



Classroom Language Assessment

Group:

1, 2, 3

Course code:

LB824

Prerequisites:

LB724

Time investment:

(4 IC, 8 OC)

Credits:

4

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Schedule: Gr: 1&2 Tue/Thu, 8-10 and 10-12

Gr 3: Monday 8/10 & Wed. 10-12

Appointments: Per request



Rationale

One of the responsibilities of the language teacher is to assess students' progress in their language ability. At the very least, language teachers are expected to plan, design, implement, and evaluate assessment instruments and processes, and derive decisions that can inform teaching, learning, and the language curriculum. In order for teachers to assess language well, they are expected to have a level of language assessment literacy (LAL), which includes knowledge, skills, and principles for language assessment. Given this background, the primary purpose of *Classroom Language Assessment* (CLA) is to foster a high level of LAL among pre-service teachers. The course will enable them to gain an overall awareness of language assessment, its purposes and theories, and classroom praxis.

Learning Outcomes

In alignment with the global learning outcomes (GLOs) established for the B.A. in Bilingual Education, and understanding these as principles that are dynamically furthered within a framework of professional and ethical excellence, by the end of *Classroom Language Assessment*, learners will be expected to:

GLOs	Course Learning Outcomes
<i>Bilingual Proficiency</i>	<ul style="list-style-type: none"> · Communicate information (especially scores) from language assessments to different stakeholders, including students, parents, and school administrators in English or Spanish when appropriate. · Evaluate information about language assessment that s/he has heard from different sources in English or Spanish when appropriate (e.g. CLIL). · Discuss (explain and propose solutions to) language assessment phenomena from practice and theory, highlighting key findings and discussions, and integrating sources of information. · Relate new information to existing knowledge about language assessment, as s/he highlights connections among readings in the course. · Write descriptions, explanations, reflections, and arguments that substantively illustrate and/or prove a point related to issues in language assessment.
<i>Pedagogical Tenets</i>	<ul style="list-style-type: none"> · Design traditional and alternative assessment instruments (formative and summative) to identify strengths and areas of difficulty in a variety of teaching-learning processes. · Critically adjust teaching-learning objectives methods in accordance to assessment results and applied linguistic theories and educational policies. · Create assessment instruments and procedures that are aligned to the Colombian Suggested Curriculum and Basic Learning Rights. · Promote high-level thinking skills in the design of assessment instruments and tasks to ensure learners' equity and empowerment.
<i>ICTs Command</i>	<ul style="list-style-type: none"> · Use alternative assessment forms such as e-portfolios and LMSs (e.g. Schoology), conferencing software (e.g. Zoom, Google Meet) and cloud storage platforms (e.g. Drive) to manage course materials. · Design online summative assessment instruments through in-class tasks that foster digital savviness, creativity, autonomy and academic integrity.

<i>Assessment Literacy</i>	<ul style="list-style-type: none"> · Identify similarities and differences in approaches to language assessment such as norm- and criterion referenced, and summative and formative. · Align test mandates, purpose, design, evaluation, and decisions from scores in coherent and critical ways in English or Spanish when needed. · Evaluate test usefulness (construct validity, reliability, practicality, authenticity, interactiveness, and washback) for different language assessments types. · Design different assessment instruments given specific curricula, mandates, purposes, and criteria (e.g. degree of authenticity) in English or Spanish when appropriate. · Write clear and valid items and/or tasks for listening, reading, speaking, and writing assessments. · Examine socio-cultural construct-irrelevant issues (e.g. beliefs, ethnicity, gender) that can negatively affect assessment. · Implement fair, transparent, and democratic language assessment practices that seek to improve language teaching and learning. · Design alternative assessments such as peer- and self-assessment to foster reflective thinking and improvement in teaching and learning
<i>Professional Development</i>	<ul style="list-style-type: none"> · Make language assessment decisions using knowledge about language teaching methodologies and bilingual education. · Communicate what inferences and consequences can derive from a language assessment in English or Spanish when appropriate. · Analyze assessments used by language teachers locally and internationally to develop improvement plans based on the qualities of good assessment practices.
<i>Academic Involvement</i>	<ul style="list-style-type: none"> · Evaluate language assessment issues, including ethics and fairness, and national Colombian policies on local and international assessments of/for learning in English or Spanish when needed. · Use assessment data ethically and professionally, without causing any kind of damage on people or institutions. · Promote professional growth by participating in academic events related to language testing and evaluation.
<i>Environmental Awareness</i>	<ul style="list-style-type: none"> · To promote sustainability and environmentally sound practices such as no-paper policies and decreased carbon footprint (e.g. use of non-renewable fuel-based transportation) through the use of digital tools and platforms of the course.

Assessment

For each assignment in the course, you will receive complete criteria so that you know how and on what you will be assessed. What is more, knowing these criteria will help you do a good job for each assignment.

