing, using, and analyzing rubrics in language assessment with case studies in Asian and Pacific Languages* (pp. 33-56). Honolulu, HI: National Foreign Languages Resource Center Publications.
 5. Kondo-Brown, K. (2008). Issues and future agendas for teaching Chinese, Japanese, and Korean heritage students. In K. Kondo-Brown & J. D. Brown (Eds.), *Teaching Chinese, Japanese and Korean heritage language students* (pp. 17-43). New York: Lawrence Erlbaum Associates.
 6. Kondo-Brown, K. (2006). East Asian heritage language proficiency development. In K. Kondo-Brown (Ed.), *Heritage language development: Focus on East Asian immigrants* (pp. 242-258). Amsterdam, Netherlands: John Benjamins.
- D. Most recent plenary talks**
1. 2014 *The development of Japanese oral tests*. The Japanese Oral Proficiency Symposium, Tokyo University of Foreign Studies. March 20.
 2. 2013. *Japanese language development and identity formation of Japanese heritage language speakers*. Conference for the Japanese Language Teachers Association of British Columbia. Vancouver Japanese Language School. October 27.
 3. 2013. *Japanese-as-a-heritage language speakers' linguistic and cultural experiences: A case study in Hawai'i*. The Canadian Association for Japanese Language Education Annual Conference. University of Toronto. August 22-24.
 4. 2013. *Task-based achievement testing for Japanese language assessment*. The Canadian Association for Japanese Language Education (CAJLE) Annual Conference. University of Toronto. August 22-24.
 5. 2012. *Language use, acculturation, and identity: Heritage language speakers in Hawaii*. The Fifth Centre for Language Studies International Conference (CLaSIC). The National University of Singapore (NUS), December. 6-8.
- D. Principal investigator of funded projects**
1. 2006-12 The principal investigator, The National Resource Center East Asia. Project title: Japanese language testing/assessment project.
 2. 2002-06 The principal investigator, The National Resource Center East Asia. Project title: Heritage language instruction project in Chinese, Japanese, and Korean.
 3. 2002-03 The principal investigator. The University of Hawaii Assessment Fund. Project title: Assessing the language component of the Manoa general education requirements.

JUDITH E. LISKIN-GASPARRO

Education

- 1993 Ph.D. Foreign Language Education, University of Texas at Austin
1971 M.A. Spanish Literature, Princeton University;
1969 A.B. Spanish, Bryn Mawr College

Principal Academic Positions

- 2001-2003 Assistant Director, Spanish School, Middlebury College (summer sessions 2002, 2003)
2000- Co-Director, Foreign Language Acquisition Research and Education (FLARE), University of Iowa
1993- Assistant (1993-1999) Professor and Associate Professor (1999-) ,Department of Spanish and Portuguese, University of Iowa; Director of the General Education Program (1999-2006)

Honors and Awards (selected)

- 2007 Graduate Mentor Award, Graduate College, University of Iowa
2005 Collegiate Teaching Award, College of Liberal Arts and Sciences, University of Iowa
2001-2003 Dean's Scholar, College of Liberal Arts and Sciences, University of Iowa
1999 ACTFL Florence Steiner Award for Excellence in Foreign Language Education

Scholarship (* = first author; ** = second author; *** = equal authorship)

Books (selected, since 2000)

- 2014 *** *Mosaicos: Spanish as a World Language*. 6e. Upper Saddle River, NJ: Pearson (with Guzmán & Lapuerta). (5e, 2009)
2013*** *Unidos: An Interactive Approach to Beginning Spanish*. Upper Saddle River, NJ: Pearson (with Guzmán & Lapuerta).
2012*** *Identidades: Exploraciones e interconexiones*. Upper Saddle River, NJ: Pearson (with Castells, Guzmán, and Lapuerta). (2e, 2008; 1e, 2004)
2001*** *The communicative classroom*. Boston: Heinle & Heinle (with Ballman and Mandell).

Articles (refereed, selected)

- Accepted We have moved on: Current concepts and positions in generative SLA. *Applied Linguistics*. (with Slabakova
** and Leal Méndez)
2003 The ACTFL Proficiency Guidelines and the OPI: A brief history and analysis of their survival. *Foreign Language Annals*, 36, 483-90.
2001 Reviewing the reviews: A modest history of policies and practices. *Modern Language Journal*, 85, 77-91.
2000 The acquisition of temporal expression in Spanish oral narratives: Exploring learners' perceptions. *Hispania*, 83, 830-845.

Chapters in Edited Collections (selected)

- In The assessment and evaluation of Spanish. In M. Lacorte (Ed.), *The Routledge Handbook of Hispanic Applied*
press*** *Linguistics*. London: Routledge (with Bordón).
In Designing an embedded outcomes assessment for Spanish majors: Literary interpretation and analysis. In J.
press*** Norris & N. Mills (Eds.), *Innovation and accountability in foreign language program evaluation*. AAUSC
Series in Language Program Direction. Boston: Cengage (with Vasseur).
In press The OPI at Age 30: Contributions, limitations, and a view to the future. In M. Tsutsui & O. Kamada (Eds.),
Proceedings of the Nineteenth Princeton Japanese Pedagogy Forum. Tokyo: Hituji Publishers.

- 2008*** Entiendo cuando me hablan en español, pero me cuesta mucho responder. ¿Por qué? In A. Edstrom & J. Ewald (Eds.), *El español a través de la lingüística: Preguntas y respuestas*. Somerville, MA: Cascadilla Press (with Idoia Elola).
- 2007** A theme-based backward-planning approach to the development of student writing in a second language. In G. Guntermann (Ed.), *AP Spanish Special Focus on Writing*. New York: College Board (with E. Beesley & L. D. Dykstra).
- 2007 La evaluación de las destrezas orales: Perspectivas norteamericanas (Evaluation of oral skills: North American perspectives). In E. Balmaseda Maestu (Ed.), *Actas del XVII Congreso de ASELE (Selected proceedings of the XVII Conference of the Association of the Teaching of Spanish as a Foreign Language)*. Logroño, Spain: University of La Rioja.
- 2007*** Evaluación (Evaluation). In Manel Lacorte (ed.), *Lingüística aplicada del español (Applied linguistics in Spanish)*. Madrid: Arco Libros (with Teresa Bordón) (invited)
- 2002*** The privilege of the non-native speaker: A reply to Kramersch. In C. Blyth (Ed.), *The sociolinguistics of foreign language classrooms: Contributions of the native, the near-native, and the non-native speakers*. Boston: Heinle. (refereed) (with Dale A. Koike) (invited)
- 2002*** Corrective feedback, learner uptake, and teacher beliefs: A pilot study. SLRF 2000 selected papers. Somerville, MA: Cascadilla Press (with Ana Oskoz). (refereed)

Conference Presentations (selection; refereed unless otherwise noted)

- 2014 Applied linguists in language departments: Crossing borders through the assessment of student learning outcomes. SLA Graduate Student Symposium, University of Wisconsin. Invited keynote address.
- 2012*** Designing an embedded outcomes assessment for Spanish majors: Literary interpretation and analysis. ACTFL Annual Meeting, Philadelphia (with Raychel Vasseur)
- 2012 ¿Corregir los errores o dejarles hablar? Teoría y praxis de promover la adquisición en un contexto de enseñanza comunicativa (Correct their errors or let them speak? Theory and practice of promoting acquisition in communicative language teaching). XV Encuentro de profesores de español como lengua extranjera (15th Conference for Teachers of Spanish as a Foreign Language), San Antonio, TX. Invited keynote address.
- 2012 The OPI at age 30: Contributions, limitations, and a view to the future. 19th Princeton Japanese Pedagogy Forum. Invited plenary roundtable presentation
- 2011* Assessment of learning outcomes: Speaking proficiency and intercultural competence. ACTFL Annual Meeting, Denver (with Karen Leonard)
- 2010* Assessing speaking gains in a college-level Spanish speaking course. ACTFL Annual Meeting, Boston (with Jennifer Cabrelli)
- 2009* Expectations vs. reality: Exploring students' use of textbook-based reading strategies. ACTFL Annual Meeting, San Diego (with Elizabeth Deifell).
- 2008*** A tale of eight tests: The West Point prochievement exams project. ACTFL Annual Meeting, Orlando (with Elvira Swender, Ray Clifford, and Pardee Lowe, Jr.)
- 2007*** Culture learning through native speaker interviews: Combining processes and products. ACTFL Annual Meeting, San Antonio (with Marta Tecedor-Cabrero).
- 2006 La evaluación de las destrezas orales: Perspectivas norteamericanas (Evaluation of oral skills: North American perspectives). Plenary address. XVII Congreso Internacional de la Asociación para la Enseñanza de Español como Lengua Extranjera (XVII International Conference of the Association for the Teaching of Spanish as a Foreign Language). Logroño, Spain. Invited keynote address
- 2006*** Promoting successful revision in L2 writing: The role of teacher feedback. ACTFL Annual Meeting, Nashville (with Idoia Elola).

Yukiko Watanabe

UC Berkeley, Berkeley, CA, 94703
Ph: •• ••
[http://sites.google.com/site/yukikow/
teaching.berkeley.edu](http://sites.google.com/site/yukikow/teaching.berkeley.edu)

Curriculum
Vitae
(short)

EDUCATION

PhD in Second Language Studies (Fall, 2006—expected Aug, 2014): University of Hawai'i at Mānoa, Honolulu, Hawai'i
Dissertation title: Learning from Outcomes Assessment in College Foreign Language Programs
Advanced Graduate Certificate (Received summer, 2006): University of Hawai'i at Mānoa, Honolulu, Hawai'i
MA in Second Language Studies (Received fall, 2005): University of Hawai'i at Mānoa, Honolulu, Hawai'i

RECENT EMPLOYMENT

July 2012—current : Center for Teaching and Learning, University of California Berkeley
Assessment, program evaluation, and institutional accreditation specialist (full time)
2005-2009, 2010-2012: National Foreign Language Resource Center, University of Hawai'i
Assessments for Japanese Language Instruction Summer Institute, co-facilitator
Foreign Language Program Evaluation Project: research assistant and summer institute facilitator
2009-2010: Department of Second Language Studies, University of Hawai'i
Undergraduate course lecturer (Courses taught: Second Language Testing, Second Language Teaching)
2008-2009: College of Languages, Linguistics, and Literature, University of Hawai'i
College-wide assessment project: Coordinated evaluation across 6 humanities departments (graduate assistant)

MAJOR EVALUATION PROJECTS & CONTRACTS

- **2011—current: Empowerment Evaluation in College Japanese Program (Grant in aid for Scientific Research)**
Research evaluation organizational learning through evaluation. Facilitate empowerment evaluation. External evaluator.
- **2008—current: Meiji University Library, Information Literacy Program**
Contracted evaluation consultant for the MEXT Great Practice Grant.
- **2010—2012: Inter-institutional Utilization-Focused Outcomes Assessment Project**
Assessment monitoring and resource building for over eight foreign language departments across two universities
- **2008—2009: College of Language, Linguistics, and Literature, University of Hawai'i at Mānoa**
Research assistant. Coordinated evaluation across six humanities depts. Website: <http://www.lll.hawaii.edu/eval/>
- **2005—2008: U.S. College Foreign Language Program Evaluation Project (DOE, Title VI International studies grant)**
Research assistant (PI: Dr. John Norris) Website: <http://nflrc.hawaii.edu/evaluation/>

MAJOR PUBLICATIONS ON EVALUATION

- Kondo-Brown, K., Davis, J., & **Watanabe, Y.** (forthcoming). Evaluation capacity building in college language programs: Developing and sustaining a student exit survey project. N. Mills & J. M. Norris (Eds.). *Issues in language program direction*. Boston, MA: American Association of University Supervisors and Coordinators.
- Norris, J. M., & **Watanabe, Y.** (2011). Program evaluation. Chappelle, C. A. (Ed.), *The encyclopedia of applied linguistics*. New York: Wiley-Blackwell.
- Davis, J., Sinicrope, C., & **Watanabe, Y.** (2009). Foreign language utilization-focused evaluation: Current trends, future directions. In J. M. Norris, J. Davis, C. Sinicrope, & Y. Watanabe (Eds.). *Toward useful program evaluation in college foreign language education* (pp. 57-82). Honolulu, HI: University of Hawaii, National Foreign Language Resource Center.
- Norris, J. M., Davis, J., Sinicrope, C., & **Watanabe, Y.** (Eds.). (2009). *Toward useful program evaluation in college foreign language education*. Honolulu, HI: University of Hawaii, National Foreign Language Resource Center.
- Joseph, S. R. H., **Watanabe, Y.**, Shiung, Y.-J., Choi, B., Robbin, C. (2009). Key aspects of computer assisted vocabulary learning (CAVL): Combined effects of media, sequencing, and task type. *Research and Practice on Technology Enhanced Learning*, 4(2), 133-168.
- Watanabe, Y.**, Norris, J. M., Gonzalez-Lloret, M. (2009). Identifying and responding to evaluation needs in college foreign language programs. In J. M. Norris, & J. Davis, C. Sinicrope, Y. Watanabe (Eds.), *Toward useful program evaluation in college foreign language education* (pp. 5-56). Honolulu, HI: University of Hawaii, National Foreign Language Resource Center.

