

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

### **BLOCK I: THEORY**

1. Assessment
  - 1.1. Final, sumative assessment (CEF:186) / Fixed point assessment (CEF:185)
  - 1.2. Ongoing, formative assessment (CEF:186) / Continuous assessment (CEF:185)
  - 1.3. Formal assessment methods: tests (written or spoken).
  - 1.4. Informal assessment methods: quizzes, observations, etc.
2. Evaluation
3. Test
  - 3.1. Direct testing (of language elements / language skills) (CEF:186-7)
  - 3.2. Indirect testing (of language elements / language skills) (CEF:186-7)
  - 3.3. Discrete-point testing (psychometric/structuralist approach to test design)
  - 3.4. Integrative testing (psycholinguistic/sociolinguistic approach to test design)
  - 3.5. Communicative language testing
  - 3.6. Criterion-referenced testing
  - 3.7. Norm-referenced testing (CEF:184)
4. Scoring/marking/grading
  - 4.1. Objective scoring. Scoring rubrics (CEF:188)
  - 4.2. Subjective scoring. Impressionistic marking (CEF:188 / CEF:189)
  - 4.3. Approaches to scoring writing samples
    - 4.3.1. Objective scoring
    - 4.3.2. Analytic scoring (CEF:190)
    - 4.3.3. Holistic scoring (CEF:190)
5. Approaches to language learning assessment
  - 5.1. Traditional approach
    - 5.1.1. Characteristics
    - 5.1.2. Instruments
  - 5.2. Alternative approach (authentic / alternative assessment)
    - 5.2.1. Characteristics
    - 5.2.2. Instruments
      - 5.2.2.1. Portfolio assessment
      - 5.2.2.2. Performance tests
      - 5.2.2.3. Interviews
      - 5.2.2.4. Story or text retelling
      - 5.2.2.5. Writing samples
      - 5.2.2.6. Projects/exhibitions
      - 5.2.2.7. Experiments/demonstrations
      - 5.2.2.8. Constructed-response items
      - 5.2.2.9. Teacher observations
      - 5.2.2.10. etc.
6. General principles for test construction
  - 6.1. Validity (CEF:177)
  - 6.2. Reliability (CEF:177)
  - 6.3. Practicality (CEF:178)

- 6.4. Discrimination
- 6.5. Backwash
  
- 7. Types of tests
  - 7.1. Aptitude tests
  - 7.2. Proficiency tests (CEF:183-4)
  - 7.3. Progress tests
  - 7.4. Achievement/attainment tests (CEF:183-4)
  - 7.5. Diagnostic tests
  - 7.6. Placement tests
  
- 8. Practical steps to test construction
  - 8.1. Objectives
  - 8.2. Test specifications
  - 8.3. Test draft
  - 8.4. Test revision
  - 8.5. Test final editing and typing
  
- 9. Test tasks
  - 9.1. Multiple-choice items (m-c)
  - 9.2. Yes/No // True/False items
  - 9.3. Short-answer items
  - 9.4. Gap filling items
  - 9.5. Rearrangement items
  - 9.6. Completion items
  - 9.7. Transformation items
  - 9.8. Word-building items
  - 9.9. Matching items
  - 9.10. Broken sentence items
  - 9.11. Combination items
  - 9.12. Addition items
  - 9.13. Word replacement items (synonyms/antonyms)
  - 9.14. Cloze tests
  - 9.15. C-tests
  - 9.16. Cloze elide tests
  - 9.17. Information transfer items
  - 9.14. Recognition vs. production items
  
- 10. Testing the language skills: listening comprehension
  - 10.1. What is listening comprehension: listening comprehension sub-skills
  - 10.2. Approaches to assessing listening comprehension and test tasks
    - 10.2.1. Discrete-point testing
      - 10.2.1.1. Phonemic discrimination tasks
      - 10.2.1.2. Paraphrase recognition
      - 10.2.1.3. Response evaluation
    - 10.2.2. Integrative testing
      - 10.2.2.1. Reduced redundancy tasks: noise tests & listening cloze
      - 10.2.2.2. Other gap-filling techniques: g-f on summaries
      - 10.2.2.3. Dictation
      - 10.2.2.4. Sentence-repetition tasks
      - 10.2.2.5. Statement evaluation
      - 10.2.2.6. Translation
    - 10.2.3. Communicative testing
  
- 11. Testing the language skills: reading comprehension
  - 11.1. What is reading comprehension: reading comprehension sub-skills
  - 11.2. Test tasks

- 11.2.1. Cloze tests
  - 11.2.2. Gap filling items
  - 11.2.3. Multiple-choice items
  - 11.2.4. Matching items
  - 11.2.5. Ordering items
  - 11.2.6. Dichotomous items
  - 11.2.7. Editing tests
  - 11.2.8. C-test
  - 11.2.9. Cloze elide test
  - 11.2.10. Short answer test
  - 11.2.11. Free-recall test
  - 11.2.12. Summary test
  - 11.2.13. Gapped summary
  - 12.2.14. Information transfer techniques
  - 12.2.15. Real-life assessment methods
  - 12.2.16. Informal assessment methods
12. Testing the language skills: oral production
- 12.1. What is speaking: speaking sub-skills
  - 12.2. Test tasks
13. Testing the language skills: written production
- 13.1. What is writing: writing sub-skills
  - 13.2. Test tasks
14. Testing the language components: vocabulary
- 14.1. Why test vocabulary
  - 14.2. Test tasks
15. Testing the language components: grammar
- 15.1. Why test grammar
  - 15.2. Test tasks
16. Testing overall ability