Targeted group-grammar level 4

Criteria 1: producing written or oral work that reflects a variety or appropriate subordinate clauses and phrases

1. Direction: Construct two separate sentences for each prompt, a set of two ideas. You must use a different subordinating conjunction for each sentence to indicate a logical relationship between the two ideas presented. Do not repeat any subordinators (6 points). For example:

   Running/swimming

   a. While running is very good aerobic exercise, swimming is considered to be better for you.
   b. Because I have been running for 15 years, starting swimming at this point is quite uncomfortable for me.

1. Violence / media (2 points)
   a. ____________________________________________________________
   b. ____________________________________________________________

2. Family size /personality (2 points)
   a. ____________________________________________________________
   b. ____________________________________________________________

3. Privacy /social networking (2 points)
   a. ____________________________________________________________
   b. ____________________________________________________________

*Since the theme of the provided prompts derives from the textbook of the course, the students will not be distracted or intimidated by the workload of constructing sentences from nothing. Instead, they can attend more to appropriate use of subordinate conjunctions.
2.

Direction: Finish the following sentences. Add your own words to make the meaning of each sentence logical and complete. Label each sentence as “real” or “hypothetical/unreal”. (8 points)

For example:

If I were you, I would study in the library. Hypothetical

1. I will pay you $100 if ______________________________________. (2 points)
2. If I have the time, I ______________________________________. (2 points)
3. He would have gotten the job, if ____________________________________. (2 points)
4. If I were ten years older, I _____________________________________. (2 points)

Criteria 2: demonstrating an understanding of the meaning of tense, aspect, and voice in reading or listening contexts

3.

Direction: For this task, you have to provide two answers. First, complete the following passage with the appropriate use of tense, aspect, and voice of the verbs in the parentheses. Second, provide a rationale or context clues to support your choice of tense, aspect, or voice of the verbs (6 points)

1. Previous research at Penn State (show) ____________ that online searches are not very successful. This depressing finding is consistent with recent studies at other universities (2 points).
   Rationale: ________________________________

2. Honey and Hall (1989) (find) ____________ no difference between groups who were trained differently. But Honey and Hall (1990) conducted a further study that eliminated problems in the research design (2 points).
   Rationale: ________________________________

3. The method in this book is the one introduced by Bury (1935). This (consist of) ____________ writing down the structures (2 points).
   Rationale: ________________________________
The request of providing a rationale behind their answer would remove the possibility of making a guess. Although the students may not be familiar with this task as a test item, their in-class activity ensures them to know what to do with this task.

4.

Direction: Perform error analysis by finding and correcting any errors in the uses of tense, aspect, and voice in a reading passage. Each sentence contains one error (6 points).

1. Before women got the right to vote in 1920, they had been dreamed of the day for a long time (2 points).

2. She had been knowing that she wanted to be in education since she was a young girl. (2 points).

3. Not much has said about the accident since you revealed the truth. (2 points).

* Not being able to provide a correct form of the students answer choice will be regarded as wrong.

5.

Direction: Rewrite the tips and information about job interviews by changing the underlined parts from active to passive. Leave out the agent if appropriate (6 points).

1. A company may not even consider you for the job if you arrive late to the interview. (2 points).

2. One question you could ask is “What training programs does the company offer?” (2 points).

3. People have known some employers to give tests during interviews. (2 points).

Criteria 4: demonstrating an understanding of the meaning of appropriate subordinate clauses in reading or listening contexts
6. Direction: Fill in each blank with the correct form of the verb in parentheses within the time frame (6 points).

1. General truth hypothetical meaning (2 points)
   
   I (study) ______ more if I (have) __________the time.

2. Future time conditional meaning (2 points)
   
   I (save) __________ $20 a month if I (take) ______ the campus bus.

3. Past time hypothetical meaning (2 points)
   
   If I (know) __________ that he was sick, I (tell) ______ the teacher.

7. Direction: Rewrite the following sentences while keeping the same meanings. If the sentence contains an adverb clause, turn it into a compound sentence. If the sentence is a compound sentence, turn it into an adverb clause or phrase by using subordinators or prepositions to indicate logical relationships (6 points).

   1. Providing an almost unlimited clean source of electricity, solar energy will certainly grow in importance (2 points).
      ________________________________________________________________.

   2. People have always polluted their surroundings, but pollution was not a major problem until recently (2 points).
      ________________________________________________________________.

   3. Shoppers will buy more food as a result of being hungry when they shop (2 points).
      ________________________________________________________________.

8. Direction: Combine each pair of sentences. Use a noun clause with a wh-word, if, or whether when necessary. Use an identifying relative clause when necessary (10 points).