RECENT EVALUATION REPORTS

- UC Berkeley. (2012). *UC Berkeley Institutional Self-study for Accreditation*. Retrieved from http://vpapf.chance.berkeley.edu/wasc/files/UCBerkeley_Institutional-Narrative.pdf [Major contributor for Section 2: Enhancing Excellence]
- Hosang, N., Barnett, D., Lewin, S., Lau, M., Watanabe, Y., & Lipp, J., Hologue, C. (2013). Year-one evaluation findings: On-campus online professional MPH degree program. [PDF document]. Berkeley, CA: University of California, Berkeley. [Evaluation lead/facilitator]
- Watanabe, Y. (2012). Evaluation of the 2012 Summer Institute: Assessments for Japanese language instruction (*NetWorks #65*) [PDF document]. Honolulu: University of Hawai'i, National Foreign Language Resource Center. <http://scholarspace.manoa.hawaii.edu/bitstream/handle/10125/14564/NW65-Watanabe.pdf?sequence=1> Norris, J. M., &
- Watanabe, Y. (2007). Evaluation of the NFLRC summer institute 2007: Developing useful evaluation practices in college foreign language programs (*NetWorks #51*) [PDF document]. Honolulu: University of Hawai'i, National Foreign Language Resource Center. <http://nflrc.hawaii.edu/NetWorks/NW51.pdf>

RECENT CONFERENCE PRESENTATIONS ON EVALUATION

- Watanabe, Y., Blaisdell-Sloan, K., Howell, M., Hughes, W., S., (2014, March). *Building assessment culture and capacity through an advisor learning community*. A paper presentation at NACADA Region 9 Conference, Berkeley, CA.
- Watanabe, Y., Kamada, T., Nakagawa, K. (2013, October). *Inducing empowerment evaluation*. A poster presentation at the American Evaluation Association: Evaluation 2013 Conference, Washington, DC.
- Watanabe, Y., Hagstrom, S., Manor, N., Roscoe, L., & Wilcox, E. (2013, March). *Locally grown, locally embraced assessment*. A panel discussion session at NACADA regional conference, Los Angeles, CA. *Best of Region 9 Presentation Award. Showcased at the National NACADA Annual Conference in October, 2013.*
- Watanabe, Y. (2012, October). *Impact of evaluation capacity on the execution and influence of outcomes assessment in college academic programs*. Paper presentation at the American Evaluation Association Conference, Minnesota, MN.
- Watanabe, Y., Kamada, T., Nakagawa, K., & Goto, H. (2012, October). *Enabling conditions for empowerment evaluation in a Japanese academic context: A case study of a Japanese as a second language program*. A poster session at the American Evaluation Association Conference, Minnesota, MN.
- Watanabe, Y. (2011, November). *Fostering evaluative thinking, values, and identity through outcomes assessment in college humanities programs*. A paper presentation at the American Evaluation Association Conference, Anaheim, CA.
- Watanabe, Y. (2011, October). *Fostering evaluative thinking through outcomes assessment in academic departments*. Assessment Institute 2011, Indianapolis, IN.
- Watanabe, Y. (2010, November). *Organizational readiness for outcomes assessment in higher education*. Paper presentation at the American Evaluation Association Conference, San Antonio, TX.

SELECTED EVALUATION & ASSESSMENT INVITED WORKSHOPS

- 2014, April: *Language assessment that guides and informs teaching and learning*. Invited workshop for **foreign language faculty development series at Santa Clara University**, Santa Clara, CA.
- 2014, February: *Effective assessment strategies to enhance undergraduate education in a research university*. Invited panel presentation, **Meiji University**, Tokyo, Japan.
- 2013, May: *Balancing internal and external evaluation needs*. A workshop for the **Rice University Center for the Study of Languages**, Houston, TX.
- 2013, March: *Ensuring assessment use: Linking design to actions*. A workshop for the **Berkeley Language Center Lecture Series**, **University of California, Berkeley**, CA.
- 2011, April: *Towards useful outcomes assessment: Defining, mapping, and assessing outcomes*. Invited workshop for the **Consortium on Foreign Language and Humanities Education**, Atlanta, GA.
- 2011, February: *Evaluating language programs: Evaluation planning and capacity development*. An invited workshop for the **International Christian University Evaluation Event**, Tokyo, Japan.
- 2009, September: *Focus group ("Talk-story") for evaluation purposes*. Workshop for the **Achieving the Dream Initiative**, **University of Hawaii Community College System**, Honolulu, HI.

Biographical Statements of Key Collaborators

Heidi Byrnes is George M. Roth Distinguished Professor of German at Georgetown University. Her research focuses on the acquisition of academic literacy by adult instructed L2 learners. Since the creation, in 1997, of the unique integrated genre-oriented and task-based curriculum in the GUGD, issues that are central to this grant proposal have been in focus – in terms of conceptualization, implementation, and assessment of high quality language teaching and learning. Activities have foregrounded the intricate interrelationship between program goals, student learning outcomes, educative work in curriculum and pedagogy, and assessment through various forms of capacity building among the program faculty. This work has been published in diverse venues (e.g., articles *Applied Linguistics Review*, *Journal of Second Language Writing*, *Language Testing*, *Linguistics and Education*, and the monograph *Realizing advanced foreign language writing development in collegiate education: Curricular design, pedagogy, assessment*, co-authors, Maxim, Norris, *MLJ*, 94, s-1) and has been extensively disseminated in conference presentations, extended faculty workshops, and seminars.

Nelia Gustafson is the Language Learning Lab Manager, part of the Language Learning and Technology (LLT) Center within Georgetown University's Center for New Designs in Learning and Scholarship. She oversees the Center's facilities and is responsible for scheduling the Technology Classroom, maintaining the Lab's collection of foreign language materials, and providing support to faculty, students and staff. She is involved with several of Georgetown's Initiative on Technology-Enhanced Learning grants awarded to foreign language departments. Having overseen the renovation of Georgetown's existing Language Lab, she continues to look for ways to enhance the space to meet the needs of foreign language faculty and students taking languages.

Peter Janssens is Associate Director for Instructional Resources at Georgetown University's Center for New Designs in Learning and Scholarship (CNDLS). He has a Licence in Romance Philology from the University of Brussels and a Ph.D. in French from Emory University. Peter has overseen the Language Learning Technology Center, a part of CNDLS, since 2001. He also participates in Georgetown's Blackboard course management and Sharestream course media initiatives. He coordinates Spanish, Italian, Japanese, and Linguistics projects in the university's Initiative on Technology-Enhanced Learning (ITEL), teaches French, and facilitates Georgetown's Beginning and Intermediate Language Teaching Circle.

Ronald P. Leow is Professor of Applied Linguistics and Director of Spanish Language Instruction in the Department of Spanish and Portuguese at Georgetown University. His areas of expertise include language curriculum development, teacher education, SLA, psycholinguistics, cognitive processes in language learning, research methodology, and CALL. Professor Leow has published extensively in prestigious journals that include *Studies in Second Language Acquisition*, *Language Learning*, *Applied Psycholinguistics*, *Modern Language Journal*, *Hispania*, and *Second Language Research*. He is working on a co-edited book titled "*Technology and L2 learning: A psycholinguistic approach*" (Mouton de Gruyter) and his single-authored book titled "*Explicit learning in the L2 Classroom: A student-centered approach*" (Routledge). Prof. Leow is also the recipient of two technology grants (one single, one multiple), the first seeking to establish a partial hybrid curriculum for the Spanish program and the second

empirically evaluating the effectiveness, across languages, of the medium on students' listening and speaking abilities.

Eddie Maloney is the Executive Director of the Center for New Designs in Learning and Scholarship (CNDLS) and an Associate Professor of the Practice at Georgetown University. He received his Ph.D. from The Ohio State University in English Literature, with a specialization in narrative theory. He has published on 20th-century American and British Literature, Digital Media, and Narrative Theory. His current research focuses on the relationship between narrative, narrative theory, and pedagogy, and is currently completing a book project on paratexts in narrative fiction. As the Executive Director of CNDLS, he has led numerous initiatives that bridge the intersection between technology, teaching, and learning, including the most recent Initiative on Technology Enhanced Learning, part of Georgetown's Designing the Future(s) of the University initiative.

Mindy McWilliams is Assistant Director for Assessment at Georgetown University's Center for New Designs in Learning and Scholarship. Her experience spans university outcomes assessment (course, program, general education) as well as serving as evaluator on foundation-funded education projects, where she is responsible for metrics on participation, formative and summative program assessment for purposes of program improvement, and reporting. She brings a decade of survey design, focus group development and facilitation, and qualitative and quantitative analysis experience using SPSS and NVivo all in higher education to this project. In 2012, she co-authored an Assessment Toolkit for Universities' Humanitarian Engagements funded by a three-year Teagle grant. Currently, McWilliams is responsible for assessing the impact of Georgetown's Initiative on Technology-enhanced Learning on student learning and faculty development. Additional research interests include metrics and measures for the development of the whole student.

Lourdes Ortega is Professor in the Department of Linguistics at Georgetown University. Her main area of research is in second language acquisition, particularly socio-cognitive and educational dimensions in adult classroom settings. She has also long-standing interests in second language writing and foreign language education and has published widely about systematic research synthesis and epistemological and ethical dimensions of second language acquisition research. Her publications include the book *Understanding Second Language Acquisition* (Hodder, 2009) and several co-edited collections with John Benjamins, Routledge, and Wiley. She served as area editor for "Language Learning and Teaching" for the *Wiley Encyclopedia of Applied Linguistics* (2012). She is the editor of *Language Learning* for the five-year term of 2010-2015 and serves on the editorial boards of a number of other journals.

Peter C. Pfeiffer is Professor of German and affiliated faculty member in the Program in Film and Media Studies at Georgetown University in Washington, DC. He holds a PhD from the University of California at Irvine and has published extensively on 19th and 20th century German and Austrian literature and culture, including film. He was chairman of the German department for more than ten years and held other administrative positions. From the administrative perspective, he has engaged with student learning outcomes research and curriculum development, publishing on curriculum development, proficiency language attainment in integrated curricular environment, and program outcomes evaluation. He also led an initiative on

humanities learning outcomes assessment that included members from Georgetown University, the University of Hawai'i, Emory University, the University of Notre Dame, and Rice University.

Marianna Ryshina-Pankova is Assistant Professor at the German Department at Georgetown University. As Director of Curriculum she is actively involved in the maintenance, revision, and evaluation of the undergraduate curriculum and graduate student teacher mentoring. She teaches at all levels of the undergraduate program, as well as graduate seminars on foreign language learning and teaching, advanced literacy development, and systemic-functional linguistics. Her research interests include content- and language-integrated curriculum design, language teacher education, second-language writing and literacy development, and student learning outcomes assessment. She has published on such topics as genre-based pedagogy, grammatical metaphor as a feature of advanced literacy, cohesion and coherence in advanced FL writing, and development of interactional resources in FL writer texts.

