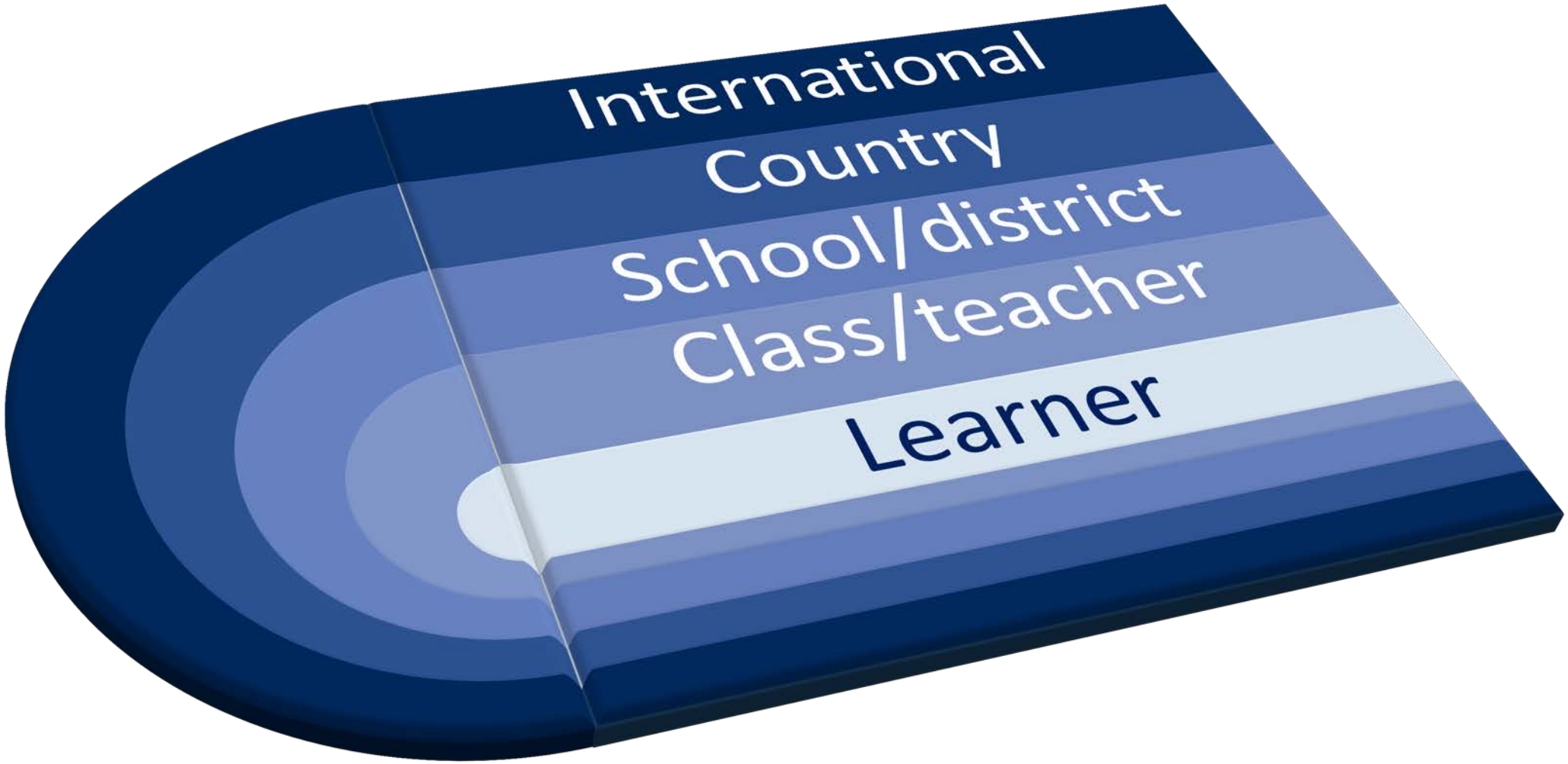
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Assessment in the Language Classroom

Anthony Green

Purposes and contexts for assessment



Purposes and contexts for assessment

Cutting your coat according to your cloth

- **Timing** brief or lengthy
- **Scoring** right/wrong or judgement
- **Security** open or strict
- **Skills** narrow or broad
- **Levels** single (e.g. B1) or multiple (e.g. from A1 B2)

Balancing **Practicality** with **Quality**

Assessment in the Language Classroom

Options and opportunities

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- Exercises
- Reports, essays, letters, other texts
- Individual, pair and group work
- Role plays, Interviews, Presentations
- Projects …

- Observation
- Question and answer sessions
- Teacher conferences
- Portfolios, logs and journals
- Checklists and rating scales …

- Tests

A grammar test

Can you guess the answer to the question?

a. must
b. have
c. don’t have

Poll 1

Jenny Quintana (2014). Oxford Discover Grammar: Student Book 4. OUP.