Percentage	Assignment
35%	Reflection I - 50% Statement of Usefulness - 15% In and Out classwork - 35%
35%	Listening and reading design - 35% Classroom Project: Analysis of Teacher Assessment Scenarios - 35% In and Out classwork - 30%
30%	Speaking and writing design – 60% Self-assessment – 10% Final oral reflection - 20% In and Out classwork - 10%

	Content	Readings
1	<p>Session 1:</p> <p>Program's presentation Discussion about teaching, learning, and assessing issues.</p> <p>Discussing Shohamy (2011)</p> <p>Task: Read Giraldo (2018), Coombe (2007) –Introduction</p> <p>Session 2:</p> <p>Process Giraldo (2018) Process Coombe (2007)</p> <p>Extension activity – Coombe (2007) - Introduction</p>	<p>Shohamy, E. (2011). Assessing Multilingual Competencies: Adopting Construct Valid Assessment Policies. <i>The Modern Language Journal</i>, 95 (3), 418-429.</p> <p>Giraldo, F. (2018). A Diagnostic study on teachers' beliefs and practices in foreign language assessment. <i>Ikala</i>, 23 (1), 25-44.</p> <p>Coombe, C., Folse, K. & Hubley, N. (2007). <i>A practical guide to assessing English Language Learners</i>. Michigan: The University of Michigan Press</p>
2	<p>Session 1:</p> <p>When are language assessments valid?When are they reliable? When are they authentic?When are they practical? When do they provide positive washback?</p> <p>Show assessments' samples for comparison with theory.</p> <p>Session 2:</p> <p>Analyze assessments' samples (Shareanalysis with the group)</p> <p>Practice writing statement of usefulness</p> <p>Task: Read Coombe (2007) – Chapter 1</p>	<p>Coombe, C., Folse, K. & Hubley, N. (2007). <i>A practical guide to assessing English Language Learners</i>. Michigan: The University of Michigan Press</p>

<p>3</p>	<p>Session 1:</p> <p>Process Coombe Chapter 1 (2007)</p> <p>Task: Read Chapelle et al. (2010)</p> <p>Extension activity – Coombe (2007) – Chapter 1</p> <p>Session 2:</p> <p>What is a construct? Different types of constructs Construct perspective and specificity Practice writing a construct</p> <p>Task: Read the assigned articles about AlternativeAssessment</p>	<p>Chapelle, C. A., Kremmel, B. & Brindley, G. (2010). Assessment. In Norbert Schmitt (Ed.). <i>An Introduction to Applied Linguistics</i>, London: Routledge, 294-300</p>
<p>4</p>	<p>Session 1:</p> <p>Review of constructs Translating Colombian standards into constructs</p> <p>Session 2:</p> <p>Discuss Alternative Assessments in groups What is the relationship between formative and alternative assessments? (Share analysis with group)</p>	<p>Ministerio de Educación Nacional de Colombia (2016). Estándares básicos de competencia en lenguas extranjeras: inglés</p> <p>Group 1: Yin, M. (2013). Portfolio assessment in the classroom. In A. Kunnan (Ed.), <i>The companion to language assessment</i>, John Wiley & Sons, Inc.</p> <p>Group 2: Oscarson, M (2013). Self-assessment in the classroom. In A. Kunnan (Ed.), <i>The companion to language assessment</i>, John Wiley & Sons, Inc.</p> <p>Group 3: Hansen, J. G. (2013). Peer assessment in the classroom. In A. Kunnan (Ed.), <i>The companion to language assessment</i>, John Wiley & Sons, Inc.</p>

5	<p>Session 1:</p> <p>Guidelines for designing peer-assessments and self-assessments</p> <p>Design a peer-assessment or self-assessment</p> <p>Session 2:</p> <p>Receive feedback on peer-assessment or self-assessment</p> <p>Finish peer-assessment or self-assessment</p> <p>Task: Read Coombe (Chapter 2: Testing Techniques)</p> <p>Task 2: Item-based tasks and Prompt-based tasks(Bring examples of each concept).</p>	
6	<p>Session 1:</p> <p>Process Coombe (2007), Chapter 2: TestingTechniques</p> <p>Task: Reflection 1</p> <p>Session 2:</p> <p>Analyze examples and compare them with theory</p> <p>Practice writing statement of usefulness</p> <p>Task: Instructions for classroom project</p>	<p>Coombe, C., Folse, K. & Hubley, N. (2007). <i>A practical guide to assessing English Language Learners</i>. Michigan: The University of Michigan Press</p>
7	<p>Session 1:</p> <p>Classroom project construction (part 1)</p>	