AELRC Appendix B

Timeline of Project Activities

Year One (2014-2015)

Foreign Language Program Evaluation

- Create an AELRC website disseminating information and training aids on language program evaluation, student learning outcomes assessment, and high-quality assessment [NEW in 2014]
- Conduct a national needs analysis study of evaluation and program development needs for technology-mediated language programs; collaboration with EdX, CNDLS, GU faculty, CASLS, HCC, NOVA, CLEAR, NFLRC [NEW in 2014, COMPLETED in 2015]
- Conduct a national study on the evaluation needs and practices of college language laboratories; collaboration with CNDLS [NEW, COMPLETED in 2015]
- Initiate a case study evaluation of a college language laboratory; collaboration with CNDLS [NEW in 2014]
- Conduct literature reviews (and annotated bibliography) on evaluation/assessment practices within heritage language programs [NEW in 2014, COMPLETED in 2015]
- Conduct a webinar on key topics in language program evaluation; collaboration with CNDLS [NEW in 2015, COMPLETED in 2015]

Student Learning Outcomes Assessment

- Publish an article on a capacity framework for useful SLOA in college FL programs in *Foreign Language Annals* [NEW, COMPLETED in 2015]
- Present findings from study investigating key predictive factors linked to SLOA efficacy at AAAL 2015 [NEW, COMPLETED in 2015]
- Publish a research article identifying key, predicative program factors linked to SLOA efficacy in college FL programs in *Foreign Language Annals* [NEW, COMPLETED in 2015]
- Conduct a national survey study on SLOA capacity and needs in US community college language programs in collaboration with Collaboration with NOVA, Howard CC [NEW, COMPLETED in 2015]
- Deliver a workshop on SLOA capacity-building at the ACTFL Convention [NEW, COMPLETED in 2015]

High-Quality Assessment

- Develop, pilot, validate, short-cut proficiency assessments in various languages and make instruments available via AELRC website; collaboration with CLEAR, Middlebury, NFLRC, IRIS, NOVA, and GU faculty [NEW in 2014, COMPLETED in 2015]
- Develop, pilot, field test, validate an instrument assessing intercultural competence and make instrument available via AELRC website; collaboration with CASLS [NEW in 2014, COMPLETED in 2015]
- Comprise a national-level advisory board for the assessment of heritage language learning and teaching; collaboration with NFLRC, NHLRC [NEW in 2014]

- Add search function for performance assessments hosted on the Language Performance Assessment website [NEW in 2014, COMPLETED in 2015]
- Develop companion resources on using Foreign Language Assessment Directors [NEW in 2014, COMPLETED in 2015]
- Organize the East Coast Organization Language Testers (ECOLT) conference [CONTINUING as part of CAL's existing research and outreach activities, COMPLETED in 2014]

Year Two (2015-2016)

Foreign Language Program Evaluation

- Ongoing addition of references and links to resources pages of the AELRC website [CONTINUING]
- Continue language laboratory evaluation case study [CONTINUING, COMPLETE in 2016]
- Present findings from needs analysis study for language laboratories at ACTFL Convention [NEW, COMPLETED in 2015] and CALICO [NEW, COMPLETED in 2016]
- Present findings from needs analysis study for technology-mediated programs at ACTFL Convention [NEW, COMPLETED in 2015] and CALICO [NEW, COMPLETED in 2016]
- Create a short guide on useful approaches to evaluating technology-mediated language programs [NEW, COMPLETED in 2016]
- Conduct conference workshop on useful evaluation of technology-mediated programs at ACTFL Convention [NEW, COMPLETED in 2015] and CALICO [NEW, COMPLETED in 2016]
- Conduct a national needs analysis study for students of Arabic in K-12 and college Middle Eastern Language Programs; collaboration NMELRC [NEW in 2015, COMPLETED in 2016]
- Conduct an online course on key topics in language program evaluation in collaboration with CNDLS [NEW in 2015, COMPLETED in 2016]

Student Learning Outcomes Assessment

- Present findings on SLOA capacity and needs in US community college language at ACTFL 2016 Convention [COMPLETED in 2015]
- Initiate case study implementations of SLOA in community college programs; collaboration with NOVA and Howard community college [NEW in 2016]
- Deliver a webinar on key approaches and methods for SLOA in college language programs [NEW, COMPLETED in 2016]
- Deliver a webinar on SLOA capacity-building in college language programs [NEW in 2016, COMPLETED in 2016]
- Create a short guide on SLOA capacity-building in college language programs [NEW in 2016, COMPLETED in 2016]
- Convene a Summit of the *Consortium on Useful Student Learning Outcomes Assessment* [NEW, COMPLETED in summer of 2016]

High-Quality Assessment

- Present findings from development and validation of short-cut proficiency estimates at ECOLT [COMPLETED in 2016] Language Testing Research Colloquium [NEW, COMPLETED in 2016]
- Present findings reporting on development and validation of intercultural competence assessment instrument at ACTFL Convention [NEW, COMPLETED in 2016]
- Conduct a national research study on the needs for assessment in heritage language learning settings; collaboration with NFLRC, NHLRC [NEW in 2015, COMPLETED in 2016]
- Conduct a Summer Institute on language assessment basics, rating oral proficiency assessment, developing assessment tasks [NEW, COMPLETED in summer 2016]
- Organize ECOLT conference [CONTINUING, COMPLETED in 2015]

Year Three (2016-2017)

Foreign Language Program Evaluation

- Ongoing addition of references and links to resources pages of the AELRC website [CONTINUING]
- Present findings from case study evaluation of a language laboratory at ACTFL Convention [NEW, COMPLETED in 2016] and CALICO [NEW, COMPLETED in 2017]
- Create a how-to guide and deliver a workshop (at ACTFL Convention) on improving and innovating language laboratories via useful evaluation [NEW, COMPLETED in 2016]
- Publish an article in *CALICO Journal* reporting on language laboratory needs analysis findings [NEW, COMPLETED in 2016]
- Publish an article in *Language Learning & Technology* on findings from national needs analysis study for evaluation in technology-mediated programs [COMPLETED in 2016]
- Present findings at the ACTFL convention on national needs study of K-12 and college students in US Arabic programs [NEW, COMPLETED in 2017]
- Publish a guide on conducting needs analyses in US college FL programs [NEW, COMPLETED in 2017]
- Develop an approach and protocol for evaluation of Language Resource Centers and LRC projects [NEW in 2016 and COMPLETED in 2017]
- Conduct a Summer Institute on language program evaluation [NEW, COMPLETED in summer 2017]

Student Learning Outcomes Assessment

- Publish a research article on SLOA capacity and needs in US community college language programs in *Foreign Language Annals* [COMPLETED in 2017]
- Present findings on case studies of SLOA in community college FL programs at the ACTFL Convention [COMPLETED in 2017]
- Conduct a study analyzing advanced learning outcomes in college FL programs [NEW in 2016, COMPLETED in 2017]
- Conduct a Summer Institute on SLOA in college language programs [COMPLETED in 2017, COMPLETED in 2017]

- Publish book-length how-to manual on conducting SLOA in college programs, Georgetown University Press [NEW in 2017, COMPLETED in 2018]

High-Quality Assessment

- Present findings on heritage language assessment needs analysis at a national conference at the ACTFL Convention, 2016 [COMPLETED in 2016]
- Initiate heritage language program assessment development projects in response to clearly identified priorities and needs [NEW in 2017]
- Publish edited volume on development of short-cut proficiency estimates, Georgetown University Press [NEW, COMPLETED in 2016]
- Publish an article reporting on tool for assessing intercultural competence in *Language Assessment Quarterly* [NEW, COMPLETED in 2016]
- Deliver SOPI rating workshop for D.C.-area high school, community college, and NRC Chinese, Russian, and Spanish [NEW in 2017, COMPLETED in 2017]
- Develop a webinar and online courses on key topics in language assessment [NEW in 2016, COMPLETED in 2017]
- Organize ECOLT conference [CONTINUING, COMPLETED in 2016]
- Publish bi-annual ECOLT 2015 conference proceedings [COMPLETED in 2016]

Year Four (2017-2018)

Foreign Language Program Evaluation

- Ongoing additions of references and links to resources pages of the AELRC website [COMPLETED in 2018]
- Publish an article in *CALICO Journal* reporting on language laboratory case study evaluation [NEW, COMPLETED in 2017]
- Publish an article in *Foreign Language Annals* reporting on national needs analysis study for Arabic language learners [COMPLETED in 2018]
- Publish an article on an approach and protocol for evaluation of Language Resource Centers and LRC projects [NEW, COMPLETED in 2018]
- Conduct one webinar, one workshop, and one online course on emerging evaluation topics in response to evaluation feedback on past events and resources; collaboration with CNDLS [NEW in 2017, COMPLETED in 2018]

Student Learning Outcomes Assessment

- Publish an edited volume on case studies of SLOA in community college language programs [NEW in 2017, COMPLETED in 2018]
- Publish a study analyzing advanced learning outcomes in college FL programs in *Modern Language Journal* [COMPLETED in 2017]
- Conduct one new webinar, one workshop on emerging SLOA topics responding to evaluation feedback on past events and resources. [COMPLETED in 2018]

High-Quality Assessment

- Publish an article on heritage assessment needs findings in *Language Assessment Quarterly* [COMPLETED in 2017]
- Deliver SOPI rating workshop with D.C.-area high school, community college, and NRC Chinese, Russian, and Spanish [NEW in 2018, COMPLETED in 2018]
- Present a report on heritage language program assessment development projects at ACTFL [NEW in 2017]
- Publish a paper on heritage language program assessment development projects in *Foreign Language Annals* [NEW, COMPLETED in 2018]
- Organize ECOLT conference [CONTINUING, COMPLETED in 2017]
- Deliver one new workshop and one new webinar on language assessment topics in response to user feedback on existing resources and instructional events [NEW, COMPLETED in 2018]

AELRC Appendix C

Letters of Support

1. Chester Gillis, Dean of Georgetown College
2. Claudia Bezaka, World Languages Program Coordinator, District of Columbia Public Schools
3. Laura Franklin, Northern Virginia Community College
4. Allison Mackey, Co-Principal Investigator, Instrument for Research Into Second Languages
5. Sue Gass, Director, Center for Language Education Research, Michigan State University
6. Julie Sykes, Director, Center for Advanced Second Language Studies, University of Oregon
7. Kirk Belnap, Director, National Middle East Language Resource Center, Brigham Young University
8. Olga Kagan, National Heritage Language Resource Center, University of California Los Angeles
9. Juio Rodriguez, National Foreign Language Resource Center, University of Hawaii at Manoa
10. Lance Askildson, Director, Institute for Global Initiatives, Kennesaw State University
11. Gregory Fulkerson, Education Specialist, Maryland State Department of Education
12. Kimi Kondo-Brown, Associate Dean, College of LLL, University of Hawaii at Manoa
13. Judith Liskin-Gasparro, Co-Director, Foreign Language Acquisition Research and Education, University of Iowa
14. Terrence Wiley, President, Center for Applied Linguistics



Georgetown College
Chester Gillis
Dean

May 30, 2014

John Norris, Ph.D.
Department of Linguistics
Georgetown College, Georgetown University
[REDACTED]
Washington, DC 20057

Dear Dr. Norris,

I am delighted to write a letter of support for the proposed Assessment and Evaluation Language Resource Center (AELRC), a collaboration between Georgetown University and the Center for Applied Linguistics. By focusing on assessment and evaluation, the proposed LRC will fill a gap in the foreign language field and provide critically needed professional development, materials, assessment tools, evaluation procedures, and research for foreign language education.

The need for increased understanding of and resources in foreign language evaluation and assessment is crucial as the nation expands its capacity in and improves the quality of foreign language learning and teaching.

AELRC, with its proposed activities and leadership, is in an excellent position to successfully implement its proposed projects. Its partnerships among community colleges, four-year postsecondary education institutions, and the K-12 educational arena will leverage the expertise and experience of a variety of collaborators and ensure high-quality results. In particular, AELRC's development of tools for assessing students' foreign language learning will capitalize on Georgetown's long experience and broad resources in foreign language pedagogy and build upon its solid foundation in evaluation of language learning during study abroad.

The expertise AELRC represents in language program evaluation and assessment provides a unique blend that puts the proposed LRC in good stead to carry out this project. AELRC's contributions to the development and dissemination of resources, models, professional development, and research will be implemented by other institutions nationwide.

I wish you all success in your application and look forward to contributing in any ways helpful over the next four years.

Sincerely yours,

[REDACTED]
Chester Gillis

[REDACTED]
Washington DC 20057-1003
[REDACTED]



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

June 4, 2014

Dr. John Norris
Department of Linguistics
Georgetown University [REDACTED]
Washington, DC 2057

Dear Dr. Norris:

I am pleased to write a letter of support for the proposed Assessment and Evaluation Language Resource Center (AELRC), a collaboration between Georgetown University and the Center for Applied Linguistics. By focusing on assessment and evaluation, the proposed LRC will fill a gap in the foreign language field and provide critically needed professional development, materials, assessment tools, evaluation procedures, and research for foreign language education. This need is particularly profound at the K-12 levels, where most U.S. students are first introduced to foreign languages.

AELRC, with its proposed activities and leadership, is in an excellent position to successfully implement its proposed projects. Its partnerships among the K-12 educational arena, community colleges and four-year postsecondary education institutions will leverage the expertise and experience of a variety of collaborators and ensure high-quality results. The District of Columbia Public Schools (DCPS) will partner with AELRC and benefit from many of project areas, including the webinars, summer institutes and professional development opportunities offered by the SOPI workshops. In addition, the project to investigate language lab design will benefit from feedback from DCPS, and the results promise to inform K-12 foreign language programs across the United States.

The expertise AELRC represents in language program evaluation and assessment puts the proposed LRC in good stead to carry out their projects. AELRC's contributions to the development and dissemination of resources, models, professional development, and research will be implemented by other institutions nationwide. AELRC's strong connections with DCPS will allow for projects to be useful and relevant for the K-12 context.

I wish you all success in your application and look forward to collaborating with you in these projects.

Sincerely yours

[REDACTED]
Claudia Bezaka
World Language Coordinator

June 1, 2014

Dr. John Norris
Department of Linguistics
Georgetown University [REDACTED]
Washington, DC 2057

Dear Dr. Norris:

I am delighted to write a letter of support for the proposed Assessment and Evaluation Language Resource Center (AELRC), a collaboration between Georgetown University and the Center for Applied Linguistics. By focusing on assessment and evaluation, the proposed LRC will fill a gap in the foreign language field and provide critically needed professional development, materials, assessment tools, evaluation procedures, and research for foreign language education.

The need for increased understanding of and resources in foreign language evaluation and assessment is crucial as the nation expands its capacity in and improves the quality of foreign language learning and teaching. This need is particularly profound in the community college setting.