A grammar test

Magazines for young people _____ be fun.

a. must

b. have

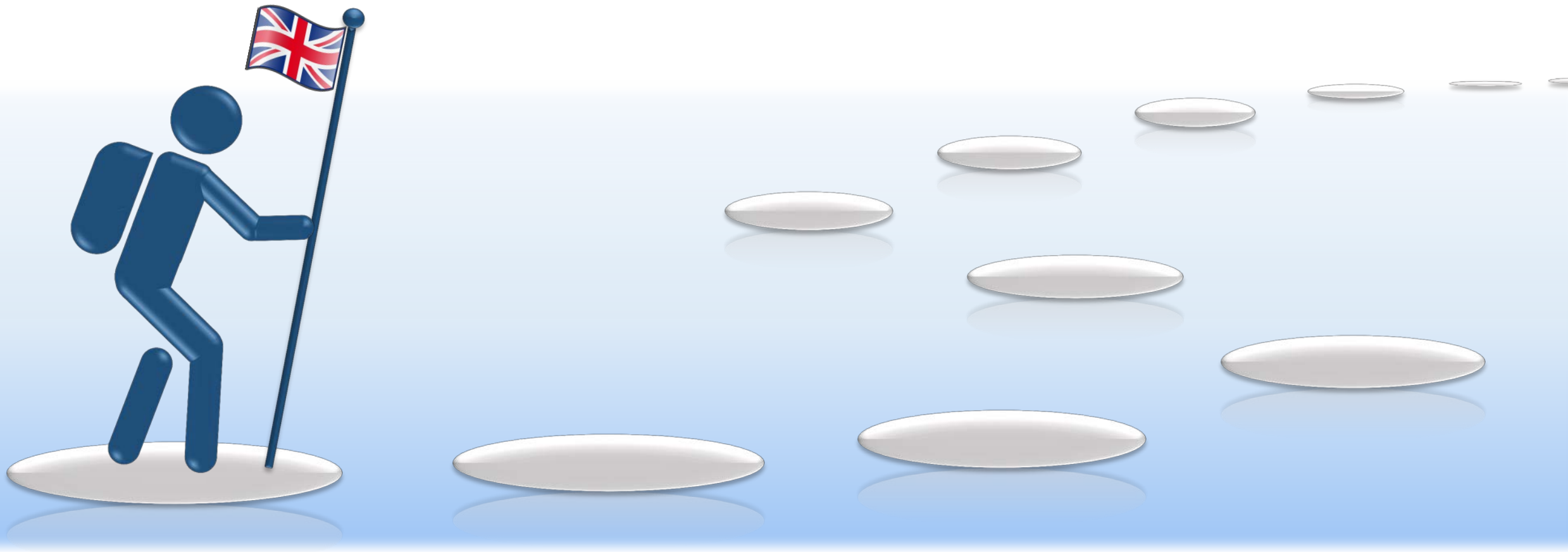
c. don't have

What grammar point does this question test?
If a learner gets it right (or wrong), what does that tell the teacher?

Jenny Quintana (2014). Oxford Discover Grammar: Student Book 4. OUP.

