

WEEK 3: Moodle Content

Topic	<p>Assessment</p> <p>This week you will learn more about the purpose of conducting assessments and explore traditional, alternative, and task-based assessment techniques. The readings for this week's topic are rather lengthy, due to the breadth of the assessment topic. Assessment, however, is worth your time. Assessment planning links your lesson objectives to measurable and observable ways of documenting student progress.</p>
Before Class Work	<p>PREPARATION FOR CLASS</p> <ol style="list-style-type: none"> Complete the readings. When finished, you should be able to: <ul style="list-style-type: none"> Define the terms "assessment," "alternative assessment," "performance-based assessment" and "task-based assessment." Match six types of assessment with their purposes, including formative and summative assessment. Explain the relationship between learning objectives and lesson assessment. Differentiate between traditional, performance-based, and task-based assessment. Name three features of task-based assessment. Identify several classroom self assessment techniques (CATs) and explain how they can be incorporated into language lessons. Match 10 types of test questions with their descriptions. Explain the importance of using parents and community members as learning resources. View the video clips. NOTE: Several of this week's clips are AUDIO ONLY. Complete the WEEK 3 activities. (<i>Terminology Activities</i>) (<i>Test Question Activity</i>) Complete the quiz. Come to class ready to debate the comparative value of traditional, performance-based, and task-based assessment approaches. Be ready to offer at least two arguments (advantages) FOR each of these assessment approaches. Also, think of one disadvantage for each of the assessment approaches. Bring to class the Harmer textbook and printed copies of the <i>Rethinking Assessment</i> chapter, <i>BOTH Glossaries of Assessment Terms</i>, and the Week 3 RESOURCE: <i>Table of Assessment Task Choices and Their Application to Content</i>. Print other readings if desired.

Week 3 READINGS

Textbook:

Section B pages 100-103 and Sections A, B, and C pages 321-331 of *The Practice of English Language Teaching* by Jeremy Harmer.

Online glossary:

[Glossary of Common Assessment Terms](#) *(Used with permission from Truman University and James Madison University)*

Read the meanings of the following terms within this online glossary.

Assessment	Objectives	Quantitative
Direct Assessment	Outcomes	Rubric
Formative	Performance-based	Summative
Indirect (Assessment)	Qualitative	

PDF file:

[Glossary of Assessment Terms](#)

(Used with permission from Wrightslaw at www.wrightslaw.com)

Read the meanings of the following terms within this glossary.

Achievement Test	Diagnostic Test
Alternative Assessment	Norm-referenced Tests
Assessment	Portfolio
Classroom Assessment	Reliability
Criteria	Test
Criterion-referenced Tests	Validity

Online Text:

Sections 1.1, 1.2, 1.3, and 1.7 of the [Task-based Assessment for English Language Learning at Secondary Level](#)

NOTE: This site was developed in conjunction with the English language requirements for students in Hong Kong and therefore includes references to Hong Kong standards. As you read, substitute “MOE curriculum standards” where applicable and ignore other references.

PDF file:

[Rethinking Assessment](#), pgs 53-56; from the New Jersey World Language Curriculum Framework, New Jersey Department of Education

Online articles:

[Assessing Learning: Alternative Assessment](#)

[Comparing Traditional and Performance-Based Assessment](#)

PDF file:

[CAT Tools: Fostering Motivation of EFL Students through Self Assessment](#) Follow the instructions on the page 1 of the document.

PDF file:

Pages 12-14 of the [Principles Matrix](#), *Assess Learners According to the Lesson Objectives, Involve Family and Community Members as Learning Resources, and Include Parents as Partners in Their Children’s Education*

Week 3 VIDEO

Assessment produces measures of student learning. For students to learn effectively, both teachers and parents need to encourage the child. Student-centred schools work hard to build strong relationships with parents and also community members. In the first clip, you are introduced to Amal Dawuud Mahmoud Lawati, a former Principal at the Al-Basair Basic Education School in Muscat, a school which has adopted the CCCM (Child Centered Classroom Methodologies) program.

[Week_2_Video_A](#)

In these clips, the Principal explains the involvement of parents in the school. **NOTE: These clips are AUDIO ONLY.**

[Week_2_Audio_B](#)

As you watch and listen, think about these questions:

- After the school became a CCCM school, how did the teachers and the Principal interact differently with parents?
- How did the parents react?

In these last two clips, the Principal mentions assessment methods that were used BEFORE and AFTER the school adopted the CCCM program.

[Week_2_Audio_C](#)

Listen carefully for the assessment-related comments and then think about this question:

- What new assessment methods were introduced as part of the CCCM program?

Week 3 TERMINOLOGY ACTIVITIES:

Practice identifying the meaning of assessment terms. (*definitions drawn from the web glossaries assigned as part of Week 3 Readings*). Drag the definitions to the correct terms.