AELRC, with its proposed activities and leadership, is in an excellent position to successfully implement its proposed projects. Its partnerships among community colleges, four-year postsecondary education institutions, and the K-12 educational arena will leverage the expertise and experience of a variety of collaborators and ensure high-quality results. Northern Virginia Community College (NOVA) will particularly benefit from the proposed investigation into the current status quo, design, and functionality of language laboratories and technology in higher education. The project promises to result in the development of recommended practices for lab re-design and innovation, as well as evaluation instruments and procedures. As a leader in technological innovations in language classrooms, I hope to both provide critical input and benefit from the best practices identified for many years.

I also recognize that AELRC's activities include opportunities for language instructors to participate in professional development on oral proficiency rating. The proposed summer institutes and webinars will offer opportunities to expand the knowledge and skills of NOVA's excellent instructors.

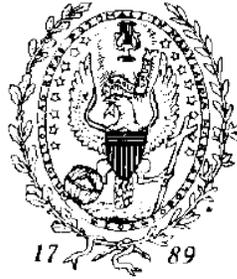
The expertise AELRC represents in language program evaluation and assessment provides a unique blend that puts the proposed LRC in good stead to carry out this project. AELRC's contributions to the development and dissemination of resources, models, professional development, and research will be implemented by other institutions nationwide. AELRC's strong connections with NOVA will allow for projects to be useful and relevant for the community college context.

I wish you all success in your application and look forward to collaborating with you in these projects.

Sincerely yours,

[REDACTED]
Laura Franklin
Professor of French
Northern Virginia Community College

Department
Of Linguistics



June 1, 2014

Dr. John Norris
Department of Linguistics
Georgetown University [REDACTED]
Washington, DC 2057

Dear Dr. Norris:

I am delighted to write a letter of support for the proposed *Assessment and Evaluation Language Resource Center (AELRC)*, a collaboration between Georgetown University and the *Center for Applied Linguistics*. By focusing on assessment and evaluation, the proposed LRC will fill a gap in the foreign language field and provide critically needed professional development, instructional materials, assessment tools, evaluation procedures, and research for foreign language education. I serve as Co-Principal Investigator for the *Instruments for Research into Second Languages (IRIS)*: <http://www.iris-database.org>

IRIS has attracted funding for its design, support, and information dissemination from the European *Economic and Social Research Council*, the *British Academy*, and the *Office for Naval Research-Global*. IRIS is a digital database of materials used to collect data for second language research, including research on foreign language learning. Perhaps one of the most pressing issues we find in language research is the lack of validated language tests in many languages, including less commonly taught languages. AELRC's proposed project to develop and pilot several instruments for estimating global proficiency quickly and accurately for use with multiple languages (including less commonly taught languages such as Arabic, Japanese, Korean, Mandarin, Russian, Portuguese, and Turkish) will provide needed assessment resource to researchers and encourage research on language learning and teaching in such less common taught languages. IRIS would welcome the opportunity to see the development and potential linkage of databases in this way.

IRIS has the support of the following journals and presses, all of which encourage upload of instruments by accepted authors:

- [Annual Review of Applied Linguistics](#)
- [Applied Linguistics](#)
- [Applied Psycholinguistics](#)

- [The Asian EFL Journal](#)
- [Bilingualism: Language and Cognition](#)
- [Canadian Modern Language Review](#)
- [ELT Journal](#)
- [Hispania](#)
- [International Journal of Bilingualism](#)
- [International Journal of Bilingual Education and Bilingualism](#)
- [International Review of Applied Linguistics](#)
- [Journal of French Language Studies](#)
- [Journal of Pragmatics](#)
- [Language Learning](#)
- [Language Teaching](#)
- [Language Teaching Research](#)
- [Language Testing](#)
- [Lingua](#)
- [Linguistic Approaches to Bilingualism](#)
- [The Modern Language Journal](#)
- [Second Language Research](#)
- [Studies in Second Language Acquisition](#)
- [System](#)

The expertise AELRC represents in language assessment, coupled with their proposed collaboration with IRIS and Michigan State University, provides a unique blend that puts the proposed LRC in good stead to carry out their proposed project. AELRC's contributions to the development and dissemination of resources, models, professional development, and research will be implemented by other institutions nationwide.

I wish you success in your application and look forward to collaborating with you in the shortcut proficiency assessment project. Please do not hesitate to contact me if I can provide any further information.

Sincerely yours,



Alison Mackey
Professor
Vice-chair, Department of Linguistics
Co-Principal Investigator, ISIS

MICHIGAN STATE
UNIVERSITY

June 2, 2014

Dr. John Norris
Department of Linguistics
Georgetown University [REDACTED]
Washington, DC 20057

Dear Dr. Norris:

I am pleased to write a letter of support for the proposed Assessment and Evaluation Language Resource Center (AELRC), a collaboration between Georgetown University and the Center for Applied Linguistics. The focus on assessment and evaluation represents a critical need in foreign language teaching and learning. At present, few language educators have the knowledge and skills they need to conduct adequate assessment and few programs have the tools and knowledge to conduct meaningful program evaluation. By focusing on assessment and evaluation, the proposed LRC will fill a gap in the foreign language field and provide critically needed professional development, materials, assessment tools, evaluation procedures, and research for foreign language education.

As current Director of the Center for Language Education and Research (CLEAR), I recognize that the need for increased understanding of and resources in foreign language evaluation and assessment is crucial as the nation expands its capacity in and improves the quality of foreign language learning and teaching.

AELRC, with its proposed activities and leadership, is in an excellent position to successfully implement its proposed projects. Its partnerships among community colleges, four-year postsecondary education institutions, and the K-12 educational arena will leverage the expertise and experience of a variety of collaborators and ensure high-quality results. In particular, the proposed collaboration between CLEAR and AELRC on short-cut language assessments will capitalize on our combined strengths in language research and assessment. In conducting research on the length of time needed to learn specific languages to different levels of proficiency, AELRC will support the development of short-cut language assessments, a much needed resource in the field.

The expertise of AELRC in language program evaluation and assessment provides a unique blend that puts the proposed LRC in good stead to carry out this project. AELRC's contributions to the development and dissemination of resources, models, professional development, and research will be implemented by other institutions nationwide.

I wish you all success in your application and look forward to collaborating with you on both the shortcut assessment project and additional projects in support of the LRC mission. We especially look forward to having your valuable input as a new member of our National Advisory Board.

Sincerely yours,

[REDACTED]
Susan Gass
Director



Michigan State University

[REDACTED]
East Lansing, MI 48824

[REDACTED]
<http://clear.msu.edu>

MSU is an affirmative action,
equal-opportunity institution.



UNIVERSITY OF OREGON

June 10, 2014

Dr. John Norris
Department of Linguistics
Georgetown University [REDACTED]
Washington, DC 2057

Dear Dr. Norris:

I am delighted to write a letter of support for the proposed Assessment and Evaluation Language Resource Center (AELRC), a collaboration between Georgetown University and the Center for Applied Linguistics. Your proposed focus on assessment and evaluation represents a critical need in foreign language teaching and learning. At present, few language educators have the knowledge and skills they need to conduct adequate assessment and few programs have the tools and knowledge to conduct meaningful program evaluation. The proposed LRC will fill a gap in the foreign language field and provide critically needed professional development, materials, assessment tools, evaluation procedures, and research for foreign language education on language program evaluation and assessment .

As current Director of the Center for the Advanced Second Language Studies (CASLS), I recognize the need for increased understanding of and resources in foreign language evaluation and assessment is crucial as the nation expands its capacity in and improves the quality of foreign language learning and teaching.

AELRC, with its proposed activities and leadership, is in an excellent position to successfully implement its proposed projects. Its partnerships among community colleges, four-year postsecondary education institutions, and the K-12 educational arena will leverage the expertise and experience of a variety of collaborators and ensure high-quality results. In particular, I look forward to collaborating with AELRC to develop and pilot an digital instrument for assessing intercultural communication competence that simulates real-life cultural situations and assesses students' cultural proficiency in responding to the situations. CASLS will develop the instrument and collaborate with AELRC to develop appropriate assessment processes and procedures. Such a simulation to assess intercultural proficiency is much needed in the field.

The expertise AELRC represents in language program evaluation and assessment provides a unique blend that puts the proposed LRC in good stead to carry out this project. AELRC's contributions to the development and dissemination of resources, models, professional development, and research will be implemented by other institutions nationwide.

CENTER FOR APPLIED SECOND LANGUAGE STUDIES (CASLS)

[REDACTED] Eugene OR 97403-5290 T [REDACTED] F [REDACTED] casls.uoregon.edu

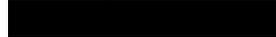
An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

I wish you all success in your application and look forward to collaborating with you not only on the intercultural communication project, but on the LRCs' continued collaboration throughout the grant cycle.

Sincerely yours,



Jim M. Sykes
Director, Center for Applied Second Language Studies
Courtesy Assistant Professor, Romance Languages





26 June 2014

RE: proposed collaboration with AELRC

We very much look forward to the prospect of working with the Assessment and Evaluation Language Resource Center (AELRC). We have worked for years with both John Norris and Meg Malone and hold them in the highest regard. Knowing them as we do, we are confident that AELRC will play a seminal role in building national capacity.

This letter is particularly in support of a proposed collaborative effort between the National Middle East Language Resource Center (NMEELRC) and AELRC on a joint language program evaluation project during the upcoming grant funding cycle. Our two LRC's plan to build on the extensive research initiated in 2002 by NMEELRC to determine the needs of students of the languages of the Middle East in order to more effectively help them to achieve their learning goals. We will do so through surveying students, teachers, and administrators and by conducting focus groups, with special attention to sampling the many new Arabic programs that have come into existence in recent years at institutions with no experience in building strong LCTL programs. Such programs were undersampled in NMEELRC's surveys primarily conducted between 2003 and 2008, given that they came into being after MLA's 2006 enrollment survey.

The AELRC/NMEELRC research team will focus on better understanding the needs of American students of Arabic and Turkish, which represent polar opposites and therefore intriguing case studies. Both are critical languages key to understanding and working in an increasingly important area of the world. Arabic is overenrolled in many institutions (i.e., student demand exceeds institutional capacity to service them or to service them well), while Turkish courses and even programs are regularly under threat of being cut due to low enrollments. A shortage of well-trained Arabic teachers contrasts sharply with competent Turkish professionals leaving the U.S. in alarming numbers in recent years in protest over the poor conditions they face as lecturers and thanks to the attractive options that await them in Turkey. As a result, the quality of both Arabic and Turkish programs across the nation are a serious concern. But this project is not just about these two languages, as important as they are. We will conduct this research with an eye to developing a model for addressing the needs of LCTLs in general.

In addition to publishing important case studies, we will develop and make available on the AELRC and NMEELRC websites easy-to-use guides to assist programs of various types and sizes to engage in focused evaluation that targets and results in pragmatic steps to significant program improvement. We will also collaborate in holding workshops to train language program faculty and staff to effectively evaluate their own and others' language

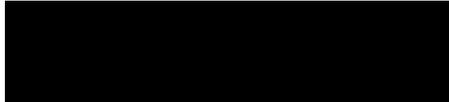
BRIGHAM YOUNG UNIVERSITY • [REDACTED] PROVO, UTAH 84602-6716

[REDACTED] FAX: [REDACTED]

programs, a fundamental national need if we are to see more students enjoy the benefits of well-designed learning experiences.

This project is an excellent way to build on important prior Title VI investments in language program evaluation, including a key 2011 workshop for Middle East language professionals organized and sponsored jointly by NMELRC and the U.T.-Austin Middle East Center in which John Norris played a leading role, as well as a number of other significant Title-VI-funded projects conducted by NMELRC, by John and by Meg Malone. We look forward to taking the next step forward and building on the considerable strengths of both AELRC and NMELRC in order to strengthen national language capacity in a way that will pay benefits for generations of LCTL programs to come.

Sincerely,



R. Kirk Belnap
Professor of Arabic
Director, National Middle East Language Resource Center

June 1, 2014

Dr. John Norris
Department of Linguistics
Georgetown University
Washington, DC 2057

Dear Dr. Norris:

I am pleased to write a letter of support for the proposed Assessment and Evaluation Language Resource Center (AELRC), a collaboration between Georgetown University and the Center for Applied Linguistics. The focus on assessment and evaluation represents a critical need in foreign language teaching and learning. At present, few language educators have the knowledge and skills they need to conduct adequate assessment and few programs have the tools and knowledge to conduct meaningful program evaluation. By focusing on assessment and evaluation, the proposed LRC will fill a gap in the foreign language field and provide critically needed professional development, materials, assessment tools, evaluation procedures, and research for foreign language education.

As current Director of the National Heritage Language Resource Center, I recognize the need for increased understanding of and resources in foreign language evaluation and assessment is crucial as the nation expands its capacity in and improves the quality of foreign language learning and teaching.

