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SYLLABUS

(Tentative)

I. COURSE DESCRIPTION:

This course will deal with the theory and practice of language assessment. Contexts and purposes of assessment will be considered. Large-scale and classroom-based assessment tools will be analyzed. The course will focus on issues in the assessment of the four skills in both traditional and alternative formats.

II. COURSE OBJECTIVES:

By the end of this course the student is expected to be able to do the following:

- a) understand language assessment and testing theory and practice.
- b) develop a theory of assessment as it relates to curriculum design and classroom practice.
- c) evaluate assessment/testing instruments.
- d) examine, present and evaluate classroom assessment activities.
- e) create an assessment tool.

III. COURSE TEXTBOOKS:

Bailey, Kathleen. *Learning About Language Assessment*. Boston: Heinle & Heinle, 1998.

Brown, J.D. *New Ways of Classroom Assessment*. Alexandria, VA., TESOL. 1998.

Collaborative Language Portfolio Assessment: Manitoba Best Practices Guide. Manitoba Labour and Immigration ALT Branch 2004. Available at http://www.gov.mb.ca/labour/immigrate/asset_library/en/eal/doc/manitoba_best_practices_guide_2.doc

Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching and Assessment*. Cambridge, United Kingdom. CUP. 2001.
This document is available on Blackbaud.

IV. TOPICS & READINGS:

Week	Topic	Readings
Day 1	The Role of Assessment & Evaluation in Course Design History of Testing Assessment as Information Gathering Test Usefulness	Bailey 1-2
	Purposes of Assessment The Role of Background Knowledge in the Assessment of Receptive Skills Test Usefulness: Interactiveness	Bailey 3- 4 Brown IV Sections: Preparing Students for Tests; Creating Assessment Procedures
Day 2	Test Usefulness: Validity Assessment Instruments A Cloze-knit family Another Dilemma: Contrasting Pairs of Concepts Preparing and Administering an Assessment Tool	Bailey 5-6 Brown IV Sections: Making Grading easier; Evaluating Curricula.
	Some Useful Statistical Tools Correlation Family Multiple Choice Reliability	Bailey 7-9 Brown III Section: Section: Group Work
Day 3	The Testing Experience Responding to an Assessment Instrument Assessing Listening Measuring Meaning: Dictacoms and strip stories	Bailey 10 Brown VI Section: Listening and Notetaking
	Assessing Speaking and Pronunciation	Bailey 11 Brown VI Section: Speaking and Pronunciation
Day 4	Practicality Assessing Reading/ Vocabulary Authenticity Procedure for writing a test	BrownV Sections: Reading, Reading and Vocabulary, Vocabulary
	Assessing Writing and Grammar	Bailey 12 Brown V Section: Writing and Grammar
Day 5	Impact	Brown III

	Assessment and Instruction Curriculum Implications Designing Classroom Based Tests Designing Large Scale Assessment Tools.	Section: Pair Work; Group Work Combined with Pair Work
	Alternative Assessment Tools: Performance Tests and Portfolios .	Bailey 13 Brown I Collaborative Language Portfolio Assessment (see required text on p. 1 of this syllabus)
	Self Assessment	Bailey 14 Brown Part II

V. COURSE REQUIREMENTS & GRADING:

1. Readings:

Read the sections from Bailey and Brown for each day. Take notes in the format most helpful for further reference.**10%**
DUE: each day.

2. Investigations from Bailey:

- i. Choose 3 of the following investigations from the end of the chapters in Bailey. See options below.
- ii. Follow instructions
- iii. Write up your results in a paper
- iv. Submit the paper to the instructor
- v. Be prepared to share your results with the class.

Criteria: thoroughness, insights, clarity, promptness
 Value 8.3% each**30%**
DUE: on the day indicated

3. Demonstrations

- i. Choose 2 ‘New Ways’ of classroom assessment from the Brown text.
- ii. Prepare an explanation/demonstration of the activities. You will have 20 min. to demonstrate your activity. You will be given opportunity for self-assessment, peer assessment and assessment by the instructor.
- iii. Demonstrate on the appropriate day (the day that section is to be read).