[Assessment Terminology Practice A](#)

[Assessment Terminology Practice B](#)

Week 3 TEST QUESTION ACTIVITY:

Refresh your understanding of different types of test questions by completing this crossword puzzle. Use these words as your answers: **cloze; dictation; direct; essay; indirect; modified; monologue; multiplechoice** (enter without any space); **reordering; shortanswer** (enter without any space); **transformation; translation**

[Test Question Crossword](#)

Week 3 RESOURCES

[Table of Assessment Task Choices and Their Application to Content](#) (Dr. William Schreck)

[Test Design Guidelines and Tips](#)

[Language Testing](#) (Dr. Ali Al-Bulushi)

[Using Rubrics in Performance based Assessment](#) (Dr. Firoz)

[Portfolio Assessment Guide](#)

Week 3 QUIZ

1. According to Harmer, how should the assessment of student performance be managed?
 - As input that always comes from the teacher, since self-assessment or evaluation of work by other students could be unfair and inconsistent
 - With monitored praise, since over-complimenting or praising without genuine interest can be ineffective**
 - With subtlety, since students are likely to interpret corrective remarks as criticism**
 - By giving students continual praise that encourages them to improve their language skills
 - By being ready to explain the grading criteria**
 - By giving feedback on the content of the language production in addition to commenting on language structure**

Informative feedback: Praise is important as a motivator, but can be overused. Quality work deserves praise; however, over-praising students can become meaningless and counterproductive. Assessment that is critical can often be accepted more readily if clear reasons or grading criteria are explained, especially to older students. Consider allowing students to participate in self-assessment and also to review the work of peers. With training, checklists, and other guides, students can become reliable assistants. Also, remember to give students feedback on the content of their language productions.

2. What is the best definition of the term “alternative assessment”?
 - Fundamental knowledge all students should learn in school
 - A collection of questions that measure abilities in an area or in several areas
 - An alternative to a paper and pencil test; refers to non-conventional methods of assessing achievement (e.g., work samples and portfolios)**
 - The process of testing and measuring skills and abilities
 - Levels of academic performance used as checkpoints to monitor progress toward performance goals and /or academic standard

3. Identify benefits of self assessment as discussed by Dr. Mohamed AbuRahmah and Dr. Salma Al-Humaidi in their study on the use of classroom assessment tools (CATs).
 - Self assessment helps students identify strengths and weaknesses.**
 - Self assessment allows students to give themselves high grades.
 - Self assessment assures that students learn all the important content in a lesson.
 - Self assessment allows students to develop into more independent learners.**
 - Self assessment helps students adapt their learning strategies by incorporating metacognition techniques.**

4. According to the *Task-based Assessment for English Language Learning at Secondary Level*, what are the three essential features /components of task-based assessment?
 - Providing clear criteria for measuring the learner's performance**
 - Eliciting performances (as authentic as possible) related to specific learning targets and objectives**
 - Requiring students to rate their own performances.
 - Providing students with the opportunity to demonstrate what they know and what they can do**
 - Making sure that assessment tasks are formative in nature.

Informative feedback: In task-based assessment, instructors elicit language performances from students that are as authentic as possible. All school environments present restrictions and constraints that affect authenticity. Secondly, tasks should be broad and flexible enough that students have the opportunity to show what they know. And, finally, instructors must set up criteria for judging whether or not the learning objective has been fulfilled by the student's performance. Not all experts would express the essential features of task-based assessment in exactly the same way. Rod Ellis, considered to be an expert in task-based learning, explains the components of a task-based test item as: (1) a task (2) an implementation procedure (3) a performance measure or means of assessing the student performance. (Ellis, R. 2003. *Task-based Language Learning and Teaching*, Oxford University Press. pg. 286)

5. What are some characteristics of performance-based assessment?
 - The emphasis is on testing discrete pieces of knowledge.
 - The emphasis is on the learning process and the product.**
 - Scoring requires judgment and the use of scoring criteria, also known as rubrics.**
 - Scoring requires an answer key for grading items quickly.
 - Test items are situation-based and use real-world context.**
 - Test items measure passive knowledge by asking students to recognize correct answers, not produce them.

6. According to student-centred principles, what should assessment be based on?
 - Parental preferences
 - Teacher priorities
 - Lesson objectives**
 - Student feedback

7. What can principals and teachers do to involve parents in their child's education?
 - Survey parents to find out more about their child's interests and behavior.**
 - Listen to the questions and concerns of parents and guardians.**
 - Arrange a yearly meeting with every child's mother and father to discuss school progress.**
 - Invite parents and guardians for a classroom visit to observe the child within the school environment.**
 - Meet with the parents or guardians to determine how they can participate as assistant teachers.**
 - Give parents suggestions of ways they can support their child's learning at home.**

Informative feedback: Do all of these things to involve parents and keep the lines of communication open. Develop a strong partnership with parents. Helping parents feel they are a valuable part of their child's education encourages them to interact positively with their child in the home environment. Getting information about what the student is studying in school and giving parents suggestions of ways that learning can reinforce learning supports growth in the child.