	<p>Session 2:</p> <p>Classroom project presentation (part 2) Final discussions</p> <p>Task: Read Coombe (2007) - Chapter 3: Assessing reading Chapter 5: Assessing listening</p>	
8	<p>Session 1:</p> <p>Process Coombe (2007), Ch 3 and 5. Creating reading/listening assessment instruments</p> <p>Session 2:</p> <p>Creating reading/listening assessment instruments</p> <p>Task: Read Coombe (2007) - Chapter 4: Assessing Writing Chapter 6: Assessing Speaking</p> <p>Task 2: Read Stevens and Levi (2005) - Chapter 1</p>	<p>Coombe, C., Folse, K. & Hubley, N. (2007). <i>A practical guide to assessing English Language Learners</i>. Michigan: The University of Michigan Press</p>
9	<p>Session 1:</p> <p>Process Coombe (2007), Ch 4 and 6</p> <p>Analyze assessments' samples</p> <p>Process Levi (2005), Ch 1</p> <p>Task: Read Stevens & Levi (2005) – Chapter 2 and 3</p> <p>Session 2:</p> <p>Process Steven & Levi (2005), Ch 2 and 3 Creating writing assessment instrument with rubrics</p>	<p>Coombe, C., Folse, K. & Hubley, N. (2007). <i>A practical guide to assessing English Language Learners</i>. Michigan: The University of Michigan Press</p> <p>Stevens, D. D. & Levi, A. J. (2005). <i>Introduction to rubrics</i>. Sterling, VA: Stylus.</p>

10	<p>Session 1:</p> <p>Feedback session writing assessment</p> <p>Session 2</p> <p>Process guidelines speaking assessment</p>	
11	<p>Session 1:</p> <p>Feedback session speaking assessment</p> <p>Task: Read Coley (2010) – Chapter 6</p> <p>Session 2: Discussion about multilingual assessments</p> <p>Process Coley</p> <p>Task: Read López 2017</p>	<p>Coyle, D., Hood, P., & Marsh, D. (2010). <i>CLIL: Content and language integrated learning</i>. Cambridge: Cambridge University Press.</p> <p>Guzman-Orth, D., Lopez, A., & Tolentino, F. (2017). A Framework for the Dual Language Assessment of Young Dual Language Learners in the United States. <i>ETS Research Report Series, 2017(1)</i>, 1-19. https://doi.org/10.1002/ets2.12165</p>
12	<p>Session 1:</p> <p>Process López 2017</p> <p>Task: Read López 2019</p> <p>Session 2:</p> <p>Process López 2019</p> <p>Task: Creating a mini CLIL lesson assessment (to be determined)</p>	<p>Guzman-Orth, D., Lopez, A., & Tolentino, F. (2019). Exploring the Use of a Dual Language Assessment Task to Assess Young English Learners. <i>Language Assessment Quarterly, 16(4-5)</i>, 447-463. https://doi.org/10.1080/15434303.2019.1674314</p>

13	<p>Session 1 and 2</p> <p>Explore materials related to CLIL lesson</p>	
14	<p>Session 1 and 2:</p> <p>CLIL lesson design and assessment</p>	
15	<p>Session 1:</p> <p>Academic Integrity: reading and discussions (ethics in assessment)</p> <p>Session 2:</p> <p>Students' presentations</p>	<p>Holden, O., Kuhlmeier, V. A., & Norris, M. (2020, June 10). Academic Integrity in Online Testing: A Research Review. https://doi.org/10.31234/osf.io/rjk7g</p> <p>Ellis, C., van Haeringen, K., Harper, R., Bretag, T., Zucker, I., & McBride, S. et al. (2019). Does authentic assessment assure academic integrity? Evidence from contract cheating data. <i>Higher Education Research & Development</i>, 39(3), 454-469. https://doi.org/10.1080/07294360.2019.1680956</p>
16	<p>CLAC review: a final reflection</p>	

Considerations for Virtual Environments

As the course will unfold virtually, learning will be promoted through the use of alternative, web-based platforms and tools. Students' knowledge and understanding of these resources must be ensured to minimize setbacks along the way. We suggest the following considerations for successful virtual lessons:

Virtual etiquette

- ' Have your devices charged, be as close to your internet source as possible and choose a place where distractions are at a minimum.
- ' Devote some time before joining a session to check everything is working properly. When not, let the rest know.
- ' Join video conferences with microphones and cameras ready to be turned on if necessary.
- ' Sessions should be recorded so students can come back to them when necessary.
- ' Whenever students want to intervene, they should announce their intention to do so first (raising hands, chat...)
- ' Since attention spans tend to be compromised in virtual environments, it is important to stay on topic, have supporting visual material and give clear instructions.
- ' Open and direct questions will be asked so everyone should be prepared to foster a participatory environment.
- ' Students who arrive late should ask questions regarding missed content at the end of the session.
- ' Students who prefer having their cameras off should have a photo/avatar of themselves in their account.
- ' Virtual sessions will be scheduled beforehand and will be easily accessible to students.
- ' When sharing screen, make sure you are sharing one tab/window and not the whole screen to avoid overloading your stream.
- ' Take into consideration factors that could be disrupting student/teacher performance before making judgements that could be unfair.

Tools and Platforms

The LMS Schoology will be used to create and store submitted assignments orderly and Google Drive will be used to share course materials as well as to provide direct feedback on students' written products.

Bibliography

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