

Second Language Assessment 「第二言語評価論」

Instructor: Siwon Park

Contact: siwon@kanda.kuis.ac.jp

Course overview

This course aims to provide classroom teachers with formal and informal assessment knowledge, tools, and practices that support the English language learning at Japanese secondary schools. Classroom teachers will be introduced to the basic theoretical concepts and issues in language assessment (i.e., assessment literacy) in order to design their own assessment tools. They'll also learn how to analyze and interpret the assessment outcomes so as to use the information to provide useful feedback to the stakeholders including learners and their parents whenever necessary. Throughout the course, classroom teachers are strongly encouraged to participate in class discussions and activities so that they can share their experiences in learning, teaching, and especially assessment.

Course objectives

Upon completion of the course, the participants should be able to:

- Demonstrate good understanding of main concepts in language assessment (e.g., reliability, validity, etc.)
- Evaluate existing as well as own assessment materials
- Design appropriate assessments for their learners
- Analyze assessment data, correctly interpret the results, and prepare assessment reports for the stakeholders

Computer literacy and technology requirements

- Some understanding of MS Excel is desirable, but not required.

Textbooks and readings

Required:

- Coombe, C., Davidson, P., O'Sullivan, B., & Stoyhoff, S. (Eds.). (2012). *The Cambridge guide to second language assessment*. Cambridge University Press.
- Selected readings in a course packet

Recommended:

- Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages*. Larchmont, NY: Eye on Education.
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education
- Brown, J. D. (2005). *Testing in language programs: a comprehensive guide to English language assessment*. New Jersey: Prentice Hall Regents.
- Brown, J. D. (Ed.) (2013). *New ways of classroom assessment* (Revised ed.). Alexandria, VA: TESOL.

Assignments and evaluation

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| • Class discussions | 10% |
| • Homework (height assignment) | 20% |
| • Test critique | 15% |
| • Assessment design project | 20% |
| • Rubric (design) project | 15% |
| • Assessment project | 20% |

Requirements	Description
Class preparation and participation	Complete homework assignments and actively participate in class discussions and group activities
Test critique	Choose a published English test and critique the test
Rubric (design) project	Design and use a rubric for a classroom speaking or writing assessment, provide feedback to students and reflect on the process
Assessment (design) project	Design an assessment for a lesson unit, administer, analyze the results, and prepare a report

Tentative course schedule

Date	Topics and assignments	Readings
July 5	<ul style="list-style-type: none"> • Introductions and review of syllabus • History of language testing • Assessment literacy • Basic concepts of testing and evaluation • Principles of language assessment • Test impact and washback DUE: Height assignment	Coombe et al. (Chapter 1) Coombe et al. (Chapter 2) Coombe et al. (Chapter 3) Coombe et al. (Chapter 4) Coombe et al. (Chapter 10)
July 12	<ul style="list-style-type: none"> • Linking assessment with instructional aims • Choosing the right type of assessment • Assessment development process • Developing test specifications for language assessment DUE: Test critique	Coombe et al. (Chapter 7) Coombe et al. (Chapter 15) Coombe et al. (Chapter 5) Coombe et al. (Chapter 6) Brown & Abeywickrama (Chapter 3)
July 19	<ul style="list-style-type: none"> • Test analysis • Hands-on session: test analysis • Assessing reading • Assessing listening • (Assessing grammar) DUE: Test analyses (in class)	Coombe et al. (Chapter 12) Coombe et al. (Chapter 24) Coombe et al. (Chapter 26) Coombe et al. (Chapter 28)
July 26	<ul style="list-style-type: none"> • Assessing writing • Assessing speaking • Making assessments: rating scales and rubrics DUE: Rubric design (in class) DUE: Assessment design project	Coombe et al. (Chapter 25) Coombe et al. (Chapter 27) Coombe et al. (Chapter 34) Blaz (2001)
August 9	<ul style="list-style-type: none"> • CEFR and can-do assessments • Alternative assessment • Project report DUE: Assessment project	*Tono & Negishi (2012) Coombe et al. (Chapter 17) Brown & Abeywickrama (Chapter 6)

* Tono, Y. and Negishi, M. (2012). The CEFR-J: Adapting the CEFR for English Language Teaching in Japan. *The JALT FLP SIG Newsletter*, 8, 5-12.

(http://www.tufs.ac.jp/ts/personal/tonolab/cefr-j/Tono&Negishi2012forJALT_FLPSIG.pdf)