   1. Parents put a lot of pressure on their children to do a lot of activities. These want their children to excel (2 points).
      ________________________________________________________________.
2. How does information overload affect the workplace? Researchers are studying this (2 points).
______________________________________________________________.

3. Students need to check this. Are their online sources current or out-of-date? (2 points)
______________________________________________________________.

4. Every week, Kim talks on the telephone with a friend. The friend gives him advice about his problems (2 points).
______________________________________________________________.

5. Atmospheric pollution is a problem. There are no easy solutions for this problem (2 points).
______________________________________________________________.

* The number of the sub-items is bigger than that of the rest of the test items here, in order to cover various uses of noun phrases and adjective clauses.

Criteria 5: demonstrating an understanding of the meaning of modals in reading or listening contexts

9.

Direction: Read the following cartoon and choose the function of each highlighted modal from the list provided (6 points).

Function: necessity, regret, permission, advice, possibility, request, conclusion, obligation

1. (2 points)

2. (2 points)
10.

Direction: Circle the word or phrase that most appropriately completes the following sentence. (6 points)

1. John is over two hours late already, He ___________ missed the bus again (2 points).
   a. should have
   b. must have
   c. would have

2. Yes, I know that I ____________ studied last night, but I decided to watch TV instead (2 points).
   a. would have
   b. should have
   c. must have

3. She __________ been here yesterday. I don't think she was, but I can't prove that she wasn't (2 points)
   a. could
   b. could have
   c. could not have

Creteria5: producing written or oral work that reflects a variety of appropriate uses of modals

11.
Direction: Write a paragraph with a minimum of 8 sentences, using at least four different modals (two positive and two negative) to develop the given topic. The paragraph should contain a topic sentence, topic development, and a closing. 15 minutes will be provided. Choose one prompt below. (11 points)

Prompts:
Should all students in high school and college be required to take at least two years of a foreign language?

Describe a relationship (romantic, social, or business) you had once that was not as successful as you would have liked. State what you could have or should have done differently.

Write six rules for proper student behavior.

Rubric for raters:

1. Logical development (revised from a portion of Analytic Scale for rating composition task)

<table>
<thead>
<tr>
<th>scores</th>
<th>description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; essay reflects thought</td>
</tr>
<tr>
<td>2</td>
<td>Essay addresses the issues but misses some points; ideas could be more fully developed</td>
</tr>
<tr>
<td>1</td>
<td>Development of ideas not complete or essay is somewhat off the topic</td>
</tr>
<tr>
<td>0</td>
<td>Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.</td>
</tr>
</tbody>
</table>

2. Grammatical competence (there is no in-between points such as 7, 5, 3, and 1)

<table>
<thead>
<tr>
<th>scores</th>
<th>description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Demonstrates appropriate use of 4 different modal forms in a developed context (two points for each use)</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrates appropriate use of 3 different modal forms</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates appropriate use of 2 different modal forms</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates appropriate use of 1 modal form</td>
</tr>
<tr>
<td>0</td>
<td>There is no evidence of knowledge of modals form/meaning, or there is not enough information to judge the performance</td>
</tr>
</tbody>
</table>

Rubric rating instruction:

The purpose of this item is to measure whether test-takers can produce written work that reflects a variety of appropriate uses of modals. The rubric is divided into two categories, to
measure logical development and grammatical competence. For grammar competence, appropriate use of modals means producing correct use of pragmatic knowledge of modals in a written work, showing their functions such as certainty, prediction, necessity, advice, or request properly. Also, there are no in-between points such 1, 3, 5, or 7. Grades from each category will be added to the total score. The range of possible total scores is 0 to 11 points.

Grading will be conducted twice in a different day by one rater. On the first day, the rater will read the essay answer twice. For the first time, the rater will read the answer while grading for grammatical competence. For the second time, s/he will read the essay again without pausing for grading and give scores at the completion of reading for logical development. Note that different types of modals must be used appropriately. On the second day, s/he will repeat the same process as the first day, without recourse to the previous grading. If the grades from the first day and the second day are not matching, another rater will be necessary.
1. **Construct-related evidence**

Simply put, construct validity is about the correspondence between your concepts and the actual measurements that you use. Personally, I believe that this is the most powerful tool to validate your test since you can only know about your concepts through the concrete measures that you use. Therefore, a measure with high construct validity accurately reflects the abstract concept that you are trying to measure or teach. It also seems to be critical that test-designers have clear conceptual definition of their own variables. In particular, given that course goals and promotion criteria for each subject (oral communication, grammar, reading, and writing) on the surface are nearly identical across all levels at IECP, construct validity for each proficiency level seems very essential for learners who go through from level 1 to level 4. A more solid construct validity would promote a more effective, productive learning environment.

