

Universidad Tecnológica de Pereira
Facultad de Bellas Artes y Humanidades
Licenciatura en Bilingüismo con Énfasis en Inglés

Asignatura: Seminario de Evaluación en el Aula
Classroom Language Assessment Course
Código: LB824
Intensidad: 4 horas semanales
Créditos: 4
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Presentation and 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. Against this background, the primary purpose of the Classroom Language Assessment Course (CLAC) is to foster a high level of LAL among the pre-service teachers. The course will enable them to gain an overall awareness of language assessment, its purposes and theories, and classroom praxis.

General competences

- Integrate knowledge of theories, concepts, approaches, and methods for language assessment, along with Colombian policies for generic assessment *offfor* learning.
- Develop the ability to propose, design, implement, and evaluate traditional (e.g. tests) and alternative (e.g. self-assessment) methods for language assessment, including assessment items, tasks, and rubrics.
- Develop awareness of principles that illuminate professional practice in language assessment so as to bring positive consequences on people and institutions.
- Provide thorough arguments and explanations that synthesize empirical data and theoretical explanations about language assessment.

Specific competences

Knowledge

- Compare and contrast approaches to language assessment such as norm- and criterion-referenced, and summative and formative.
- Align test mandate, purpose, design, evaluation, and decisions from scores in coherent and critical ways.

- Evaluate test usefulness (*construct validity, reliability, practicality, authenticity, interactiveness, and washback*) for specific language assessments.
- Use knowledge about language teaching methodologies and bilingual education to inform language assessment decisions.
- Describe the characteristics, advantages, and disadvantages of different language assessments.
- Evaluate and criticize issues related to language assessment, including ethics and fairness, and national Colombian policies on assessment of/for learning.

Skills

- Design different assessment instruments given specific curricula, mandates, purposes, and criteria (e.g. degree of authenticity).
- Write clear and valid items and/or tasks for listening, reading, speaking, and writing assessments.
- Interpret numerical data related to performance on language assessments.
- Use Excel™ to run basic statistical procedures to process scores and results from language assessments; for example, descriptive statistics.
- Communicate information (especially scores) from language assessments to different stakeholders, including students, parents, and school administrators.

Principles

- Inform clearly what inferences and consequences can derive from a language assessment.
- Use assessment data ethically and professionally, without causing any kind of damage on people or institutions.
- Become aware of and examine construct-irrelevant issues that can negatively affect assessment: Personal beliefs and interests, racial or ideological biases, among others.
- Implement fair, transparent, and democratic language assessment practices that seek to improve language teaching and learning.

Language

- Listening: Understand and evaluate information about language assessment that s/he has heard from different sources.
- Speaking: Discuss (explain and propose solutions to) language assessment phenomena from practice and theory, highlighting key findings and discussions, and integrating sources of information.
- Reading: Relate new information to existing knowledge about language assessment, as s/he highlights connections among readings in the course.
- Writing: Write descriptions, explanations, and arguments that substantively illustrate and/or prove a point related to issues in language assessment.

Methodology

The course will be based on two approaches to education: problem- and project-based learning. Students will face situations in which they will use their developing LAL to evaluate specific assessment problems within an assessment, a teacher, a group of teachers, or an institution.

Based on these problems, students will *propose* solutions and interventions, and *design* a medium-scale project to target a particular problem they have identified. This project will be constructed from the beginning of the course and will be compiled (with other documents) through an LAL portfolio.

At the interaction level, students will work in pairs and small groups to discuss and provide feedback to the solutions and projects overviewed above. The role of the course tutor is to ignite, sustain, and where needed add to these discussions and comments on proposals and projects.

Finally, at the communicative level, students will be encouraged to use a translanguaging mode when there are classroom discussions and to respond to specific writing tasks. **TL** means students can translanguage in English, Spanish, or French.

NOTE: Your reading of documents and completion of assignments prior to each class are essential conditions for you to fully enjoy 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
30%	LAL e-portfolio (Google Drive) where you will include tasks, documents, and others.
10%	Part one of the project: Interview with an English teacher. Written report.
10%	Part two of the project: Designing and improving a language assessment system.
10%	Part three of the project: In-class discussion of lessons learned from parts one and two. Oral presentation in groups of three people.
10%	Self-assessment of your performance in the course.
30%	Final task: Written task based on language assessment cases.

Course Schedule: This program may be subject to modification.

Week	Contents	Reading(s) for each week
1 Aug 2	<p><i>Overview of Language Assessment</i></p> <p>Tasks for Week 2: 1. Create your e-portfolio 2. Read Brown (2004) and summarize each concept below in 2 or 3 sentences: Language Assessment; Summative Assessment; Formative Assessment; Criterion-referenced Assessment; Norm-referenced Assessment; Diagnostic Test; Achievement Test; Proficiency Test</p>	None
2 Aug 9	<p><i>Key Purposes, Methods, and Concepts in Language Assessment</i></p> <p>Task for Week 3: Answer: When are language assessments valid? When are they reliable? When are they authentic? When are they practical? When do they provide positive washback?</p>	Brown, H. D. (2004). <i>Language Assessment: Principles and Classroom Practices</i> . White Plains, NY: Pearson Education. (Chapter 1)
3 Aug 9 14 and 16	<p><i>Key Purposes, Methods, and Concepts in Language Assessment</i></p> <p>Alternative language assessments: Portfolio, self-, and peer-</p> <p>Task for week 4: Answer the questions below and bring them to class. Please provide specific examples from specific contexts, for example, your teaching or learning context.</p> <ol style="list-style-type: none"> 1. In which situations do you think language assessment can be unethical? 2. In which situations do you think language assessment can be unfair? <p>Interview with English teacher.</p>	<p>(Everyone read this file.) Brown, H. D. (2004). <i>Language Assessment: Principles and Classroom Practices</i>. White Plains, NY: Pearson Education. (Chapter 2)</p> <p>-----</p> <p>Group 1: Yin, M. (2014). Portfolio assessment in the classroom. In A. Kunnan (Ed.), <i>The companion to language assessment</i>, John Wiley & Sons, Inc., pp. 1-18.</p> <p>Group 2: Oscarson, M (2014). Self-assessment in the classroom. In A. Kunnan (Ed.), <i>The companion to language assessment</i>, John Wiley & Sons, Inc., pp. 1-18.</p>