WEEK 3: Classroom Session

Objectives	<p>Trainees will be able to:</p> <ul style="list-style-type: none"> • Define the terms “assessment,” “alternative assessment,” “performance-based assessment” and “task-based assessment.” • Match six types of assessment with their purposes, including formative and summative assessment. • Explain the relationship between learning objectives and lesson assessment choices. • Match 10 types of test questions with their descriptions. • Differentiate between traditional, performance-based, and task-based assessment. • Name three features of task-based assessment. • Identify several classroom assessment techniques (CATs) and explain how they can be incorporated into language lessons. • Show awareness of the importance of using parents and community members as learning resources.
Overview	<p>This week, trainees complete a significant amount of reading to broaden and deepen their knowledge of the various approaches to assessment, specifically: traditional, performance-based, and task-based assessment. Completing the background readings prepares trainees to participate in a simple assessment activity and a class debate. In the first suggested activity, each trainee writes assessment criteria, performs a simple definition task, and conducts an assessment of a peer’s performance (Suggested Task 1).</p> <p>In the second half of the class, you deliver a mini-lecture that describes the different types of assessment. Then trainees divide into three teams to debate the benefits of traditional, alternative, and task-based assessment (Suggested Task 2). The debate ends with trainees voting for the team they feel has “won” the debate. As the instructor, you will assess the teams on their performance and then share those assessment results with the class as an example of assessing language production consisting of freely constructed spoken English.</p>

<p>Key Content</p>	<p>1. Assessment Terminology Background Info: See assigned readings: <i>Glossaries</i> Resource: Coming In Activity Resource: Suggested Task 1</p> <p>2. Traditional Assessment Background Info: See assigned reading: Section B pages 100-103 and Sections A, B, and C, pages 321-331 of <i>The Practice of English Language Teaching</i> by Jeremy Harmer Resource: Mini-lecture as part of Set up for Suggested Task 2 Resource: Suggested Task 2</p> <p>3. Performance-based Assessment Background Info: See assigned readings: <i>Rethinking Assessment, Comparing Traditional and Performance-based Assessment; Portfolio Assessment Guide, and CAT Tools: Fostering Motivation of EFL Students through Self Assessment</i> Resource: Suggested Task 2</p> <p>4. Task-based Assessment Background Info: See assigned reading: <i>Task-based Assessment for English Language Learning at Secondary Level</i> Resource: Suggested Task 2 Resource: Follow-up to Suggested Task 2</p>
<p>Materials</p>	<ul style="list-style-type: none"> • 75 Medium-sized plain or ruled note cards (or quarter sheets of paper) • Timer, Stopwatch, or watch / cell phone with an alarm • HANDOUT: Peer Pairs Assessment (1 per pair of two) • HANDOUT: Assessment Debate (1 per trainee) • HANDOUT: CAT – One Sentence Summary (1 per trainee) <p>BEFORE CLASS: Set the note cards at the front of the room and write the “Coming In Activity” instructions on the board.</p>
<p>“Coming In Activity”</p>	<p><i>Put a stack of note cards or small sheets of paper at the front of the class. Write the following instructions on the board or display via projection as trainees come in.</i></p> <ol style="list-style-type: none"> 1. Task: Writing Assessment Criteria 2. Procedure: (a) Take two note cards. (b) On the first card, print ONE of these terms: “Performance-based Assessment” OR “Alternative Assessment”. Add two more terms from the Glossary reading lists. (c) Add this direction: “Speak (or Write – PICK ONE) the definitions of these terms.” 3. Assessment Criteria: On the second card, list criteria you can use to evaluate the performance of a peer completing this task. Make three categories: Pass—Marginal—Fail. Be specific.

	<p><i>Consider accuracy of meaning and linguistic accuracy.</i></p> <p>NOTE: You may use your printed copies of the online glossaries of assessment terms as make these cards.</p>
Announcements	<p>PANEL DISCUSSION FOR WEEK 8</p> <p><i>Explain that a Panel Discussion is planned for the second hour of WEEK 8, after the administration of the Midterm Exam.</i></p> <p><i>The class needs 3-5 volunteers to help contact local principals and English teachers to be part of the panel and also to organize other details of the event, such as soliciting questions from class members and arranging refreshments.</i></p> <p><i>The purpose of the panel discussion is to give students an opportunity to ask in-service English teachers and practicing principals questions about English Education in their schools.</i></p>
WIKI Notes Review	<p><i>Choose one team (unannounced) to review / explain their WIKI entry from last week. Connect to Moodle and use the classroom computer projection system to display to the class.</i></p> <ul style="list-style-type: none"> • Answer student questions • If needed, review steps in creating wiki links (explanation is on the first wiki page) • Emphasize key points

