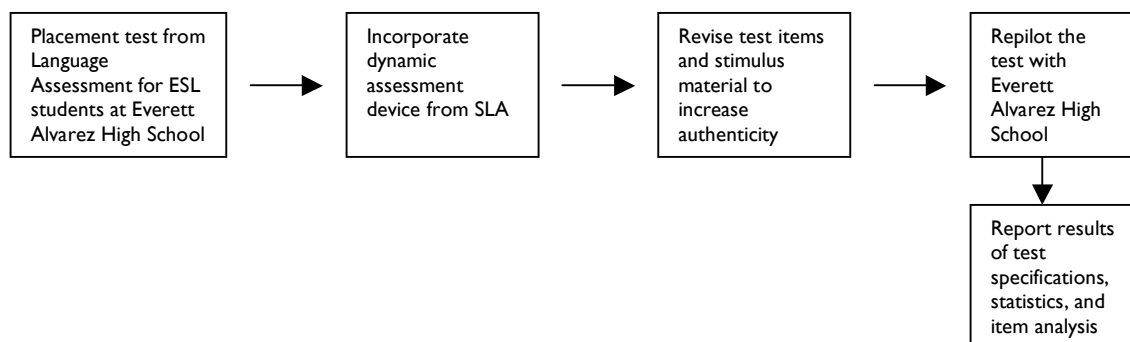


This revised project was originally a two-part assignment in my Language Assessment course from the spring semester of 2004. The first part of the assignment required each pair of students to design a three-part test with specifications that require an objectively scored section and a subjectively scored section. The second part included the piloting of the test and the application of statistical procedures to measure the test's validity and reliability. I selected this assignment for my revision because the content of the first test was not relevant to, and the test was not piloted with, the students for whom the test was designed. Because of these shortcomings, I knew that if I revised the content and coordinated the administration of the pilot test more carefully, the revised and expanded language test would be a valuable contribution to my professional portfolio.

This revision covers three strands of the portfolio assessment: language, psychological factors of language acquisition, and educational research and assessment. Primarily, this revised and expanded assignment involves the design, implementation, and statistical analysis of an assessment device. Covering the language strand, I designed several items in the reading section of the test to measure the students' knowledge of grammatical form, pragmatic use, and referential meaning. With psychological factors of language acquisition in mind, I incorporated the latest theory on dynamic assessment into the test by including a metacognitive awareness guide (MCAG) in one of the sections. The process of the revision can be seen in the following flow chart:



My original intent for the revision of this project was to research assessment methods for Hispanic students. I did not find any contemporary research on this subject. I found something better: relevant and authentic stimulus material for Hispanic students. The improved content material fulfills my desire to make the test more sociolinguistically relevant to the test takers. During the course of revising this test, I had conferences with testing experts Dr. Kathi Bailey and Dr. Jean Turner, linguistics expert Dr. John Hedgcock, and second language acquisition expert Dr. Leo van Lier to refine my testing material. They advised me how to use readability measurements to modify a text for less proficient readers, design a dynamic assessment device, present test specifications and statistical analysis according to professional standards, and find linguistic features in the stimulus material.

This revised and expanded project exemplifies my best work because I have made numerous revisions in the test design and statistical analysis that will benefit the the students who take the test and the school personnel who will evaluate it. I believe that this project will be a substantial contribution to the field because there are few dynamic assessment devices that have been administered to second language learners at the High School level. I think that the lessons learned from piloting a test with a dynamic assessment section can promote its future use by my colleagues in the fields of language teaching and assessment.