Tests on the language learning journey

Placement – Progress – Practice – Proficiency

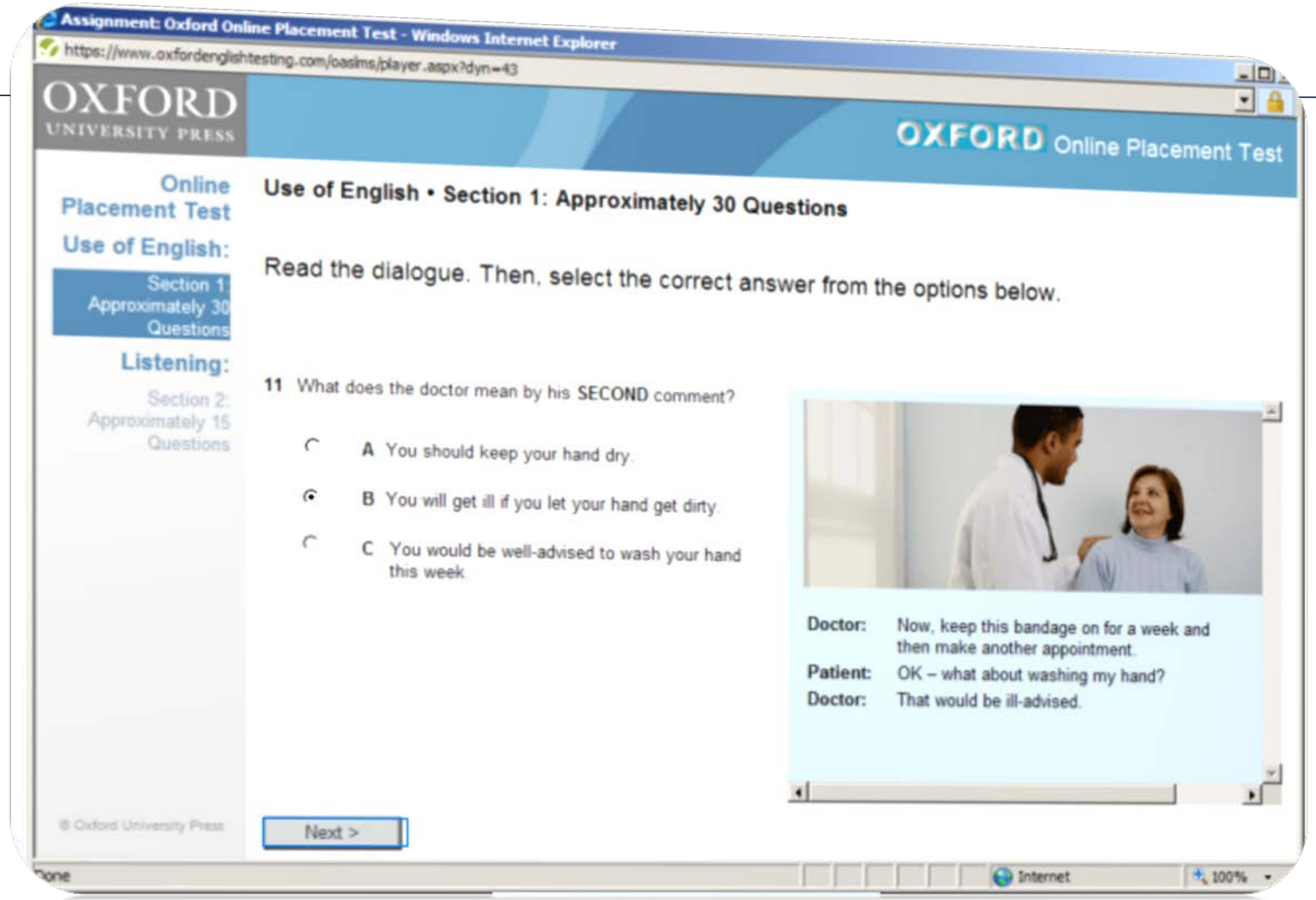


Placement

School level

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- What is it for?
  - Matching learners to levels
  - Matching materials to learners
- Who is it for?
  - Administrators
- What should it tell you?
  - Quick picture of how much language learners know


Assignment: Oxford Online Placement Test - Windows Internet Explorer
https://www.oxfordenglishtesting.com/oaslms/player.aspx?dyn=43
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OXFORD Online Placement Test
Online Placement Test
Use of English:
Section 1: Approximately 30 Questions
Listening:
Section 2: Approximately 15 Questions
Use of English • Section 1: Approximately 30 Questions
Read the dialogue. Then, select the correct answer from the options below.
11 What does the doctor mean by his SECOND comment?
A You should keep your hand dry.
B You will get ill if you let your hand get dirty.
C You would be well-advised to wash your hand this week.
Doctor: Now, keep this bandage on for a week and then make another appointment.
Patient: OK – what about washing my hand?
Doctor: That would be ill-advised.
© Oxford University Press
Next >
Done
Internet
100%

Placement

Timing	*Brief*						*Lengthy*
Scoring	*Right/wrong*						*Judgement*
Security	*Open*						*Strict*
Skills	*Narrow*						*Broad*
Levels	*Single*						*Multiple*