Suggested Task 1

NAME	PEER ASSESSMENT
OBJECTIVE(s)	<ul style="list-style-type: none"> • Explain the relationship between learning objectives and lesson assessment. • Differentiate between traditional, performance-based, and task-based assessment. • Name three features of task-based assessment.
SET-UP	<ol style="list-style-type: none"> 1. Inform trainees that the note cards they worked on before class will be used later in the lesson. 2. Introduce the "Assessment" topic by asking students this Quick Response Question: What words immediately come to mind when you think of "assessment"? 3. Go quickly around the room, letting students call out words they associate with assessment. 4. Have one or more trainees write words on the board. Common responses may be: <i>tests, quizzes, scores, criticism, measure, discomfort, achievement, points, marks, dislike, pass, fail, formative, summative, relief, diagnostics, questions, evaluation, feedback, anxiety, study, performance</i> 5. Which of these words describe assessment and which express the feelings people associate with assessments? 6. Conclude that assessment is often an emotionally charged situation, not only for students and teachers, but also for parents who are interested in how well their student is performing in school. For students to do well, parents need to receive frequent assessment information. 7. Ask trainees to form Peer Pairs.
GIVENS	<ul style="list-style-type: none"> • Note cards from the "Coming-in" activity • HANDOUT: Peer Pairs Assessment
PROCEDURE – INSTRUCTIONS TO TRAINEES	<p><i>Give these instructions to the trainees:</i></p> <ol style="list-style-type: none"> 1. Everyone must now put away the printouts of the glossaries of assessment terms. 2. One person in each pair needs to be the "Student" and the other person needs to be the "Teacher." 3. The "Student" should use the note card written by the "Teacher" and speak or write the definitions for the three assessment terms listed on the card. If you didn't complete this coming-in activity, do so now and then complete the assessment.

	<ol style="list-style-type: none"> 4. The Teacher should assess the Student's performance according to the criteria written on the second note card. 5. The Teacher should then share results of the assessment with the Student. 6. After completing this first round, trade roles so the new "Student" performs the definition task and the new "Teacher" conducts the assessment. Again share results.
OUTCOMES	<ul style="list-style-type: none"> • Written and spoken performances giving the definitions of assessment terms reviewed as part of the class readings • Criteria for three levels of performance (on the note cards) • Assessment results shared with the "students" by the "teachers"
FOLLOW-UP	<ol style="list-style-type: none"> 1. Bring the class together. 2. Discuss the activity to probe comprehension of academic and emotional aspects of the assessment experience. 3. Use the HANDOUT so trainees can record their thoughts about these questions: <ol style="list-style-type: none"> a. What was the objective of this task? b. How is the objective related to the assessment? (<i>assessment must be based on the objective</i>) c. What type of assessment was this? (<i>diagnostic, achievement, formative, traditional</i>) d. Was it easier to perform the task or to write the assessment criteria? Why? e. What were the results of the assessments? How well did you do? How did you feel when you heard your assessment results? Did they match your own self-assessment? f. How did you feel about giving the results to your peer? g. When you were the "teacher," did you explain the criteria you used to arrive at the results? h. Was this an authentic task? Why or why not? i. Was this a task-based assessment? j. Did it have the 3 components of a task-based assessment? k. How could you make this item more authentic? l. Is there a role for this type of task in assessment?

Suggested Task 2

NAME	Assessment Debate
OBJECTIVE(s)	<ul style="list-style-type: none"> • Differentiate between traditional, performance-based, and task-based assessment. • Name three features of task-based assessment.
SET-UP	<ol style="list-style-type: none"> 2. Give a mini-lecture introducing purposes and different types of assessment. SEE notes in the Appendix. Write these three opposing statements on white boards, chalk boards, or posters at the front of the room. <ol style="list-style-type: none"> A. Traditional assessment methods are still the most valuable. B. Performance-based assessment methods are the most valuable. C. Task-based assessment methods are the most valuable. 3. Have trainees count off “A, B, C --- A, B, C --- etc.” to determine their debate teams. 4. Give out the debate HANDOUT. 5. Share the rules of the debate – Explain that after the debate everyone will vote for the assessment approach they feel is the best overall approach. And explain that you, as the instructor, will assess each team’s performance. 6. Send each team to one corner of the room to: <ol style="list-style-type: none"> a. Choose team roles (<i>Leader, Recorder, Debaters 1, 2, 3</i>). b. Formulate leading arguments in support of your assigned statement. c. Draft rebuttal arguments for what you think the other two teams will offer as leading arguments. d. Plan together for 10 minutes. 7. Pull the large group back together and begin the debate. 8. Use a timer, a watch, or a cell phone to keep time limits.
GIVENS	<ul style="list-style-type: none"> • Assigned reading materials: Harmer book and <i>Rethinking Assessment</i> article • Arguments in favor of traditional, performance-based, and task-based assessment developed as part of the class preparation • HANDOUT: Assessment Debate

