

เอกสารประกอบการบรรยาย

Language Testing

อาจารย์ มันทา หนูนักดี

สาขาวิชาภาษาอังกฤษ สำนักวิชาเทคโนโลยีสังคม

มหาวิทยาลัยเทคโนโลยีสุรนารี

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CONTRIBUTION



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สาขาวิชาภาษาอังกฤษ

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มหาวิทยาลัยเทคโนโลยีสุรนารี

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Language Testing and Assessment
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Key definition

Assessment

The process of gathering, describing or judging information about performance.

Lloyd, Davidson & Coombe, 2005

What do you do when assessing the student's English ability?

- Formative assessment
- Summative assessment

Purposes of language test/ assessment

- **Placement:** Place students at appropriate level of instruction within a program
- **Diagnostic:** Identify students' strengths and weaknesses
- **Progress:** Provide information about particular objectives during the course
- **Achievement:** Provide information on students' outcome at the end of the course or program
- **Proficiency:** Assess students' overall language ability

Principles in language testing/ assessment

- Validity
- Reliability
- Practicality
- Transparency
- Authenticity
- Security

Lloyd, Davidson & Coombe, 2005

Principles in language testing/ assessment (Continued)

- **Validity**
The degree to which a test measures what is supposed to measure
- **Reliability**
Consistency of the result of the assessment
- **Practicality**
The practical issues that teachers must keep in mind when developing a test such as time, cost and administration procedures

Principles in language testing/ assessment (Continued)

- **Transparency**
The availability of clear and accurate information to students about assessment i.e. time allowed, format of the test and grading criteria
- **Authenticity**
The degree to which an assessment reflects real world situations and contexts
- **Security**
Test cheating and plagiarism

Types of assessment

Formative	-----	Summative
Discrete	-----	Integrated
Traditional	-----	Authentic
Norm-referenced	-----	Criterion-referenced

Key factors in designing assessment

- What is the purpose of the test?
- What are the targeted skills?
- What are the objectives?
- What level are the students?
- What techniques will be used?
- What criteria will be applied?

Test specifications

Purpose of the test	
Objectives of the test	
Level of students	
Test technique and format	
Criteria for grading	
Time allowed	

What is the purpose of the test?

- Placement Test
- Diagnostic Test
- Progress Test
- Achievement Test
- Proficiency Test

What are the targeted skills?

- Listening
- Speaking
- Reading
- Writing
- Language Use (Vocabulary and Grammar)

What are the objectives?

Bloom's Taxonomy

- To recall/ find/ identify/ describe/ know/ list/ name
- To comprehend/ understand/ explain/ summarize
- To apply/ demonstrate
- To analyze
- To synthesize
- To evaluate

<http://www.nwlink.com/~donclark/hrd/bloom.html>

What level are your students?

- Beginner
- Lower intermediate
- Intermediate
- Upper intermediate
- Advanced

How should we assess?

- What techniques/ format will be used?
- What criteria will be applied?

What techniques will be used?

Traditional Assessment	Authentic Assessment
- One shot	- Continuous
- Recall	- Apply
- Teacher- structured	- Student structured
- Indirect evidence	- Direct evidence
- Without feedback	- With feedback
- Norm-referenced score	- Criterion-referenced score

Authentic assessment

A non-conventional way of evaluating what students know or can do with the language. It is normally administered in a classroom setting.

Lloyd, Davidson & Coombe, 2005

Requirements for authentic assessment

- Lessons have to involve activities that are amenable to authentic assessment such as **project-based learning, role-play** or **journals**.
- Tasks should be **open** and meaningful.
- Students should be involved in developing the **criteria for assessment**.
- The assessment criteria should be given to the students **before the class starts**.

Types of authentic assessment

- Oral Interview
- Story Retelling
- Writing Sample
- Project Work
- Experiments
- Constructed Response Items
- Teacher observation
- Portfolio

© Malley & Pierce (1996)

What is a portfolio?

A representative **collection of a student's work** through an extended period of time; the aim is to document the **student's progress** in language learning.

Lloyd, Davidson & Coombe, 2005

Strengths and weaknesses of using portfolios

Strengths

- Reflect what students actually do
- Develop students' awareness of progress
- Provide a chance for teacher and student to discuss

Weaknesses

- Marking load
- Marking inflation

Elements of portfolios

- Samples of student work
- Student self-assessment
- Rubrics/ criteria for grading
- Teacher assessment

Project work

An activity in which students prepare a product to show what they know and can do.

O' Malley & Pierce, (1996)

Elements of project work

- Samples of student work
- Rubrics
- Self-assessment
- Teacher assessment

Student self-assessment

Assessment by a student of his or her own work or learning processes.

O' Malley & Pierce (1996)

What criteria will be applied?

- Norm-referenced scoring
- Criterion-referenced scoring
 - Using rubrics or rating scales

Rubric

A measurement scale used to evaluate a student's performance.

Rubrics consist of a fixed scale and a list of characteristics that describe criteria.

Types of rubrics

Analytical Scale

A type of rating scale that requires teachers to give separate ratings for different components of language ability such as grammar, content and vocabulary.

Holistic Scale

A type of rating scale that requires teachers to assess student's ability in a single score.

Key factors when developing rubrics

- Holistic/ Analytic?
- Elements to be assessed (depending on level of students)
- Marking and Weighting (if it is an analytical scale)

Elements to be assessed

Speaking

- Vocabulary
- Fluency
- Structure/ Grammar
- Pronunciation: stress/ intonation
- Length
- Content

Writing

- Vocabulary
- Spelling
- Structure/ grammar
- Organization
- Punctuation
- Content
- Length

Case study

- **Purpose:** Progress test
- **Targeted Skill:** Speaking
- **Objective:** Students will be able to describe a person by using present simple tense
- **Level of the students:** Beginner
- **Technique:** Oral presentation

Case study (Continued)

- **Task:** Find a picture of a person in a magazine to talk about him or her in front of the class for 3 minutes. Your presentation should be about his or her:
 - height
 - weight
 - body
 - face
 - hair
 - clothes

Teacher's role in authentic assessment

- Model approach
- Facilitate student self-assessment
- Provide feedback, comments and support

Conclusion

- Assess what is actually taught
- Select a technique that is appropriate to the students
- Use more than one technique
- Try to use more authentic assessment



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