AELRC, with its proposed activities and leadership, is in an excellent position to successfully implement its proposed projects. Its partnerships among community colleges, four-year postsecondary education institutions, and the K-12 educational arena will leverage the expertise and experience of a variety of collaborators and ensure high-quality results. In particular the activities focusing on heritage learner assessment will capitalize on our combined strengths to create a research and resource development agenda for an assessment of the language development of heritage learners and will create an annotated bibliography, a much needed resource in heritage language learning.

The expertise AELRC represents in language program evaluation and assessment provides a unique blend that puts the proposed LRC in good stead to carry out this project. AELRC's contributions to the development and dissemination of resources, models, professional development, and research will be implemented by other institutions nationwide.

I wish you all success in your application and look forward to collaborating with you in establishing an agenda for heritage language research and resources.

Sincerely yours,

Olga Kagan



June 1, 2014

Dr. John Norris
Department of Linguistics
Georgetown University [REDACTED]
Washington, DC 2057

Dear Dr. Norris,

I am pleased to write a letter of support for the proposed Assessment and Evaluation Language Resource Center (AELRC), a collaboration between Georgetown University and the Center for Applied Linguistics. The focus on assessment and evaluation represents a critical need in foreign language teaching and learning. At present, few language educators have the knowledge and skills they need to conduct adequate assessment and few programs have the tools and knowledge to conduct meaningful program evaluation. By focusing on assessment and evaluation, the proposed LRC will fill a gap in the foreign language field and provide critically needed professional development, materials, assessment tools, evaluation procedures, and research for foreign language education.

As current Director of the National Foreign Language Resource Center at the University of Hawai'i, I recognize the need for increased understanding of and resources in foreign language evaluation and assessment is crucial as the nation expands its capacity in and improves the quality of foreign language learning and teaching.

AELRC, with its proposed activities and leadership, is in an excellent position to successfully implement its proposed projects. Its partnerships among community colleges, four-year postsecondary education institutions, and the K-12 educational arena will leverage the expertise and experience of a variety of collaborators and ensure high-quality results. In particular the Foreign Language Program Evaluation Project (FLPEP) will build on earlier work sponsored by the Hawai'i NFLRC. When this Web-based resource site migrates to a new web space hosted by AELRC, it will allow AELRC to update and expand program evaluation resources on the FLPEP website, with a focus on maintaining current resources and making available evaluation-specification white papers, frameworks, instruments, and protocols.

nflrc.hawaii.edu
[REDACTED]

[REDACTED]
Honolulu HI 96822-2322

voice [REDACTED]
fax [REDACTED]

The University of Hawai'i is an equal opportunity/affirmative action institution.

The expertise AELRC represents in language program evaluation and assessment provides a unique blend that puts the proposed LRC in good stead to carry out this project. AELRC's contributions to the development and dissemination of resources, models, professional development, and research will be a valuable resource for other institutions nationwide.

I wish you all success in your application and look forward to collaborating with you in both the FLPEP and other projects.

Best regards,



Julio C Rodriguez
NFLRC Director



Lance R. Askildson, Ph.D.
Vice-Provost for Global Affairs & Chief International Officer
Executive Director of the Institute for Global Initiatives
Associate Professor of English Language & Linguistics
Kennesaw State University

Re: Letter of Support for the 'Assessment and Evaluation Language Resource Center' (AELRC)

Dear Colleagues in the U.S. Department of Education:

I am writing to express my strong and unequivocal support for the creation of the *Assessment and Evaluation Language Resource Center (AELRC)*, a proposed National Foreign Language Resource Center shared between Georgetown University and the Center for Applied Linguistics. I am convinced that the AELRC will be an extremely timely and compelling resource center for the field of foreign language education and one that will uniquely contribute to the advancement of the U.S. Department of Education's mandate to "*improve the capacity to teach and learn foreign languages effectively*" (emphasis added), as cited in SEC. 603a of the Higher Education Act. The AELRC is singularly well suited to address this crucial issue of '*effectiveness*' for foreign language teaching and learning by facilitating the assessment and evaluation of such teaching and learning.

As an Associate Professor of English Language & Linguistics and the Vice Provost for Global Affairs at Kennesaw State University, I am regularly engaged in language assessment and program evaluation at departmental, collegiate and institutional levels. Furthermore, my administrative leadership role also implicates the assessment and evaluation of foreign languages within the larger ecosystem of international studies and global engagement by students and faculty across the university. I am therefore particularly sensitive to the need for and benefits of a resource center like the AELRC.

As the former Assistant Provost for Internationalization and founding Director of the Center for the Study of Languages & Cultures at the University of Notre Dame, I have also worked directly with the AELRC Principal Investigator, Dr. John Norris, and his Foreign Language Program Evaluation Project within the NFLRC at the University of Hawaii in order to develop language assessment techniques as well as implement several large-scale program evaluation initiatives for five foreign language departments and twelve foreign language programs at the University of Notre Dame. This professional and academic perspective significantly contributes to my strong endorsement of the proposal for the AELRC and my confidence in its profound potential for facilitative impact on the field of foreign language education.

Finally, as a scholar of language learning technology and the former Executive Secretary of the International Association for Language Learning Technology (IALLT) and Managing Editor of the organization's academic journal, I am also very supportive of important role for technologically mediated solutions to the assessment foreign languages and evaluation of foreign language programs. Language learning technology offers the potential for uniquely efficacious solutions to assessment and evaluation in the foreign languages and the AELRC will provide an critical and much needed platform from which to develop and refine these.

• Kennesaw, GA 30144-5591

Phone: [REDACTED] • Fax: [REDACTED] www.kennesaw.edu

The role of language assessment and program evaluation are among the most pressing challenges and needs in the field of foreign language education today. This proposed NFLRC focused on the theme of assessment and evaluation is, I believe, essential to the future success of the United States foreign language education strategy.

The focus of the current project -- student learning outcomes in the humanities -- presents a unique opportunity to complement and expand the previous assessment project by exploring ways to assess critical thinking and inter-cultural competencies in the context of foreign language learning. The Department welcomes the opportunity to collaborate with other departments at Georgetown and with departments at The University of Notre Dame.

While the exact parameters of the project remain to be determined, a number of faculty members are eager to participate in the project: Dr. Peter Pfeiffer has volunteered to be the point person in the Department; other colleagues, including Dr. Heidi Byrnes and the curriculum coordinator Dr. Marianna Pankova, have expressed strong interest in the project as well. Based on past practice, a number of graduate students are likely to participate also.

As chair of the Department, I will see to it that the assessment project will be integrated in meaningful ways into the department and that it will lead, ultimately, to appropriate adjustments of teaching approaches and curriculum design.

Respectfully,



Dr. Lance R. Askildson



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

[Redacted] Baltimore, MD 21201 [Redacted] [Redacted] TTY/TDD

April 23, 2014

Dr. John Norris
Associate Professor
Georgetown University
Washington, DC

Dear Dr. Norris,

This letter is to serve as my commitment to serve on the Advisory Board for the new Language Resource Center, *The Assessment and Evaluation Resource Center* (AELRC), to be hosted at Georgetown University.

As an individual who has worked with a variety of local, regional, national and international constituencies, I understand the pressing need for high-quality language assessments and program evaluation. I am excited to be a board member of a center that will provide a much needed service to the language profession.

Most sincerely,

[Redacted Signature]

Gregory Fulkerson, Ph.D.
Education Program Specialist

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Colleges of Arts and Sciences
College of Languages, Linguistics, and Literature
Office of the Dean

March 24, 2014

Dear Dr. John Norris,

The purpose of this letter is to endorse whole-heartedly the proposed establishment of the Assessment and Evaluation Language Resource Center (AELRC), the proposal that you are submitting to the US Department of Education. It is clear to me that the establishment of the proposed center addresses clear and very widely recognized needs for assessment, measurement, and program evaluation in the field of foreign language education and that you and your team have the expertise, talent, and resources that are necessary to accomplish the goals of the proposed projects.

Also, I am happy to commit to serving in an advisory capacity for the proposed 4-year project, offering suggestions as appropriate based on my own expertise and experience in the areas of assessment and evaluation as well as foreign and heritage languages, especially in the Asia-Pacific region.

I look forward to supporting this very important and promising project, and I wish you the best of luck in obtaining the funding.

Sincerely,

[Redacted signature]

Kimi Kondo-Brown
Professor and Associate Dean
College of Languages, Linguistics, and Literature
University of Hawaii at Manoa

[Redacted address line]

Honolulu, Hawaii 96822

Telephone: [Redacted]

Fax: [Redacted]

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**COLLEGE OF
LIBERAL ARTS & SCIENCES**
Department of Spanish & Portuguese
Division of World Languages, Literatures and Cultures
Iowa City, Iowa 52242
Fax

May 6, 2014

Dr. John Norris
Department of Linguistics
Georgetown University
Washington, DC 20057

Dear John:

I am writing in support of your application to the U.S. Department of Education for a new Language Resource Center, The Assessment and Evaluation Language Resource Center (AELRC), to be jointly hosted by Georgetown University and the Center for Applied Linguistics. The combination of you as the Principal Investigator and your Georgetown colleague John Davis and Meg Malone at CAL as co-directors will guarantee a center that is both innovative and well run.

If AELRC is funded, I will be pleased to serve on the advisory board. I understand that the role of the advisory board will be to provide general guidance on AELRC goals and activities, and to collaborate with the external evaluator in providing critical feedback on project implementation and outcomes.

The mission and goals of the AELRC—to foster research, development, and outreach in the area of assessment, measurement, and program evaluation—is a natural extension of your past projects, and it fits well with the technical expertise and capabilities of the staff at CAL. You may know that I served on the CAL Board of Trustees for a number of years (2005–2012), the last three as chair, and I am quite familiar with the strong track record of the organization in research, development, and outreach in all areas related to language testing and assessment.

I wish you and your collaborators well in the grant application process, and I look forward to working with you.

Best wishes,



Judith E. Liskin-Gasparro
Associate Professor
Co-Director, Foreign Language Acquisition Research and Education (FLARE/SLA)

June 1, 2014

Dr. John Norris
Department of Linguistics
Georgetown University [REDACTED]
Washington, DC 2057

Dear Dr. Norris:

On behalf of the Center for Applied Linguistics (CAL), I am delighted write a letter of support for the proposed Assessment and Evaluation Language Resource Center (AELRC), a collaboration between Georgetown University and the CAL. AELRC's goal is to enhance and expand the nation's FL educational capacity, and to improve FL learning outcomes across all levels of education, by providing leadership, scholarship, and outreach in the practices of FL assessment and program evaluation. At present, few language educators have the knowledge and skills they need to conduct adequate assessment and few programs have the tools and knowledge to conduct meaningful program evaluation. Because of the focus on assessment and evaluation, the proposed LRC will fill a gap in the foreign language field and provide critically needed professional development, materials, assessment tools, evaluation procedures, and research for foreign language education.

In working with Georgetown University on this important project, CAL will lead activities on high quality language assessment, and continue efforts to improve foreign language professionals' understanding and implementation of language assessment principles in classrooms and throughout language programs. In addition, as CAL's proposed Co-Director, Dr. Margaret Malone will work with you and Co-Director Dr. Davis to support national foreign language evaluation and assessment efforts at the K-12, community college and four-year university levels. In addition, since 1990, the CAL/Georgetown internship program has enriched the professional development of many current leaders in our field.

CAL has a rich history with Georgetown, and we look forward to collaborating with Georgetown University on this important endeavor.