<p>PROCEDURE – INSTRUCTIONS TO TRAINEES</p>	<p><i>Go over these instructions with trainees (from HANDOUT):</i></p> <ol style="list-style-type: none"> 1. Round 1: Each team will give opening remarks for 1 minute. 2. Each team will confer briefly for 2 min to decide which approach to refute. 3. Round 2: Each team will get 1 minute to give rebuttal arguments against ONE of the other approaches and FOR their approach. 4. Each team will confer again for 2 min to formulate a direct question for one of the other teams. 5. Round 3: Each team will ask one question (30 seconds) to one of the other teams. The receiving team may pass or answer for 1 min. 6. Round 4: Each team will get 1 minute to deliver final arguments in favor of their assessment approach. <p>I (<i>instructor</i>) will assess each team’s performance according to these criteria:</p> <ul style="list-style-type: none"> • Substance and logic of the arguments offered • Level of spoken linguistic competence – vocabulary and grammar, expressiveness, persuasiveness • [INSTRUCTORS – ADD CRITERIA as DESIRED] <p><i>*To shorten this activity, skip Round 2.</i></p>
<p>OUTCOME</p>	<ul style="list-style-type: none"> • Advantages and disadvantages voiced for each of the three approaches • Vote total for the best overall assessment approach <p><i>Sample lists of advantages & disadvantages- incomplete</i></p> <p>Advantages of Traditional Assessment</p> <ol style="list-style-type: none"> 1. Can be fast & easy to create and score (efficient) 2. Strong reliability (repeatable score) and therefore well-suited to statistical analysis, especially when trying to compare large groups of students 3. Can give indications of student knowledge that can support diagnostic efforts <p>Disadvantages of Traditional Assessment</p> <ol style="list-style-type: none"> 1. Not a direct form of assessment – missing true communicative performances by students 2. Limited to just one domain of knowledge/skill to avoid confusion for the student 3. Disconnected from context & complexities of real life 4. One-time measures that offer little way to demonstrate

	<p>through processes, not good msrs of higher-order thinking skills</p> <p>Advantages of Performance-based Assessment</p> <ol style="list-style-type: none"> 1. Direct measure that requires authentic communicative performances 2. Involves more than one domain, integrating behaviors; acknowledging complexities of real language production 3. Produces responses, performances, and products that involve analysis, interpretations, and multiple perspectives; thus supporting the development of higher-order thinking skills 4. Supports greater communication and collaboration between teachers and students <p>Disadvantages of Performance-based Assessment</p> <ol style="list-style-type: none"> 1. Ill-structured, messy, open-ended, complex design that makes it harder to show reliability 2. Can be time-consuming to set up the assessment tasks themselves, to identify evaluation criteria (rubrics), and also to assign grades <p>Advantages of Task-based Assessment</p> <ol style="list-style-type: none"> 1. Allows teachers and students to focus on language as a tool used to reach goals instead of a goal in and of itself. FYI – Ellis sees performance-based assessment as a sub-set of task-based assessment 2. Results show whether or not a student can perform a specific real-world activity (as opposed to a general language skill) 3. Has a clear, well-defined 3-component structure <p>Disadvantages of Task-based Assessment</p> <ol style="list-style-type: none"> 1. Ill-structured, messy, open-ended, complex design that makes it harder to show reliability 2. Can be time-consuming to set up the assessment tasks themselves, to identify evaluation criteria (rubrics), and also to assign grades
FOLLOW-UP	<ol style="list-style-type: none"> 1. Share your assessment of each team with the class. Explain your remarks in terms of the criteria established. 2. Ask trainees to reflect on the debate as a task, on their performance and on the assessment results.
EXTENSION	<p>Let trainees know that a helpful chart of assessment tasks that applies the tasks to suitable areas of content is included in the WEEK 3 Moodle site.</p>