		Group 3: Hansen, J. G. (2014). Peer assessment in the classroom. In A. Kunnan (Ed.), <i>The companion to language assessment</i> , John Wiley & Sons, Inc., pp. 1-18.
4 Aug 9 21 and 23	<i>Key Purposes, Methods, and Concepts in Language Assessment</i> Language Assessment in Bilingual Contexts Ethics and Fairness in Language Assessment Task for Week 5: Bring a reading text for the English level the teacher you interviewed teaches. Bring a listening text (an audio) also.	ILTA's Guidelines for Practice. ILTA's Code of Ethics
5 Aug 9 28 and 30	<i>Developing Language Assessments</i> Listening and reading tests and tasks Task for Week 6: Send link to LAL Portfolio and Part One of the Course Project.	Carr, N. T. (2011). <i>Designing and analyzing language tests</i> . Oxford: Oxford University Press. (Chapter 5)
6 Sep 4 and 6	<i>Developing Language Assessments</i> Listening and reading tests and tasks Task for Week 7: Bring your improved and finished listening and reading test.	Carr, N. T. (2011). <i>Designing and analyzing language tests</i> . Oxford: Oxford University Press. (Chapter 5)
7 Sep 11 and 13	<i>Developing Language Assessments</i> Speaking and writing tests and tasks Task two of the course project: Instructions	Brown, J. D. (2011). <i>Testing in language programs: A comprehensive guide to English language assessment</i> . New York: McGraw Hill. (Chapter 3)
8 Sep 18 and 20	<i>Developing Language Assessments</i> Speaking and writing tests and tasks Task for Week 9: Bring a draft of part two of the project.	Brown, J. D. (2011). <i>Testing in language programs: A comprehensive guide to English language assessment</i> . New York: McGraw Hill. (Chapter 3)
9 Sep 25 and 27	Revising part two of the course project. Make a list of characteristics of tasks in language teaching and learning.	
10 Oct 2 and 4	<i>Developing Language Assessments</i> Communicative, Task-Based, and CLIL assessments Task for Week 11:	Norris, J. (2016). Current uses for task-based language assessment. <i>Annual Review of Applied</i>

	Hand in Part Two of the Project	<i>Linguistics</i> , 36, 230–244.
11 Oct 9 and 11	<i>Developing Language Assessments</i> Communicative, Task-Based, and CLIL assessments Descriptive statistics for language assessment. Task for week 12: Bring an Excel file with 30 pretend students and a score for each one of them.	Coyle, D., Hood, P., & Marsh, D. (2010). <i>CLIL: Content and language integrated learning</i> . Cambridge: Cambridge University Press. (Chapter 6) Carr, N. T. (2008). Using Microsoft Excel® to calculate descriptive statistics and create graphs. <i>Language Assessment Quarterly</i> , 5(1), 43-62.
12 Oct 16 and 18	<i>Developing Language Assessments</i> Statistics for language assessment Dependability	Brown, J. D. (2011). <i>Testing in language programs: A comprehensive guide to English language assessment</i> . New York: McGraw Hill. (Chapter 9)
13 Oct 23 and 25	<i>Consolidation task (done in class)</i> Designing a specific language assessment Evaluating this specific language assessment Task for week 14: Answer: What do you think are some strengths of the Decreto 1290? How is this document related to what you studied in this course? Make a list of at least five characteristics.	
14 Oct 30 and Nov 1	Colombian policies for assessment Task for week 15: Improve and finalize complete LAL portfolio	Fundamentaciones y orientaciones para la implementación del Decreto 1290 de 2009 (Read chapters 2 and 3 and Anexo 1)
15 Nov 6 and 8	Course potluck: A fun event to have food and gain weight!	
16 Nov 13 and 15	Final Course Task	

References

Brown, D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education.

Brown, J. D. (2011). *Testing in language programs: A comprehensive guide to English language assessment*. New York: McGraw Hill.

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

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge: Cambridge University Press.

Hansen, J. G. (2014). Peer assessment in the classroom. In A. Kunnan (Ed.), *The companion to language assessment*, John Wiley & Sons, Inc., pp. 1-18.

ILTA's Guidelines for Practice. Available at <http://www.iltaonline.com/page/ITLAGuidelinesforPra>

ILTA's Code of Ethics. Available at <http://www.iltaonline.com/page/CodeofEthics>

Norris, J. (2016). Current uses for task-based language assessment. *Annual Review of Applied Linguistics*, 36, 230–244.

Oscarson, M (2014). Self-assessment in the classroom. In A. Kunnan (Ed.), *The companion to language assessment*, John Wiley & Sons, Inc., pp. 1-18.

Yin, M. (2014). Portfolio assessment in the classroom. In A. Kunnan (Ed.), *The companion to language assessment*, John Wiley & Sons, Inc., pp. 1-18.