Sincerely yours

[REDACTED]
Terrence G. Wiley, Ph.D.
President

AELRC Appendix D

Table of Objectives GPRA Performance Measure Forms (PMFs) FY 2014-2017

Project 1.2.1: Foreign Language Program Evaluation—*Objectives*

Objectives
<ol style="list-style-type: none"> 1. Enhance national capacity in language program evaluation by providing training to FL educators representing multiple languages (LCTLs) and language program settings (community colleges, K-12, and heritage programs) with a focus on the utility of language laboratories and technology in the FL classroom 2. Provide evaluation self-training education materials focusing on distinct languages (LCTLs) and under-served program types (K-12, community colleges, and heritage programs), in order to enhance the capacity of FL educators to engage in useful evaluation 3. Collaborate with selected FL educators to implement approaches and techniques for program evaluation, in order to further understand and improve their utility in real FL educational settings 4. Disseminate evaluation research findings, examples of evaluation practice, training materials, and models of evaluation protocols, in order to build a scholarship of FL evaluation

Project 1.2.1: Foreign Language Program Evaluation—*GPRA PMFs*

1. Project Goal Statement 1: Enhance national capacity in language program evaluation by providing training to FL educators representing multiple languages (LCTLs) and language program settings (community colleges, K-12, and heritage programs).	
2. Performance Measures	3. Activities
A. Increase the research understanding of program evaluation practices and needs in language laboratory, technology-mediated, K-12, LCTL, and higher education programs	<ol style="list-style-type: none"> A.1. Conduct studies on national evaluation and program development needs for language laboratory, technology-mediated, K-12, LCTL, and higher education programs A.2. Present findings on national needs analysis studies at national disciplinary conferences A.3. Publish findings of needs analysis studies and evaluation case studies in peer-reviewed disciplinary journals
B. Increase the evaluation knowledge and skills of FL educators—via face-to-face instructional experiences—in useful language program evaluation, focusing on language laboratory, technology-mediated, K-12, LCTL, and higher education programs	<ol style="list-style-type: none"> B.1. Conduct workshops on evaluation approaches and methods in language laboratory, technology-mediated, K-12, LCTL, and higher education programs B.2. Conduct webinars on useful evaluation approaches and methods B.3. Conduct a Summer Institute on useful evaluation practice and research
C. Increase the number of FL educators and other	C.1. Develop new workshops and webinars on the

<p>relevant stakeholders with training in language program evaluation, particularly those in language laboratory, technology-mediated, K-12, LCTL, and higher education programs.</p>	<p>basis of feedback/unmet needs from past training events</p> <p>C.2. Circulate a quarterly AELRC newsletter advertising upcoming evaluation training events (AELRC-sponsored or otherwise)</p> <p>C.3. Conduct recruiting and advertising initiatives via national conferences, disciplinary listservs/online communities, and national FL disciplinary organizations (e.g., ACTFL, MLA, AACC)</p>
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<p>1. Project Goal Statement 2: Provide evaluation self-training education materials focusing on distinct languages (LCTLs) and under-served program types (language laboratory, technology-mediated, K-12, community colleges, and heritage programs), in order to enhance the capacity of FL educators to engage in useful evaluation.</p>	
<p>2. Performance Measures</p>	<p>3. Activities</p>
<p>A. Increase the knowledge and skills of FL educators—via self-training materials—in useful language program evaluation, focusing on language laboratory, technology-mediated, K-12, LCTL, and higher education programs.</p>	<p>A.1. Publish a book-length manual on conducting useful language program evaluation in various FL program-types</p> <p>A.2. Develop web-accessible training guides and manuals on conducting useful evaluation in diverse FL programs</p> <p>A.3. Develop online, interactive training modules on useful program evaluation in different educational contexts</p> <p>A.4. Provide an online reference list of published, print resources on evaluation techniques and approaches</p> <p>A.5. Provide web links to evaluation resources at government, non-profit, and academic evaluation websites</p> <p>A.6. Provide an online bibliography of academic research publications on program evaluation in language programs</p>
<p>B. Increase the number of evaluation self-education products developed for US foreign language educators in language laboratory, technology-mediated, K-12, LCTL, and higher education programs.</p>	<p>B.1. Develop new training resources (web-based and print) on the basis of user feedback and unaddressed needs in existing resources</p> <p>B.2. Continually update reference lists of published resources on evaluation techniques and methods, as well as publications on FL evaluation practice</p>

1. Project Goal Statement 3: Collaborate with selected FL educators, including LRC Directors and Coordinators, to implement approaches and techniques for program evaluation, in order to further understand and improve their utility in real FL educational settings.	
2. Performance Measures	3. Activities
A. Develop and implement program evaluation protocols in language laboratory, technology-mediated, K-12, LCTL, and higher education programs	A.1. Develop frameworks and protocols for conducting useful evaluation in language laboratory, technology-mediated, K-12, LCTL, LRC, and higher education programs. A.2. Conduct evaluation implementation case studies on language laboratory, technology-mediated, K-12, LCTL, LRC, and higher education programs.
B. Strengthen partnerships between various FL educational constituencies and entities in order to better understand and implement evaluation approaches and techniques	B.1. Conduct roundtable discussions and colloquia at an evaluation Summer Institute in which diverse FL programs, communities, and disciplinary organizations discuss and mentor one another's evaluation activities B.2. Conduct joint-sponsored evaluation implementation and needs analysis studies across different educational levels and institutional types, including the Middle Eastern languages needs evaluation (e.g., NMELRC, AELRC, K-12, and higher education Arabic programs) B.3. Publish a co-edited and co-authored volume on evaluation experiences from diverse FL educator and program perspectives

1. Project Goal Statement 4: Disseminate evaluation research findings, examples of evaluation practice, training materials, and models of evaluation protocols, in order to build a scholarship of FL evaluation.	
2. Performance Measures	3. Activities
A. Create an efficient, user-friendly evaluation and assessment website in order to disseminate evaluation and assessment research and training aids	A.1. Create dedicated webpages for evaluation and assessment resources, publications, events, training materials, etc. A.2. Create an online, searchable bibliography of academic evaluation and assessment publications A.3. Post annual research briefs and white papers on evaluation and assessment topics A.4. Post notifications about evaluation and assessment-related research and training events
B. Promote and circulate AELRC research and training initiatives via proactive digital communication and social media	A.1. Distribute a quarterly AELRC digital newsletter showcasing upcoming evaluation and assessment events, "featured programs", practitioner tips, new publications, and other notable evaluation and assessment happenings

	A.2. Use social media (such as Facebook and Twitter) to showcase, and promote discourse on, notable evaluation and assessment happenings
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Project 1.2.2: Student Learning Outcomes Assessment in Foreign Language Education—*Objectives*

Objectives
<ol style="list-style-type: none"> 1. Enhance national capacity for useful student learning outcomes assessment by providing training to FL educators in underserved program settings (e.g., community colleges) 2. Provide self-education materials to FL educators from higher educational and underserved program settings in order to enhance national capacity to engage in useful student learning outcomes assessment for improvement and accountability purposes 3. Increase collaboration and dialogue between FL educators and other key FL stakeholders/entities in order to further understand and improve outcomes assessment practices in FL educational programs 4. Disseminate research findings, examples of practice, and training materials in order to enhance the capacity of FL educators to conduct useful student learning outcomes assessment

Project 1.2.2: Student Learning Outcomes Assessment in Foreign Language Education—*GPRA PMFs*

1. Project Goal Statement 1: Enhance national capacity for useful student learning outcomes assessment by providing training to FL educators in underserved program settings (e.g., community colleges)	
2. Performance Measures	3. Activities
A. Increase the research understanding of SLOA practices, capacities, and needs of FL educators in higher education FL programs	<p>A.1. Conduct a research study identifying key program factors linked to SLOA efficacy in higher education programs</p> <p>A.2. Conduct a national study (focus groups, surveys) on SLOA capacity and needs in US community college language programs</p> <p>A.3. Conduct a study (collecting a random national sample of college FL outcomes statements) critically analyzing advanced learning outcomes in college FL programs</p> <p>A.4. Present research findings at national disciplinary conferences; publish research findings in top peer-reviewed journals</p>
B. Increase the SLOA knowledge and skills of FL educators in higher education FL programs via face-to-face training events	B.1. Develop and deliver workshops on SLOA approaches/techniques (e.g., clarifying assessment uses, creating useful outcomes statements, creating rubrics, portfolio assessment, building

	<p>assessment capacity).</p> <p>B.2. Develop and deliver webinars on various aspects of conducting student learning outcomes assessment</p> <p>B.3. Conduct a Summer Institute on SLOA research and training</p> <p>B.4. Conduct a bi-annual Summit via the <i>Consortium on Useful Student Learning Outcomes Assessment</i></p>
C. Increase the number of FL educators from underserved program settings (e.g., community colleges) receiving hands-on training in SLOA	<p>C.1. Develop new workshops and webinars on the basis of feedback/unmet needs from past SLOA training events</p> <p>C.2. Advertise SLOA training events (AELRC-sponsored or otherwise) in the quarterly AELRC newsletter</p> <p>C.3. Recruit potential workshop/webinar participants via national conferences, disciplinary listservs/online communities, and national FL disciplinary organizations (e.g., AAUSC, AACC)</p>

1. Project Goal Statement 2: Provide self-education materials to FL educators from higher educational and underserved program settings in order to enhance national capacity to engage in useful SLOA for improvement and accountability purposes	
2. Performance Measures	3. Activities
A. Increase the knowledge and skills of FL educators—via self-education materials—to conduct useful SLOA in higher education FL programs	<p>A.1. Create a how-to guide and interactive online course on conducting useful SLOA in community college FL programs</p> <p>A.2. Create a guide on SLOA capacity-building in college FL programs</p> <p>A.3. Publish a book-length manual on conducting SLOA in college programs</p>
B. Increase the number of SLOA self-education products for FL educators in higher education language programs	<p>B.1. Develop new self-educational guides and online courses on the basis of feedback/unmet needs from past training events</p> <p>B.2. Continually seek out and collect published resources on SLOA techniques and methods for educators in higher education programs</p>

1. Project Goal Statement 3: Increase collaboration and dialogue between FL educators and other key FL stakeholders/entities in order to further understand and improve outcomes assessment practices in FL educational programs	
2. Performance Measures	3. Activities
A. Conduct collaborative case studies of SLOA	A.1. Develop a framework/protocol for

implementation and practice in higher education FL programs	conducting useful SLOA in college language programs. A.2. Conduct joint SLOA implementation case studies in community college FL programs (at Howard CC, NOVA)
B. Create opportunities for discussion, dialogue, and discourse between FL education programs and communities on SLOA research and practice	A.1. Create Consortium Summit round-table discussions and colloquia for discussion and mentorship of member SLOA activities A.2. Create Consortium Summit poster and paper sessions for members to share peer-program and institution SLOA activities

1. Project Goal Statement 4: Disseminate research findings, examples of practice, and training materials in order to enhance the capacity of FL educators to conduct useful student learning outcomes assessment	
2. Performance Measures	3. Activities
A. Create a dedicated web-space (within the AELRC website) to make available SLOA research and training products to the FL educational community	See ‘Activities’ for Project 1.2.1 (Foreign Language Program Evaluation), objective 4
B. Use digital communication and social media to proactively circulate and promote SLOA research, training, and events	See ‘Activities’ for Project 1.2.1 (Foreign Language Program Evaluation), objective 4

Project 1.2.3: High-Quality Language Assessment—Objectives

Objective
<ol style="list-style-type: none"> 1. Enhance national capacity in language assessment by developing assessment tools for FL educators representing multiple languages (esp. LCTLs) and underrepresented language program settings (e.g., community college, heritage, K-12) 2. Provide assessment training to FL educators representing multiple languages (esp. LCTLs) and underrepresented language program settings (e.g., community college, K-12) in order to increase educator abilities to conduct useful, accurate language assessment 3. Disseminate assessment research, training materials, and tools in order to enhance the capacity of FL educators to conduct useful and accurate language assessment, focusing on LCTLs and underrepresented language program settings (e.g., community college, heritage, K-12)

Project 1.2.3: High-Quality Language Assessment—GPRA PMFs

1. Project Goal Statement 1: Enhance national capacity in language assessment by developing and assessment tools for FL educators representing multiple languages (esp. LCTLs) and underrepresented language program settings (e.g., community colleges, heritage, K-12)
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2. Performance Measures	3. Activities
A. Increase the knowledge and skills of FL educators in short-cut proficiency assessment	<p>A.1. Develop, pilot, validate, short-cut proficiency assessments for Arabic, Japanese, Korean, Mandarin, Spanish, German, Russian, Turkish, French, Portuguese</p> <p>A.2. Present findings at national conferences; publish findings in peer-reviewed journals</p> <p>A.3. Make instruments available via AELRC website</p> <p>A.4. Publish edited volume on development of short-cut proficiency estimates</p>
B. Increase the knowledge and skills of FL educators in assessing inter-cultural communication.	<p>B.1. Develop, pilot, field test, validate an instrument assessing inter-cultural communication</p> <p>B.2. Present findings at national conferences; publish findings in peer-reviewed journals</p>
C. Increase research knowledge on language development and assessment of heritage language learners	<p>C.1. Conduct a national research study on the needs for assessment related to heritage language learning settings</p> <p>C.2. Initiate assessment development projects in response to clearly identified priorities for diverse, representative heritage languages</p> <p>C.3. Present research findings at national conferences; publish findings in peer-reviewed journals</p> <p>C.4. Comprise a national-level advisory board for the assessment of heritage language learning and teaching</p>

1. Project Goal Statement 2: Provide assessment training to FL educators representing multiple languages (esp. LCTLs) and underrepresented language program settings (e.g., community college, K-12) in order to increase educator abilities to conduct useful, accurate language assessment	
2. Performance Measures	3. Activities
A. Increase assessment knowledge and skills of heritage, K-12, and community college FL educators via face-to-face training events	<p>A.1. Deliver SOPI rating workshops for D.C.-area high school, community college, and NRC Chinese, Russian, and Spanish instructors</p> <p>A.2. Develop webinars on key topics in language assessment</p> <p>A.3. Conduct a Summer Institute on language assessment basics, rating oral proficiency assessment, developing assessment tasks</p>
B. Increase assessment knowledge and skills of heritage, K-12, and community college FL educators via self-educational materials	B.1. Add a search function for performance assessments hosted at the Foreign Language