Reflection	<p><i>Use this CAT to help trainees conduct a self assessment.</i></p> <p>HANDOUT: One Sentence Summary</p> <p><i>*Direct trainees to include answers to these questions in their team's WIKI.</i></p>
Review Assignments	<p>Course Assignments & Micro Teaching</p> <p>Emphasize that assessment is part of planning each lesson. As trainees plan lessons for next week, follow this order:</p> <ol style="list-style-type: none"> 1. Determine the learning objective(s). 2. Determine what kind of assessment technique allows students to show you they have fulfilled the learning objective(s). 3. Plan instruction that allows students to gain the skills needed to fulfill the objective(s). <p>Next week trainees will begin a two-week unit on Speaking. During the week, in their pre-work, they will focus on what people do to successfully produce fluent speech.</p>
Teams Plan WIKI Notes	<p><i>Small Groups meet to synthesize their reflection responses and begin planning their WIKI entry.</i></p> <p>The Wiki should include:</p> <ol style="list-style-type: none"> a. Notes from the mini-lecture b. Reflections on the “definition” assessment experience carried out in class & the One Sentence Summary c. Arguments that support the use of traditional assessment. Be specific about when traditional assessment is appropriate. d. Arguments that support the use of alternative assessment. Be specific about when alternative assessment is appropriate. e. Arguments that support the use of task-based assessment. Be specific about when traditional assessment is appropriate. f. Description of when portfolios are an appropriate assessment technique <p>NOTE: The Wiki should reference class activities and also assigned readings.</p>

APPENDIX – WEEK 3

Mini-lecture: **Assessment Basics**

HISTORY OF TERMS “TEST” AND “ASSESSMENT”

“The original **testum** was an earthenware pot that was used as a colander, to separate gold from the surrounding ore. The term was later extended to the notion of determining the worth of a product or of a person’s effort. The key notion here is that a test measures knowledge or ability after the fact, with the assumption that the product of learning will contain in itself all of the information that the evaluator needs to know about the learners and the quality of their thinking processes.”

“The root of the term “assessment” is **assidere**, which is also the root of the French *asseoir*, to seat or set. It was first used in the sense of setting the value of property to apportion a tax. Assessors traditionally make a site visit -- they inspect the property or the situation and its documents, they categorize its functions, they hear from the owner of the property, they evaluate it by setting it against already-existing standards, and so forth. The assessment requires time, as well as interaction between the assessor and the person or property being assessed, so that the congruence of perception with reality or, in our case, the congruence between underlying mental processes and surface observation, can be verified. The idea here is that the product is not sufficient evidence of the quality of the thinking processes that produced it.”

Quotes taken from: Comparing Traditional and Performance-Based Assessment http://www.sedl.org/loteced/comparing_assessment.html
Paper given by Dr. Judith Liskin-Gasparro at the Symposium on Spanish Second Language Acquisition held at the University of Texas at Austin in October, 1997.

PURPOSE OF ASSESSMENT

What are your reasons for testing? – Take 1 minute to think & write

1. ***Provide Diagnostic Information – FORMATIVE Assessment***
 - a. Ongoing assessment.
 - b. Info about student’s current skills.
 - c. Info about what to teach next.

- d. Uncover learner difficulties, gaps in knowledge, and skill deficiencies.
- e. Student-centred programs encourage teachers and students to track continual progress through the use of numerous short assessment tasks that record skills mastered and goals reached. For example, have students keep a chart of the number of new vocabulary words they have mastered. Add to the chart each week.
- f. After reaching identified milestones, send charts home to be signed by parents as a way of communicating growth and progress.

2. Provide Achievement Information – SUMMATIVE Assessment

- a. Info about what student currently knows
- b. Measure the student progress against syllabus
 - i. Assessment at the end of a course
- c. Results of interest to students, teachers and parents

3. Provide Placement Information

- a. Info allows school to place student at the correct level of a new program
- b. Info determines if student is ready to take advanced classes

4. Provide Student Motivation

- a. Motivate students to complete the test itself – a learning opp.
- b. Motivate through a sense of achievement from passing a test.

FOCUS OF ASSESSMENT – ORDER OF LESSON PLANNING

Assessment methods should align with the lesson's learning objectives, since the learning objectives specify the new skills that the learners should gain as a result of the lesson.

When planning your lessons, follow this order:

1. Determine the lesson's learning objectives.
2. Think about assessment: How can the students demonstrate that they have mastered the skill named in the objective?
3. Plan your lesson with knowing how you will assess students.

TRADITIONAL ASSESSMENT

Most of you probably experienced more traditional testing during your own education in cycle 1 and cycle 2 classes.

What are your memories of taking tests?

What kinds of tests did you take? Did you....

- Answer questions on a sheet of paper?
- Have a limited amount of time to complete the test?
- Work in silence within the classroom?
- Get a score / grade? maybe receive a short comment from teacher?

How did you feel about those tests?

NOTE TO INSTRUCTORS:

You may want to limit discussion of the pros and cons of traditional vs. other types of assessment at this time – hold those remarks for discussion during the DEBATE in the second half of the class period. Make this introduction more descriptive of the different types of assessment.

OTHER TYPES OF ASSESSMENT

What other “types” – names for assessment are being used in education today?