Placement

Timing	*Brief*	○	○	●	●	●	*Lengthy*
Scoring	*Right/wrong*	○	○	●	●	●	*Judgement*
Security	*Open*	○	●	●	●	●	*Strict*
Skills	*Narrow*	○	○	●	●	●	*Broad*
Levels	*Single*	○	○	○	○	○	*Multiple*

Progress

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Poll 2

Progress I

Course-specific progress tests: classroom level

- What is it for?
  - Check learners learned what was in the unit/ course
  - Encourage revision and review
  - Give learners extra practice
- Who is it for?
  - Teachers and learners
- What should it tell you?
  - What learners learned
  - What learners need more help with
  - Where learners can be challenged with more advanced material

Progress I

Course-specific progress tests

Timing	*Brief*						*Lengthy*
Scoring	*Right/wrong*						*Judgement*
Security	*Open*						*Strict*
Skills	*Narrow*						*Broad*
Levels	*Single*						*Multiple*

Progress I

Course-specific progress tests

Timing	*Brief*	○	●	●	●	●	*Lengthy*
Scoring	*Right/wrong*	○	○	●	●	●	*Judgement*
Security	*Open*	○	●	●	●	●	*Strict*
Skills	*Narrow*	○	●	●	●	●	*Broad*
Levels	*Single*	○	●	●	●	●	*Multiple*

Progress II

Course-independent progress tests: school level

- What is it for?
  - Check how learners are doing compared to general objectives
- Who is it for?
  - School, parents and external authorities
- What should it tell you?
  - How well learners can use the language to communicate

Progress II

Course-independent progress tests

Timing	*Brief*						*Lengthy*
Scoring	*Right/wrong*						*Judgement*
Security	*Open*						*Strict*
Skills	*Narrow*						*Broad*
Levels	*Single*						*Multiple*

Progress II

Course-independent progress tests

Timing	*Brief*	○	○	○	●	●	*Lengthy*
Scoring	*Right/wrong*	○	○	●	●	●	*Judgement*
Security	*Open*	○	○	○	●	●	*Strict*
Skills	*Narrow*	○	○	●	●	●	*Broad*
Levels	*Single*	○	○	●	●	●	*Multiple*

Practice

Class level

- What is it for?
  - Make learners familiar with questions, timing of an important test
  - Build confidence
- Who is it for?
  - Teachers and learners
- What should it tell you?
  - Are learners ready to take the test?

Practice

Timing	*Brief*						*Lengthy*
Scoring	*Right/wrong*						*Judgement*
Security	*Open*						*Strict*
Skills	*Narrow*						*Broad*
Levels	*Single*						*Multiple*

Practice

Timing	*Brief*	○	○	○	○	●	*Lengthy*
Scoring	*Right/wrong*	○	○	●	●	●	*Judgement*
Security	*Open*	○	●	●	●	●	*Strict*
Skills	*Narrow*	○	○	○	○	●	*Broad*
Levels	*Single*	○	○	●	●	●	*Multiple*

Proficiency

- What is it for?
  - Access to important opportunities: university, jobs, migration
- Who is it for?
  - Employers, university admissions staff, officials
- What should it tell you?
  - Whether or not the learner has the language he/she needs to carry out a social role

Proficiency

National/ international level

Timing	*Brief*						*Lengthy*
Scoring	*Right/wrong*						*Judgement*
Security	*Open*						*Strict*
Skills	*Narrow*						*Broad*
Levels	*Single*						*Multiple*

Proficiency

Timing	*Brief*	○	○	○	○	●	*Lengthy*
Scoring	*Right/wrong*	○	○	●	●	●	*Judgement*
Security	*Open*	○	○	○	○	○	*Strict*
Skills	*Narrow*	○	○	○	○	●	*Broad*
Levels	*Single*	○	○	●	●	●	*Multiple*

Oxford Test of English

Overview of Test Structure

Module	Nº of parts	Nº of tasks	Nº of questions	Time (approx.)
Speaking	4	6	15	15 mins
Listening	4	12	20	30 mins
Reading	4	9	22	30 mins
Writing	2	2	2	45 mins
TOTAL	14	29	59	2 hours

Innovations

New directions through new technology

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- Adaptive testing, tailored assessments
- Task timing
- Detailed, diagnostic reporting
- Adaptive comparative judgement in scoring
- New assessment types: reading fluency measures

Quality assurance

Good assessment comes at a PRICE

- Useful, accurate information
  - Plan
  - Review
  - Improve
  - Cooperate
  - Evidence