	<p>Assessment Directory website</p> <p>B.2. Develop companion assessment resources on using Foreign Language Assessment Directory (FLAD)</p> <p>B.3. Develop online courses on key topics in language assessment</p>
<p>1. Project Goal Statement 3: Disseminate assessment research, training materials, and tools in order to enhance the capacity of FL educators to conduct useful and accurate language assessment, focusing on LCTLs and underrepresented language program settings (e.g., community colleges, heritage, K-12)</p>	
<p>2. Performance Measures</p>	<p>3. Activities</p>
<p>A. Create a dedicated web-space (within the AELRC website) to make assessment/testing research and training products available to FL educators, with a focus on K-12 and community colleges</p>	<p>A.1. Create dedicated webpages for assessment/testing/measurement resources, publications, events, training materials, etc.</p> <p>A.2. Make assessment tools and supplementary materials accessible to FL educators via the AELRC website</p>
<p>B. Circulate high-quality assessment research focusing on K-12 , heritage, and community college language learners</p>	<p>B.1. Showcase assessment research via the East Coast Organization of Language Testers (ECOLT) conference</p> <p>B.2. Publish bi-annual ECOLT conference proceedings</p>

Project: AELRC Budgets
Center for Applied Linguistics, Washington, DC
Submitted to: Georgetown University
Budget Period: 8/15/2014-8/14/2018

	YEAR 1: August 15, 2014-August 14, 2015			YEAR 2: August 15, 2015-August 14, 2016			YEAR 3: August 15, 2016-August 14, 2017			YEAR 4: August 15, 2017-August 14, 2018			TOTAL	
	Hourly Rate	Hours	Amount	Hours	Amount									
A. Personnel														
Project Director: M. Malone	167.09	149.00	24,896.54	172.10	149.00	25,643.43	177.27	149.00	26,412.74	182.58	149.00	27,205.12	596.00	104,157.83
Research Associate: F. Di Silvio	92.02	450.00	41,410.60	94.78	450.00	42,652.92	97.63	450.00	43,932.51	100.56	450.00	45,250.48	1,800.00	173,246.51
Subtotal			66,307.14			68,296.35			70,345.24			72,455.60		277,404.34
B. Consultants														
ECOLT Speaker	948.50	1.00	948.50	948.50	1.00	948.50	976.96	1.00	976.96	1,006.26	1.00	1,006.26		3,880.22
ECOLT Speaker Travel	813.00	0.00	0.00	813.00	1.00	813.00	837.39	1.00	837.39	862.51	1.00	862.51		2,512.90
SOPH Workshop Trainer	677.50	2.00	1,355.00	677.50	2.00	1,355.00	697.83	2.00	1,395.65	718.76	2.00	1,437.52		5,543.17
Subtotal			2,303.50			3,116.50			3,210.00			3,306.29		11,936.29
C. Staff Travel														
ACTFL/NCOLCTL	1,355.00	1.00	1,355.00	1,355.00	1.00	1,355.00	1,355.00	1.00	1,355.00	1,355.00	1.00	1,355.00		5,420.00
Subtotal			1,355.00			1,355.00			1,355.00			1,355.00		5,420.00
D. Other Direct Costs														
1. Postage/ Shipping/Courier			10.84			11.17			11.50			11.85		45.35
2. Printing/Workshop materials			47.43			48.85			50.31			51.82		198.41
3. Expendable Supplies			6.78			6.98			7.19			7.40		28.34
Subtotal			65.04			66.99			69.00			71.07		272.10
TOTAL COSTS			70,030.68			72,834.84			74,979.24			77,187.97		295,032.73

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Assessment and Evaluation Language Resource Center (AELRC)
Sponsor: U.S. Department of Education (CFDA # 84.229A)
PI: John Norris, PhD

Budget Narrative for Performance Period: August 15, 2014-August 14, 2018

1. Personnel:

John Norris, PhD, Project Director—as the Center Director, Dr. Norris will be responsible for overseeing all of the research and outreach activities of the AELRC at Georgetown and CAL, including providing overall guidance, decision-making, and leadership for the Center, representing the Center at conferences and meetings, organizing meetings of the advisory board, and reporting on the activities and accomplishments of the Center to evaluators and funders. As director of the Foreign Language Program Evaluation focal project area, he will design and conduct research studies, report findings in presentations and publications, develop and deliver workshops, webinars, and summer institutes, and track and report on project outcomes. Finally, he also will manage the work of the TBD program manager and graduate students. Accordingly, we have allocated 11% FTE during the academic year in course-release time, a portion of which will cover the hire of an adjunct instructor, and one month (11% FTE) of summer compensation per year of the project for a total of \$18,581 in Year 1, \$19,139 in Year 2, \$19,713 in Year 3 and \$20,304 in Year 4.

John Davis, PhD, Co-Project Director—as the Co-Center Director, Dr. Davis will assist the PD to oversee the research and outreach activities of the AELRC. In addition, as project director of the Student Learning Outcomes Assessment focal project area, he will design and conduct research studies, report findings in presentations and publications, develop and deliver workshops, webinars, and summer institutes, and track and report on project outcomes. Accordingly, we have allocated one month (11% FTE) of summer compensation per year of the project for a total of \$6,600 in Year 1, \$6,798 in Year 2, \$7,002 in Year 3 and \$7,212 in Year 4.

TBD, Program Manager—35% FTE in salary replacement is requested for a TBD program manager who will support the daily operations of the AERLC including pre-award and post-award administration in conjunction with the appropriate university offices; communicating with the Center for applied Linguistics on financial matters and programmatic tasks; managing communications and PR on behalf of the AELRC; and overseeing the various TBD graduate student RAs. This person also will work closely with the senior administrator of the Linguistics department, work closely with the TBD web designer in Years 1-3, and assume full responsibility for the AELRC's website and social media presence in Year 4. Accordingly, we have allocated a total of \$17,500 is allocated in Year 1, \$18,025 in Year 2, \$18,566 in Year 3 and \$19,123 in Year 4 in support of these activities.

TBD, FT Graduate Student Research Assistant—a TBD Graduate Student Research Assistant will contribute 50% FTE of academic year (Sept-Apr) over the four-year project period. The GSRA will support all aspects of the research and outreach projects in relation to Georgetown, including designing studies, instruments, and procedures,

recruiting participants, collecting data, scheduling venues, organizing meetings, and presenting and publishing on project findings and outcomes. A 2014-15 academic year graduate student stipend of \$3,125 per month was used as the baseline to calculate the GSRA compensation for a total of \$12,500 in Year 1, \$12,875 in Year 2, \$13,261 in Year 3 and \$13,659 in Year 4.

TBD, FT CAL Graduate Student Intern—a TBD graduate student will be hired as an intern at the Center for Applied Linguistics (CAL), a collaborator on this initiative, per year of the project. In this capacity, the TBD CAL Intern will support all aspects of the research and outreach projects in relation to CAL, including designing studies, instruments, and procedures, recruiting participants, collecting data, scheduling venues, organizing meetings, and presenting and publishing on project findings and outcomes for a maximum of 15 hours per week and at a rate of \$18 per hour for a total of 40 weeks per year of the four-year project period. Accordingly, we have allocated \$10,800 in Year 1, \$11,124 in Year 2, \$11,458 in Year 3 and \$11,801 in Year 4.

TBD, Web Designer—a TBD graduate student will be hired as a web designer in Years 1-3 to develop a coherent and consistent internet presence for the AELRC to include providing timely and relevant updates and guidance and support on developing and using appropriate social media (e.g., Twitter, Facebook, and Snapchat). Accordingly, we have allocated \$4,000 in each of Years 1 and 2, and \$2,000 in Year 3.

TBD, PT Graduate Student Research Assistants—TBD PT graduate research assistants will work closely with the TBD FT GSRA and Program Manager on data collection, analysis, and reporting associated with the AELRC research and program activities. The total number of hours will vary depending on the number of RAs and specific research needs; hourly compensation at a rate of \$18 per hour depending on the level of expertise for a total of \$3,500 in each of Years 1-4.

COLA Increase—a standard 3% COLA escalation is reflected in personnel salaries in Years 2-4.

2. Fringe Benefits—31.9% fringe benefit rate is applied to all personnel salaries for a total of \$13,615 in Year 1, \$14,024 in Year 2, \$14,444 in Year 3 and \$14,878 in Year 4 is requested; graduate students are exempt from fringe benefits when engaged in research during the academic year or summer period. The afore referenced fringe benefit rate is effective as of July 1, 2014 as part of our NICRA/F&A rate agreement with the Department of Health and Humans services dated April 11, 2014.

3. Travel—domestic travel is requested for the PD and Co-PD to attend and participate in the annual meeting of the Language Resource Center Coordinators and Directors, hosted in conjunction with the annual convention of the American Council in the Teaching of Foreign Languages (ACTFL) in November of each year of the project period. The 2014 convention will take place in San Antonio, TX, with a per person cost of \$500 in RT airfare, \$110 in hotel per night for four nights, and \$66 in MI&E per day for four days for a total of \$2,408 in Year 1; the 2015 convention will take place in San Diego, CA, which correlates to a per person cost of \$633 in RT airfare, \$139 in hotel per night for four nights, and \$71 in MI&E per day for four days for a total of \$2,945 in Year

2; the 2016 convention is scheduled to take place in Boston, MA with a per person cost of \$220 in RT airfare, \$170 in hotel per night for four nights, and \$71 in MI&E per day for four days for a total of \$2,368 in Year 3; and, finally, the 2017 in Nashville, TN, with a person cost of \$358 in RT airfare, \$122 in hotel per night for four nights, and \$66 in MI&E per day for four days for a total of \$2,219 in Year 4.

The budget also includes travel and accommodation support for Advisory Board members and the External Evaluator to attend AELRC evaluation review meetings in Washington, DC in Years 1, 2, and 4. Anticipated RT airfare is requested per year with flights originating in Honolulu, HI at a rate of \$995 in Year 1, \$1,095 in Year 2, and \$1,204 in Year 4; Des Moines, IA, at a rate of \$329 in Year 1, \$362 in Year 2, and \$398 in Year 4; Atlanta, GA at a rate of \$353 in Year 1, \$388 in Year 2, and \$427 in Year 4; San Francisco, CA at a rate of \$529 in Year 1, \$582 in Year 2, and \$640 in Year 4; and, finally, \$150 per year in local transportation for a member traveling from within the Metro-DC area. A total of two days per person in hotel and MI&E, respectively, for Washington, DC is included at a rate of \$224 per night and \$71 per day for the four, non-local members for a total of \$2,360 in each of Years 1, 2, and 4.

Finally, data collection travel for the PT GSRAs is allocated at a rate of \$1,500 per year, and local transportation for the PD and Co-PD at a rate of \$150 per year across the four-year project period.

Airfares reflect a 10% buffer per year above rates noted in Year 1 to accommodate any increase in fuel between now and the time of travel. Pricing references for travel: Expedia.com; 2014 GSA per diem rates.

4. Supplies—modest support is requested to cover the cost of telecommunications (phone/fax), postage/shipping, and copier printing and duplicating in conjunction with the AELRC activities for a total of \$1,000 in each of Years 1-4.

5. Contractual—N/A

6. Construction—N/A

7. Other:

Collaboration—The Center for Applied Linguistics (CAL) will take primary responsibility for the “High Quality Assessment” strand of activities with specific staff (AELRC co-director and a research associate) providing general guidance on all matters relating to the AELRC; costs estimated are consistent with similar projects. A full CAL budget can be found in Appendix E. A total of \$70,031 in Year 1, \$72,835 in Year 2, \$74,979 in Year 3 and \$77,188 in Year 4 is requested for their collaborative work over the four-year project period.

Independent Consultant—Dr. Yukiko Watanabe, University of California at Berkeley, will be contracted to serve over the four-year cycle as facilitator of the AELRC evaluation process at a cost of \$2,000 in each of Years 1-3 and \$1,000 in Year 4.

Participant payments—a total of 160 participants per year will be compensated \$30 each for their involvement in the research projects outlined in the project description for a total of \$4,800 in each of Years 1-4.

Indirect Costs—a sponsor specified overhead rate of 8% is applied to an MTDC, which excludes the aforementioned participant compensation and the CAL collaboration up to the first \$25,000, for the duration of the project period for a total of \$9,958 in Year 1, \$8,210 in Year 2, \$7,757 in Year 3 and \$8,173 in Year 4.

Center for Applied Linguistics
AELRC Proposed Budget

Submitted to Georgetown University

June 23, 2014

Margaret E. Malone, CAL Co-Director and PD

Budget Notes/Justification

All costs are fully loaded.

1. Personnel

Salaries are based on current salaries for CAL staff: Dr. Margaret Malone, the CAL Project Director with about 10% FTE and Francesca Di Silvio, the Research Associate with a 25% FTE. Annual salary increases are calculated at a rate of 3%. CAL's federally approved provisional fringe rate is 40.0%.

2. Consultants

Consultants include the annual ECOLT Plenary speaker, budgeted at a consistent rate of \$948.50 per year for Years 1 and 2, with a 3% escalation in Years 3 and 4. Consultant travel includes travel costs of \$813 for airfare and hotel for the ECOLT plenary speaker in Year2, with a 3% escalation rate for Years 3 and 4. The Plenary Speaker in Year 1, 2014, will not require travel. CAL has also budgeted for one two-day SOPI workshop annually to support both the short-cut assessment project and the SOPI rater training project. Costs are based on similar activities.