The first methods for how I am going to determine the construct validity is to demonstrate comparative test performance called a differential-groups study. The performances on the test will be compared for two sample ESL student groups: one that has the construct and one that does not have the construct. Presumably, the biggest difference between the two groups is likely to be their proficiency level that leads to the absence or presence of the construct, or the pragmatic knowledge of the focused grammar topics in this context. The result I expect from this experiment is that the group with the construct will perform better than the group without the construct. This non-trivial difference will provide evidence that what I think I am measuring is in accordance with what I am measuring. Similarly, an intervention study or pre and post-testing with a group can be used. If significant difference is found between the pretest and posttest, the difference can be said to support the construct validity of the test.
The second method is to use inferential data from human resources. First, I will conduct a survey by having a panel of “experts”, inside the circle (other experienced IECP teachers and APLNG community researchers) examine the items and decide what each specific item is intended to measure. The main focus for this consultation is on whether they agree with the rationale behind my item specifications. Secondly, I will have the test reviewed by a panel of experts, outside the circle, who are less invested in the instrument. That way, I can ensure that the construct is fully satisfactory inside the IECP learning community, yet does not lean toward subjectivity. The result of these consultations is expected that the majority of the experts (at least more than 75%) come to an agreement with my articulation of the construct. I will continue to discuss the discrepancy with the experts to modify the test if needed.

In short, construct related evidence is strongly reflected on both the experimental demonstration and the inferential data, and it supports the validity of my test.

2. Content Validity

Content validity concerns, primarily, the adequacy with which the test items sufficiently and representatively sample the content area to be measured. I personally believe content validity is very crucial for the students who actually take the test. Almost everyone would have unpleasant experiences in which some test items surprise you. In a way you would feel betrayed by your instructor or anonymous test-designers because of the discrepancies between what you learned and what was actually represented on the test. Although some risk-takers identify it as a challenge, others find it unfair and frustrating. To some extent, this negative experience might affect their future learning trajectory, not to mention their rapport with their teachers.
The first method is a widely used method of measuring content validity that was developed by C. H. Lawshe. This method is used to measure agreement among raters regarding how essential a particular item is. Each of the subject matter expert raters (SMEs) on the judging panel responds to the following question for each item: "Is the skill or knowledge measured by this item 'essential,' 'useful, but not essential,' or 'not necessary' to the performance of the construct?" The following is a formula Lawshe developed; the content validity ratio: \[ CVR = \frac{Ne - N}{2N} \] where \( CVR \) = content validity ratio, \( Ne \) = number of SME panelists indicating "essential", \( N \) = total number of SME panelists. This formula yields values which range from +1 to -1. The expected result is the mean of \( CVR \) across all of the items which would yield positive value indicating that at least half the SMEs rate the items as essential. According to Lawshe, if more than half the panelists indicate that an item is essential, that item has at least some content validity. A positive value of the mean across the items is predicted to display high level of overall test content validity.

The second method is qualitative study by collecting inferential data from recognized people. I will have groups of curriculum/content experts evaluate whether test items assess the defined content. In other words, the experts will assess whether the test covers content that matches all relevant grammar subject matter, whether the content of the test is parallel to the curriculum objectives, and whether the test and curricular emphases are in proper balance. The evaluation is not through a yes/no question, rather requires the experts to provide insightful feedback with concrete evidence, particularly when they disagree. The outcome of the expert consultation is predicted that %90 of the experts would be able to match the test items with the defined content areas from criteria, course objects, and textbooks.
The third method is a one-on-one student interview, which appears more realistic compared to the methods above, given the IECP environment. To gain a more accurate, authentic result, a group interview or a survey is not recommended. Students tend to show less concern over these types of interactions. Right after taking the test, all the grammar level 4 students, whose attendance rate is % 90 and above, are individually advised to meet up with an interviewer (note that the interview must not be their instructor) to answer the questions with the presence of the test, the syllabus, their textbook and homework as a reference. The questions will include whether they have learned this particular grammar subject, whether they have done this type/format of task during the class and homework, how often they did the task, how familiar they are with the task, whether they have seen the information, and most importantly a rationale for their responses. The students are believed to offer candid and constructive response that would prove that the test fairly conveys the content.

In sum, the content validity for my test is determined and supported by the positive results of the three methods; Lawshe’s method, experts’ inferential data, and students’ feedback.