Performance-based Assessment

- Assessment of actual communicative performances
- Incorporates contexts, problems, and solution strategies that students would use in real life
- Integrates tasks that involve multiple skills and a knowledge of the culture
- **Direct form** of assessment (*Traditional assessment is seen as “indirect” – based on extracting knowledge and skills from their real-life contexts*)

Authentic Assessment (authentic = real)

- Another name for “performance assessment”
- Real life, everyday life (authentic) contexts are used to elicit student performances
- Terminology overlaps – Authentic assessments would be considered to be performance-based assessments

Alternative Assessment

- Alternative assessment methods are usually NOT paper and pencil tests. They emphasize strengths.
- Students are aware of the knowledge and skills they are being assessed for.
- Students and teachers collaborate in creating tasks and developing guidelines (rubrics) for scoring. (Collaboration is more intense for older students.)
- Includes:
 - collection of work samples
 - construction of portfolios
 - projects
 - exhibits
 - research projects
 - performances such as skits
 - checklists and rubrics

Task-based Assessment

NOTE:
Ellis sees performance-based assessment as a subset of task-based assessment.

- Be aware that the term “task” is used incorrectly in the literature and by various practitioners to refer to traditional testing items, such as completing a multiple choice question – not a true task!
- Assessment tasks as defined by Rod Ellis: “...**are devices for eliciting and evaluating communicative performance from learners in the context of language use that is meaning-focused and directed toward some specific goal.**” (Ellis, R. 2003. *Task-based Language Learning and Teaching*, Oxford University Press.pg. 278)
- Task-based assessment achieves a close correlation between the test performance (i.e., what the student does during the test) and the criterion performance,

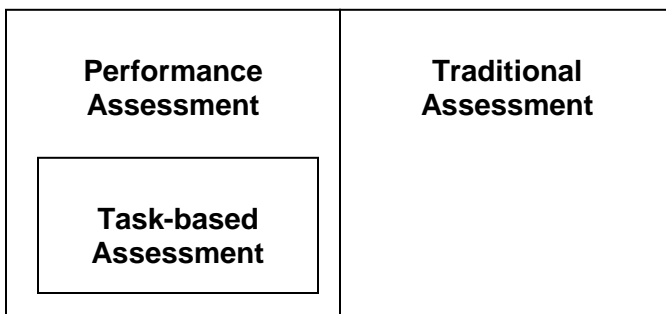
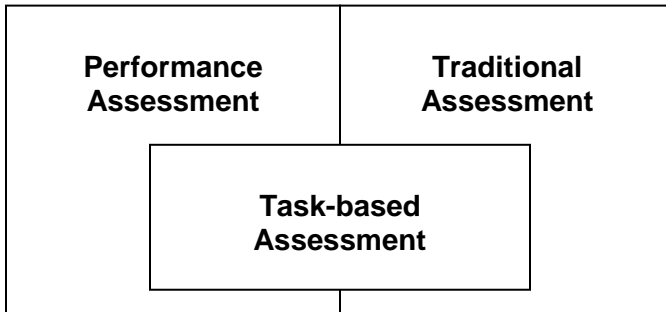
(i.e., what the student has to do in the real world) thus increasing the validity of the test.

- Components of a task-based assessment:
 - A Task
 - An Implementation Procedure
 - A Performance Measure (means of assessing the student's performance)

How do these assessment approaches relate to one another? (*traditional assessment, performance assessment, and task-based assessment*)

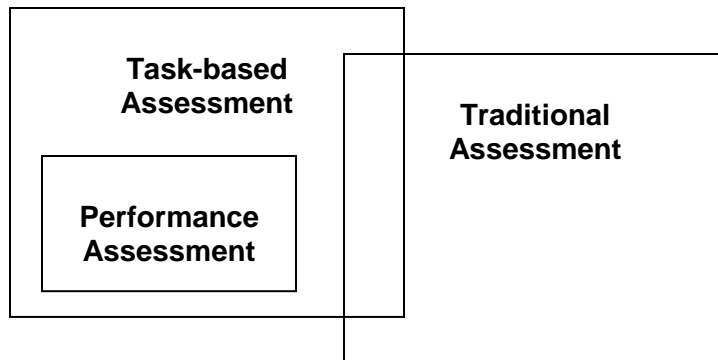
What kind of diagram can be drawn showing the relationship between these approaches?

Some possibilities—(see also the next page)



From Reading: Task-based Assessment for English Language Learning at Secondary Level

(Part of 1.2) “Task-based assessment, then, is part of a broader approach to assessment called performance assessment. The three essential characteristics of performance assessment are that they must be based on tasks, they should be as authentic as possible, and, because they are based on some kind of performance, must usually be rated by qualified judges (Norris *et al.* 1998:8).”