3. Travel

The project includes costs for CAL's Project Director to participate in the annual meeting of the Language Resource Center Coordinators and Directors at the American Council in the Teaching of Foreign Languages. The conference will be held in San Antonio, TX in 2014, San Diego, CA in 2015, Boston, MA in 2016 and Nashville, TN in 2017. Costs are estimated at \$1,355 annually for airfare, hotel and registration in Years 1 and 2, with 3% escalations in Years 3 and 4.

4. Other costs. Other costs include postage, printing and expendable supplies based on costs for similar projects of \$65/year, with a 3% escalation for Years 2, 3, and 4.

CAL Statement of Work for AELRC 2014-2018 High Quality Language Assessment

CAL proposes to work with Georgetown University to conduct activities for the Assessment and Evaluation Language Resource Center. CAL's activities will focus on High-Quality Language Assessment (Assessment). CAL proposes the following three research-oriented activities and five outreach oriented activities for the 2014-2018 funding cycle. All activities will be directed by Dr. Margaret Malone, NCLRC Co-Director and coordinated by Francesca Di Silvio, Research Associate, with assistance from a Georgetown university graduate intern.

Research Projects

Research Activity 1: Short-cut proficiency assessments

Goal. Develop and pilot instruments for estimating global proficiency quickly and accurately.

Objectives. This activity seeks to both research the amount of time it takes U.S. students to attain specific levels of proficiency and to develop short-cut assessments of student proficiency by comparing results on a long test of student oral proficiency (the SOPI) and short-cut assessments.

Description of Activity. Collaborate with CLEAR to develop a literature review of the amount of time needed to develop specific levels of proficiency. Administer SOPIs and short-cut assessments in Chinese, Russian and Spanish at Middlebury Summer School. Correlate student results on simulated oral proficiency interviews (SOPIs) and short-cut proficiency assessments.

Results and Output. The result of this project will include a co-authored paper with CLEAR Co-Director Charlene Polio on length of time needed to attain specific levels of proficiency, short-cut assessments in Chinese, Russian and Spanish to assist with student assessment, placement and research, presentations at national and international foreign language and testing conferences and an edited volume on the development of short-cut proficiency estimates across multiple languages.

Need and Potential Impact. First, this project will support CLEAR's investigation into the amount of time needed to reach specific levels of oral proficiency. Second, it will lead to the development of useful, short-cut instruments of language proficiency. Third, the results will be disseminated to help inform language teaching and learning.

Activity 2: Assessment of Intercultural Competence

Goal. Collaborate with CASLS to develop and pilot an instrument to assess intercultural competence.

Objectives. Develop the assessment portion of an intercultural communicative competence measure that includes real-life cultural situations in the target language.

Description of Activity. This project will include working with CASLS to develop and pilot the instrument, design assessment activities and disseminate the instrument and related outcomes to relevant stakeholders.

Results and Output. The result of this project will be an assessment of student performance in real-life intercultural situations and positive washback to language classrooms as

instructors and students use the results to inform learning and teaching.

Need and Potential Impact. There are few instruments that assess intercultural performance and no reliable, validated instruments that simulate real-life cultural situations. In developing this instrument, a need in the language and culture field will be met. Instructors and students will be able to apply results to their teaching and learning situations.

Activity 3: Heritage Learner Assessment

Goal. Expand upon current research and resource development agenda for assessment of language development of heritage learners.

Objectives: Examine current state of assessment in heritage language learning, develop resources for assessment of heritage learners and validate a proficiency instrument for one heritage language.

Description of Activity. CAL will continue work to research the current state of assessment of heritage learners and collaborate with Georgetown University graduate students to validate a test of heritage language learners.

Results and Output. The results will include validation of a test for heritage learners, establishment of an agenda for ongoing research into heritage language assessment and a publication in peer-reviewed journal.

Need and Potential Impact. By continuing existing research and collaborating with the NHLRC, AELRC will facilitate reliable and valid assessment of heritage language learners.

Outreach projects.

Activity 4: Foreign Language Assessment Directory Update

Goal. CAL has developed the Foreign Language Assessment Directory (FLAD) and its companion tutorial, *Understanding Assessment*, and will conduct biannual updates to the content of the directory and tutorial. In addition, CAI will adapt resources for the community college and heritage audiences.

Objectives. The FLAD provides a searchable online resource on foreign language tests in over 120 languages. The accompanying tutorial provides a self-paced, online guide to assessment selection to assist users in selecting appropriate valid and reliable assessments. The biannual update will ensure that the content of FLAD entries and the tutorial are up-to-date and relevant for users. By focusing on new audiences, the companion tutorial will provide relevant information to assist with assessment activities.

Description of Activity. The update to the FLAD will include biannual follow-up with all test developers whose tests are listed in the FLAD to provide updated information. The biannual updates to the companion tutorial will be based on user reviews.

Results and Output. The FLAD and tutorial will be updated biannually, including refreshed content based on user reviews and input from test developer submissions.

Need and Potential Impact. Users will be able to find and select appropriate assessments and learn how to make important decisions.

Activity 5: ECOLT: Support for the East Coast Organization of Language Testers

Goal. The East Coast Organization of Language Testers (ECOLT) represents an East Coast group of professionals, scholars, and students who are involved in language testing projects

and research. ECOLT strengthens connections between academia, government, and not-for-profit testing organizations, provides a forum for continued learning and networking, and strongly supports the work of graduate students.

Objectives. As an annual forum for language testing professionals to gather and report on their work, progress, and challenges, ECOLT provides an opportunity to improve language testing.

Description of Activity. Each fall, a two-day conference is held in Washington, DC, at an NCLRC institution (Georgetown, GWU, or CAL). Plenary speakers have included renowned experts in language testing including John De Jong, Richard M. Luecht, and Micheline Chalhoub-Deville. Funds from NCLRC cover plenary speaker travel and room costs.

Results and Output. 125 or more language professionals annually will learn more about each others' activities in government, not-for-profit organizations, and academia.

Need and Potential Impact. Testing has only increased in importance over the past decade.. Supporting ECOLT, with an annual attendance of 125 or more attendees, provides a convenient and inexpensive forum in the U.S. for testing professionals to exchange information.

Activity 6: SOPI Workshops

Goal. Conduct one SOPI workshop or introduction to the SOPI workshop annually to teach professionals to use the *ACTFL Proficiency Guidelines-Speaking* to rate oral proficiency through authentic samples from the Simulated Oral Proficiency Interview (SOPI). The face-to-face workshops provide a hands-on introduction to oral proficiency assessment and teach language professionals rating skills.

Objectives: The proposed workshops will provide professional rater training to up to 40 participants per workshop in how to rate the SOPI according to the *ACTFL Proficiency Guidelines-Speaking*. In addition, the workshops will target languages for the short-cut proficiency assessment project, thus allowing for correlations to be drawn between the two measures.

Description of Activity. Based on existing workshop materials, CAL will conduct an annual SOPI workshop or familiarization workshop for up to 40 participants. Workshop goals allow participants to learn about the SOPI and how to reliably rate in Chinese, Russian, Spanish and other languages. CAL will seek to include DCPS K-12 teachers and instructors at local community colleges..

Results and Output. CAL has existing materials for SOPI workshops; however, this project will allow rating skills to be developed in and applied with a variety of world language instructors as well as to facilitate the development of short-cut language proficiency assessments

Need and Potential Impact. By providing needed rating skills to teachers through a face-to-face workshop approach, the SOPI workshops will help instructors rate their students' oral proficiency and help their students achieve higher levels of proficiency.

Activity 7: Conduct online courses and webinars on the basics of oral proficiency

Goal. Increase understanding of oral proficiency and improve classroom assessment in world language classes by providing basic background on oral proficiency for in-service language instructors via an online course and develop webinars on assessment topics.

Objectives. Through the five-module online course, participants will understand the basic principles of oral proficiency assessment, including the OPI, SOPI, and the basics of the *ACTFL Proficiency Guidelines-Speaking*. By the end of the course, participants will understand the four major *ACTFL* proficiency levels. The webinar will provide a shorter (70-minute) exploration of different topics in language assessment to reach a broader and larger audience.

Description of Activity. This five-module, online course provides basic background in oral proficiency assessment for teachers of foreign languages, with an emphasis on LCTLs. Course content includes an introduction to oral proficiency assessment with a brief history of oral proficiency assessment, descriptions of oral proficiency tasks, samples of oral proficiency tasks, and examples of students responding to authentic oral proficiency tasks. All participants will complete four assignments related to the major topics of the course and participate in an online quiz to assess their knowledge. Webinars will build on relevant topics from the online course and provide professional development to up to 100 participants.

Results and Output. The result of the online course will be up to 160 participating world language instructors who better understand oral proficiency assessment. The result of the webinar will be increased understanding of assessment.

Need and Potential Impact. Accountability in teaching has increased in recent years; at the same time, many world language instructors lack background in assessment. Therefore, this course will fill a need for language instructors to conduct valid and reliable assessment.

Activity 8: Assessment summer institutes

Goal. Increase understanding of the basics of assessment via a face-to-face, intensive summers institute for language teachers and instructors.

Objectives. Through an intensive, one-day summer institute, participants will understand the basic principles of assessment, including reliability, validity, practicality and ways to select and develop assessments for their own use. By the end of the course, participants will understand the four major *ACTFL* proficiency levels.

Description of Activity. This one-day institute provides basic background in language assessment for teachers of foreign languages, with an emphasis on LCTLs. Course content includes an introduction assessment with a brief explanations and hands-on activities regarding the basics of language assessment, including selecting and developing classroom assessments.

Results and Output. The result of the institute will include up to 25 language teachers and instructors who better understand and can apply principles and practices of language assessment.

Need and Potential Impact. Language teachers and instructors will better understand how to conduct reliable and valid assessment.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Georgetown University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	73,481.00	75,461.00	75,499.00	75,599.00		300,040.00
2. Fringe Benefits	13,615.00	14,024.00	14,444.00	14,878.00		56,961.00
3. Travel	8,774.00	9,548.00	4,018.00	9,081.00		31,421.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	1,000.00	1,000.00	1,000.00	1,000.00		4,000.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	76,831.00	79,635.00	81,779.00	82,988.00		321,233.00
9. Total Direct Costs (lines 1-8)	173,701.00	179,668.00	176,740.00	183,546.00		713,655.00
10. Indirect Costs*	9,910.00	8,163.00	7,757.00	8,125.00		33,955.00
11. Training Stipends						
12. Total Costs (lines 9-11)	183,611.00	187,831.00	184,497.00	191,671.00		747,610.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 55.50 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

Name of Institution/Organization Georgetown University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: John	Middle Name: M.	Last Name: Norris	Suffix:
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Address:

Street1:	Department of Linguistics
Street2:	1437 37th St. NW, Box 571051
City:	Washington
County:	
State:	DC: District of Columbia
Zip Code:	20057-1051
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: exemption #2

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

AELRCExemptNarrative.pdf	Add Attachment	Delete Attachment	View Attachment
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Georgetown University
Department of Linguistics

Washington, DC 20057-1051

Re: Declaration of exemption

Project title: *Assessment and Evaluation Language Resource Center*

Principal Investigator: John M. Norris

In accordance with policies of the Georgetown University Institutional Review Board, I am reporting that all research projects associated with the proposed Assessment and Evaluation Language Resource Center (AELRC), some of which do involve human subjects, will qualify for exemption for the reasons detailed in this document. In brief, the AELRC is a proposed Language Resource Center to be funded by the US Department of Education. Its focus is to investigate and disseminate best practices in educational assessment and program evaluation (i.e., standard educational practices) in foreign language programs across the United States. If awarded, funding for the projects will begin on September 01, 2014, with data collection for individual projects to begin at that time; research projects will be completed by July 31, 2018. Each research project within the AELRC will be submitted for exempt review by the Georgetown University Institutional Review Board.

The research methods in all projects associated with the proposed AELRC will qualify for exemption from human subjects research regulations for the following reasons. First, the projects will utilize only educational testing, survey, observation, and interview procedures that fall within category 2 of federal exemptions. Data and findings from all research procedures will relate only to the needs for, practices of, and the use and usefulness of assessments and evaluations within foreign language education programs, and they will have no relationship to or bearing on private, personal, or career aspects of the individuals involved in the studies. Second, where research projects involve children, the studies will only investigate educational tests and related observations wherein the researchers do not participate in the activities under observation. Third, research-based information will not be recorded, stored, or reported in any manner via which the individual subjects in any study can be identified. Fourth, collected data will not under any circumstances place the research subjects under risk of criminal or civil liability; nor will these data be in any way damaging to the subjects' financial standing, employability, or reputation. These data will only address the utility and effectiveness of assessment and evaluation procedures developed for helping foreign language educators test student learning and/or understand, improve, and ensure the quality of their educational programs.

Sincerely,

John M. Norris