

TÉCNICAS Y PROCEDIMIENTOS DE EVALUACIÓN DEL APRENDIZAJE DEL INGLÉS EN EL AULA

BLOCK II: PRACTICE

1 Basic concepts in SL/FL learning assessment: **traditional vs alternative assessment methods. Comparison** essay

MATERIALS Notes from lecture(s)
Reading(s)

INSTRUCTIONS

PREPARATION Individual; in-class

HAND IN Portfolio (Friday 16th Jan 2009)

GRADE (3% out of 50%)

2 Basic concepts in SL/FL learning assessment: **validity, reliability, and practicality. Definition** paragraphs (with illustrative example)

MATERIALS Notes from lecture(s)
Reading(s)

INSTRUCTIONS

PREPARATION Individual; in-class

HAND IN Portfolio (Friday 16th Jan 2009)

GRADE (3% out of 50%)

3 Practical steps to **test construction. Outline**

MATERIALS Notes from lecture(s)
Reading(s)

INSTRUCTIONS

PREPARATION In pairs; out-of-class

HAND IN Portfolio (Friday 16th Jan 2009)

GRADE (2% out of 50%)

4 **Test analysis:** objectives and specifications

MATERIALS Notes from lecture(s)
Reading(s)
Copy of a language test

INSTRUCTIONS

PREPARATION Individual; in-class & out-of-class

HAND IN Portfolio (Friday 16th Jan 2009)

GRADE (2% out of 50%)

5 Assessing **grammar. Task development**

MATERIALS Notes from lecture(s)
Reading(s)

Grammar contents for test tasks. Likely contents:

- ⊙ passive voice
- ⊙ modals 1 (lower levels)
- ⊙ modals 2 (upper levels)
- ⊙ word-order: inversion
- ⊙ conditionals
- ⊙ reported speech
- ⊙ article use
- ⊙ conjunctions introducing subordinate clauses
- ⊙ etc.

| | |
|---------------------|--|
| PREPARATION | In groups; in-class |
| INSTRUCTIONS | Items will vary in nature (m-c; gap filling; transformation, etc.) |
| HAND IN | Not to be handed in. In-class correction |
| GRADE | No grade attached |

6 Assessing **vocabulary. Task development**

MATERIALS Lexical contents for test tasks. Likely contents:

- ⊙ Phrasal verbs
- ⊙ Collocations
- ⊙ Idioms
- ⊙ By lexical fields (the family; sports; nature; etc.)
- ⊙ By lexical contents of book units
- ⊙ etc.

| | |
|---------------------|---|
| PREPARATION | In groups; in-class |
| INSTRUCTIONS | Items will vary in nature (m-c; gap fillin; transformation, etc.) |
| HAND IN | Not to be handed in. In-class correction |
| GRADE | No grade attached |

7 Assessing **reading comprehension. Task development**

MATERIALS Notes from lecture(s)
Reading(s)
Text for tasks development

| | |
|---------------------|--|
| PREPARATION | In pairs; in-class & out-of-class |
| INSTRUCTIONS | Items will vary in nature (explicit qs; inferential qs; t/f items; m-c items; short-answer qs; gapped summaries, etc.) |
| HAND IN | Portfolio (Friday 16 th Jan 2009) |
| GRADE | (2% out of 50%) |

8 Assessing **listening comprehension. Task development**

MATERIALS Notes from lecture(s)
Reading(s)
Text for tasks development

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|---------------------|--|
| PREPARATION | In pairs; in-class & out-of-class |
| INSTRUCTIONS | Items will vary in nature (completion items; m-c items; short-answer qs; etc.) |

HAND IN Portfolio (Friday 16th Jan 2009)
GRADE (2% out of 50%)

9 Assessing **writing. Task development**

MATERIALS Notes from lecture(s)
Reading(s)
Topics & text type for writing prompts development

PREPARATION In pairs; in-class

INSTRUCTIONS Topic and text type (essay, summary, outline, etc.) influence writing prompt development

HAND IN Portfolio (Friday 16th Jan 2009)
GRADE (2% out of 50%)

10 Assessing **writing. Scoring rubric development**

MATERIALS Notes from lecture(s)
Reading(s)

PREPARATION In pairs; in-class & out-of-class

INSTRUCTIONS Decide on the level of proficiency and the type of text for which you develop this rubric (Beginner? Advanced? Summary writing? Essay writing?)

HAND IN Portfolio (Friday 16th Jan 2009)
GRADE (3% out of 50%)

11 Assessing **writing. Student essay correction and marking**

MATERIALS Notes from lecture(s)
Reading(s)
Student essay
Scoring rubric

PREPARATION Individual; in-class & out-of-class

INSTRUCTIONS Use your own scoring rubric; give feedback to the student; justify the grade given to the writing sample

HAND IN Portfolio (Friday 16th Jan 2009)
GRADE (3% out of 50%)

12 Assessing **speaking. Task development**

MATERIALS Notes from lecture(s)
Reading(s)
Other materials (photos; texts; etc.)

PREPARATION Individual; in-class

INSTRUCTIONS Only 2 speaking tasks are to be included in the portfolio

HAND IN Portfolio (Friday 16th Jan 2009)
GRADE (2% out of 50%)

13 Assessing **speaking. Scoring rubric development**

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|---------------------|--|
| MATERIALS | Notes from lecture(s) Reading(s) |
| PREPARATION | In pairs; in-class |
| INSTRUCTIONS | |
| HAND IN | Not to be handed in. In-class correction |
| GRADE | No grade attached |

COURSE PAPER Language test development

| | |
|------------------------|--|
| MATERIALS | Notes from lecture(s) Reading(s) Textbook or selection of units from a textbook |
| COMPONENT PARTS | The actual test The test objectives and specifications (in the format practiced in class) A justification essay (why those contents? Why those types of exercises? Why are test exercises scored as they are?) |
| PREPARATION | Individual; out-of-class |
| INSTRUCTIONS | See the teacher for the selection of materials for the test |
| HAND IN | Portfolio (Friday 16 th Jan 2009) |
| GRADE | 20% (out of 50%) |

Resumen de porcentajes asignados a las distintas partes de la asignatura:

| EXAMEN FINAL | |
|-------------------|----------------|
| PARTE TEÓRICA | PARTE PRÁCTICA |
| 50% | -- |
| TOTAL: 50% | |

| TRABAJO DE CURSO | | | | | | | | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|---------------------------------|-----------|---------------------------------|-----------|---------------------------------|-----------|------------|
| PRÁCTICAS | | | | | | | | | | | | | TRABAJO |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| 3% | 3% | 2% | 2% | 0% | 0% | 2% | 2% | 2% | 3% | 3% | 2% | 0% | 20% |
| IN-CLASS DISCUSSIONS OF READINGS | | | | | | | R 1 & 2 2% | | R 3 & 4 2% | | R 5 & 6 2% | | |
| TOTAL: 50% | | | | | | | | | | | | | |

Sombreado naranja: prácticas que se deben incluir en el portfolio (son obligatorias)
 Sombreado verde: prácticas que no se deben incluir en el portfolio
 Sombreado azul: trabajo de curso