SUMMATIVE AND FORMATIVE ASSESSMENT IN LANGUAGE LEARNING AND TEACHING (ASSESSMENT)

UNIVERSITY OF OREGON, COLLEGE OF ARTS AND SCIENCES, AMERICAN ENGLISH INSTITUTE

Course Overview

This course involves participants with the theory and practice of the major components of assessment, with a particular focus on English as a Foreign Language and addressing all four skill areas. Assessment topics covered include needs assessment, diagnostic, proficiency, achievement, formative, alternative, summative, standardized, strength-based, and differentiated. Participants also explore aligning assessment to behavioral objectives and course goals, giving learners effective and helpful feedback, developing rubrics and tests, evaluating assessment with item analysis, and looking at reliability and validity.

Articles and other readings give participants a firm foundation in assessment theory. They put theory into practice with an array of weekly practical applications, assignments, discussions, and tasks, which include creating different types of assessments and feedback. The course ends with an assessment project which develops assessment in participants' teaching context.

Learning Objectives

By the end of this course, participants will be able to:

- Differentiate among major types of assessment.
- Create samples of different types of assessment for use in the classroom, including alternative assessment.
- Analyze and develop language assesment of the four skill areas.
- Develop assessment tasks appropriate for participant teaching contexts.

Course Scope and Sequence

Week 1: Course introduction. Readings about general assessment concepts. Needs assessment.

Week 2: Assessment principles and practice.

Week 3: Behavioral learning objectives and assessment alignment.

Week 4: Test design and construction. Item analysis.

Week 5: Alternative and perfomance–based assessment. Differentiated learning.

Week 6: Assessing writing and speaking. Employing rubrics and checklists.

Week 7: Assessing reading and listening. Peer- and self-assessment.

Week 8: Integrated Skills assessment. Project work. Portfolio assessment.

Week 9: Teacher reflection. Final project and peer feedback. Projects due.

Week 10: Course wrap-up and evaluation.

Course Requirements for Certificate of Completion

This class is Pass/No Pass. Participants must satisfactorily complete the course final project and all course work with a final score of 70-100% to receive a certificate of completion. Course participants will be required to:

1. Complete all reading assignments.

2. Participate in weekly online discussions by posting thoughts and reflections about the readings and commenting on the posts of other course participants.

3. For a group of identified learners, define course goals, develop behavioral objectives, and create meaningful assessment related to goals and objectives; write rubrics; identify situations appropriate for alternative assessment and strength-based asseement and describe the assessment; identify means of formative assessment; create examples of assessments with appropriate feedback. (Items 2 and 3 together contribute 75% to the total score.)

4. Give meaningful feedback to fellow participants.

5. Complete a final project of an assessment tool that includes a description of the teaching context and learners, purpose of the assessment, sample assessment items, plan for evaluating validity and reliability, and rubric or scoring method. (25% of the total score.)

Sample Materials and Resources

Other resources may be added or substituted according to participants' needs and interests, and new developments in the field.

- Florida Center for Instructional Technology. (2012). *Classroom assessment: Item analysis.* Retrieved from http://fcit.usf.edu/assessment/selected/responsec.html

- Henning, G. (2012). Twenty common testing mistakes for EFL teachers to avoid. *English Language Teaching Forum, 50*(3). Retrieved from http://americanenglish.state.gov /files/ae/resource_files/50_3_8_henning.pdf

- Miller, A. (2011, February 28). *Criteria for effective assessment in project-based learning* [Web Log Post]. Retrieved from http://www.edutopia.org/blog/effective-assessment -project-based-learning-andrew-miller

- Nation, I.S.P. (2009). Assessing reading. In *Teaching ESL/EFL reading and writing* (pp. 75-92). New York, NY: Routledge.

- Northern Illinois University, Office of Assessment Services. (2011). *Assessment terms glossary*. Retrieved from http://www.niu.edu/assessment/Resources/terms.shtml

- The Pennsylvania State University. *Writing objectives*. (2014). Retrieved from http://archive.tlt.psu.edu/learningdesign/objectives/writing.html

- Puppin, L. (2007). A paradigm shift: From paper-and-pencil tests to performance-based assessment. *English Language Forum, 45*(4). Retrieved from http://americanenglish.state.gov/files/ae/resource_files/07-45-4-c.pdf

- Rogier, D. (2014). Assessment literacy. Building a base for better teaching and learning. *English Teacher Forum, 52*(3), 6-10. Retrieved from http://americanenglish.state.gov/files /ae/resource_files/etf_52_3_02-13.pdf