From Rod Ellis's Book: Task-based Language Learning and Teaching

(Page 285) "Clearly, direct performance-referenced tests constitute a form of TBS. However, direct system-referenced tests also employ tasks in the sense that this term has been used in this book. An oral interview and an information gap task, for example, both satisfy the criteria of "taskness" described in Chapter 1. Arguably, therefore, such methods of assessment should also be considered task-based. The status of indirect performance-referenced tests is less clear, however. Such tests seek to measure the specific abilities required to perform a task, but their claim to be task-based is less obvious as they do not incorporate actual tasks in their design. TBA, then, will be taken to refer to assessment that utilizes realistic tasks involving either real-world behavior (or as close as it is possible to get to this) or the kinds of language processing found in real-world activities. Its defining characteristic, then, is that it is direct in nature, not that it is performance-referenced."

WEEK 3 HANDOUT: Peer Pairs Assessment

Use with Suggested TASK #1

Your Task: In Peer Pairs, follow these steps:

1. Put away your printed Glossary of Assessment Terms printouts.
2. One person in each pair needs to be the “Student” and the other person needs to be the “Teacher.”
3. The “Student” should use the note card written by the “Teacher” and speak or write the definitions for the three assessment terms listed on the card. If you didn’t complete this coming-in activity, do so now and then complete the assessment.
4. The Teacher should assess the Student’s performance according to the criteria written on the second note card.
5. The Teacher should then share results of the assessment with the Student.
6. After completing this first round, trade roles so the new “Student” performs the definition task and the new “Teacher” conducts the assessment. Again share results.

ROUND ONE

If Your Role is the Student – and your task is to write the definitions, use the space below. Otherwise, speak your definitions.

Definitions	1.
	2.
	3.

If Your Role is the Teacher, Take Notes Below

Criteria Notes	1.
	2.
	3.

ROUND TWO

If Your Role is the Student – and your task is to write the definitions, use the space below. Otherwise, speak your definitions.

Definitions	1.
	2.
	3.

If Your Role is the Teacher, Take Notes Below

Criteria Notes	1.
	2.
	3.

Questions	Your Answers
a. What was the objective of this task?	
b. How is the objective related to the assessment?	
c. What type of assessment was this? (placement, diagnostic, achievement, or proficiency? alternative assessment? formative or summative? direct or indirect?)	
d. Was it easier to perform the task or to write the assessment criteria? Why?	
e. What were the results of the assessments? How well did you do? How did you feel when you heard your assessment results? Did they match your own self-assessment?	
f. How did you feel about giving the results to your peer?	
g. When you were the "teacher," did you explain the criteria you used to arrive at the results?	
h. Was this an authentic task? Why or why not?	
i. Was this a task-based assessment?	
j. Did it have the 3 components of a task-based assessment?	
k. How could you make this assessment item more authentic?	
l. Is there a role for this type of task in assessment?	

WEEK 3 HANDOUT: Assessment Debate

Use with Suggested TASK #2

Your assigned statement: _____

Your Task: Preparation

1. Meet together with your team. (Three teams in the class)
2. Choose team roles (Leader, Recorder, Debaters 1, 2, 3, and 4)
3. Formulate leading arguments in support of your assigned statement.
4. Draft rebuttal arguments for what you think the other two teams will offer as leading arguments.
5. Plan together for 10 minutes.

Order of the DEBATE

Round 1	Each team gives opening remarks for 1 minute.	1 min (3 min)
	Each team confers briefly for 2 min to decide which approach to refute.	2 min (2 min)
Round 2	Each team gets 1 minute to give rebuttal arguments against ONE of the other approaches and FOR their approach.	1 min (3 min)
	Each team confers again for 2 min to formulate a direct question for one of the other teams.	2 min (2 min)
Round 3	Each team asks one question (30 sec) to one of the other teams.	30 sec (1.5 min)
	The receiving team may pass or answer for 1 min.	1 min (3 min)
Round 4	Each team gets 1 minute to deliver final arguments in favor of their assessment approach.	1 min (3 min)
VOTE! for the Best Overall Assessment Approach		Approx 20-25 min

Assessment of Debate Performance

The instructor will assess each team's performance according to these criteria:

- Substance and logic of the arguments offered.
- Level of spoken linguistic competence – vocabulary and grammar, expressiveness, persuasiveness
- [OTHER CRITERIA – as explained by the Instructor]

WEEK 3 HANDOUT: CAT: One Sentence Summary

Use for Reflection

Adapted from a classroom assessment tool by Dr. Mohamed Abu-Rahmah

Summarize what you have covered regarding assessment into a single informative, grammatically correct, and long summary sentence.

You can do this by answering these questions: "Who does what to whom, when, where, how, and why?"

The Answer

Who? _____

Does what? _____

To what or whom? _____

When? _____

Where? _____

How? _____

Why? _____

The Sentence

NAME _____ SECTION _____