Criteria: Clarity, creativity, conciseness
 Value: 5% each**10%**
Due: on the day indicated

4. Teacher Education Presentation

- i. Choose a topic from the schedule headings

- ii. Research the topic
- iii. Prepare a one hour workshop on the topic. Prepare appropriate handouts, tasks and lectures for EFL teachers.

Criteria: Preparedness, creativity, organization, clarity, content
 Value:20%

DUE: on the day indicated

5. Large-scale Assessment Tools

- i. Examine ONE assessment tool from the list below. Present a summary of the results to the class on the designated day. You have **15 min.** Use the following framework for your presentation:
 - i. the author/s, location, date, the purpose of the test as defined by author or publisher and the specific population for whom the test is intended
 - ii. a description of the test content; the number and type of tasks
 - iii. a description of the rating scale used and the scoring procedures
 - iv. a discussion of the distinctive features of the test, its strengths and weaknesses. You may want to include information on the development/changes in the test over time. Give the class a “taste’ for the test.

ii. List of tools:

- i. TOEFL
- ii. IELTS
- iii. European Language Portfolio
- iv. FCE Cambridge First Certificate in English
- v. CoWA Contextualized Writing Assessment
- vi. Vocabulary Tests:
 - 1. Vocabulary Levels Test (Paul Nation)
 - 2. The Europcentres Vocabulary Size Test
 - 3. The Vocabulary Knowledge Scale

Criteria: organization, clarity, content
 Value.....10%

DUE: on the day indicated

6. Creating your own Assessment Tool/Instrument

- i. Choose a particular assessment situation for which to create a tool.
- ii. Prepare it in a format that could be administered.
- iii. Submit the project to the instructor.

Criteria: organization, appropriateness, usefulness, creativity
 Value:20%

DUE: April 15, 2011

Day	Investigations from Bailey text (choose three)	Class Presentation (choose one)	Large Scale Assessment Tool (Choose one)	Classroom-based Assessment Tools (Choose two from Brown text)
Day 1 March 7	Chapter 2 - p. 20 # _____ p. 21 #2 _____ Chapter 3 - p. 41 #2 _____	The Role of Background Knowledge in the Assessment of Receptive Skills _____	Can Test <u>Frieda</u>	Brown IV Sections: Preparing Students for Tests; Creating Assessment Procedures
Day 2 March 8	Chapter 5 - p. 69 #3 _____ p. 72 #6 _____ Chapter 6 - p. 85 #1/2; _____ #3; _____ #4 _____	A Cloze-knit family _____ Another Dilemma: Contrasting Pairs of Concepts _____	CLBA/ CLBPT <u>Judy Johnson</u>	Brown IV Sections: Making Grading easier; Evaluating Curricula.
	Chapter 7 – p. 107-108 #1; _____ #2; _____ #3; _____ #4 _____ Chapter 8 - p. 128 #5 _____ Chapter 9 - p. 146 #3 _____	Some Useful Statistical Tools _____ Correlation Family _____ Multiple Choice _____	TOEFL _____	Brown III Section: Group Work
Day 3 March 9	Chapter 10- p. 163 #4; _____ #6; _____ #7 _____	Assessing Listening _____ Measuring Meaning: Dictacoms and strip stories _____	MELAB _____	Brown VI Section: Listening and Notetaking
	Chapter 11- p. 182 #1; _____ #2 _____	Assessing Speaking and Pronunciation	IELTS _____	Brown VI Section: Speaking and Pronunciation
Day 4 March 10	Chapter 4 - p. 53 #2 _____	Assessing Reading _____ Assessing Vocabulary _____	Vocabulary Levels Test (Paul Nation) _____	Brown V Sections: Reading, Reading and Vocabulary, Vocabulary
	Chapter 12- p. 199 #1; _____ #2; _____ #3; _____ #6 _____	Assessing Writing _____ Assessing Grammar _____	CoWA Contextualized Writing Assessment _____	Brown V Section: Writing and Grammar
Day 5 March 11	Chapter 13- p. 222 #1; _____ #4 _____	Alternative Assessment Tools: Performance Tests and Portfolios _____	European Language Portfolio _____	Brown III Section: Pair Work; Group Work Combined with Pair Work Brown I Collaborative Language Portfolio Assessment (see required text on p. 1 of this syllabus)
	Chapter 14- p. 238 #3 _____	Self Assessment _____		Brown Part II

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