ASSESSMENT TASKS IN A LANGUAGE EDUCATION ASSESSMENT COURSE UNIT

OER produced within the ConnEcTEd project
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STRUCTURE OF THE SUBJECT TEACHER EDUCATION PROGRAMME 2023-2026

	Basic Studies 25 ECTS	Intermediate Studies 35 ECTS
Studies in Education (15 ECTS)	Introduction to Educational Psychology (5 ECTS)	Social, Cultural and Philosophical Foundations of Education (5 ECTS) Support for Learning and Well-being (5 ECTS)
Studies in Subject Didactics (25 ECTS)	Subject Didactics I: Curriculum and Teaching (10 ECTS)	**Subject Didactics II (5 ECTS): Assessment & Development** Teacher as a Researcher (8 ECTS): • Teacher as a Researcher Seminar (5 ECTS) • Towards Equal and Non-discriminatory Teaching (3 ECTS) Didactics (2 ECTS)
Teaching Practice (20 ECTS)	Basic Practice (10 ECTS)	Advanced Practice (10 ECTS)

The Subject Didactics II course (SD2) in the spring builds on the Subject Didactics I course (SD1) from the autumn. SD1 focuses on teaching, studying and learning. It includes formative assessment and curricular alignment of assessment. SD2 deepens formative assessment and focuses summative assessment and teacher development.

SUBJECT DIDACTICS II: ASSESSMENT AND DEVELOPMENT (5 ECTS)

- The main topics of this course are assessment and development. Assessment results give information to teachers about student learning and their own teaching, which can contribute to the development of their own teaching. Teachers collaborate with colleagues to develop the overall school culture and practices.

- One of three subject didactics courses in specific subject groups (languages)

- A concise course consisting of **two parts** (both parts have separate assignments/exams)**:**

  - 16 hours of lectures
  - 20 hours of group study (in target language specific groups)

- Students are introduced to basics in assessment, and they practice creating and assessing different assessment tasks

- The course is taken in the same spring as the Advanced Practice during which students implement an assessment task with students in the school (guided by mentors in the school)

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SUBJECT DIDACTICS II: ASSESSMENT AND DEVELOPMENT (SD2, 5 ECTS): LEARNING OUTCOMES

After completing the course, students will

- understand the dimensions of assessment related to ethics, education policy and society

- understand the principles of validity associated with formative and summative assessment

- be able to apply a wide range of assessment methods appropriately and examine their choices critically

- understand the significance of networking for their professional development as well as for the development of teaching and education

- be able to identify, reflect on, and critically assess the significance of their own subject as well as its different current and future trends

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CONTENT OF LECTURES IN SD2

L1	**Basic conceptions and principles of assessment**
L2	**CEFR proficiency levels illustrated by exercises**
L3	**Language assessment in the national core curricula (European Language Portfolio, Language profile)**
L4	**Assessing language skills with diverse task types: Receptive skills**
L5	**Assessing language skills with diverse task types: Productive skills (focusing on speaking)**
L6	**Multilingual and multimodal assessment**
L7	**National and international language exams**
L8	**Ethical considerations and consequences**
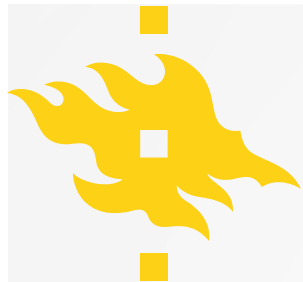
SD2 COURSE LITERATURE

COMPULSORY:

Tsagari, D. & Banerjee, J. (Eds.) (2016). *Handbook of Second Language Assessment.* De Gruyter Mouton.
    The following parts:
     Part I: Conceptual foundations of second language assessment
     Part II: Assessing second language skills/areas
     Part IV Ch. 25: Teacher assessment literacy and professional development

Core curricula and their amendments and additions for basic and upper secondary education.

Selected articles as specified by the teacher.

OPTIONAL:

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment.*
    Cambridge: Cambridge University Press. Pages informed by the teacher. Available in different languages:
    https://www.coe.int/en/web/common-european-framework-reference-languages

Council of Europe. (2018). *CEFR Companion Volume with New Descriptors.* Strasbourg. Pages informed by the teacher.
    https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989
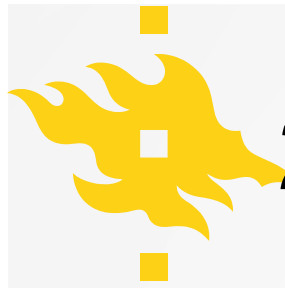
1. TASK EXAMPLE – LECTURE PART (ON-CAMPUS WRITTEN EXAM)

Read Chapter 9 (Tsagari & Banerjee, 2016) on assessing speaking and **design a test of spoken interaction** targeted at one of the linking points (at the end of lower or upper basic education or upper secondary education).

Write a plan for 3-4 sub-tasks of the test. You can choose a digitally mediated or a live test. The test should include both monologue and dialogue (live or simulated) discourse.

Propose a scale for assigning the level or the score. How is the overall score determined? NB. You do not need to deliver complete tasks, but please explain the topics and provide the time constraints.

Reflect the validity dimensions of your test tasks. What are the strengths and challenges in terms of reliability, authenticity, etc.?
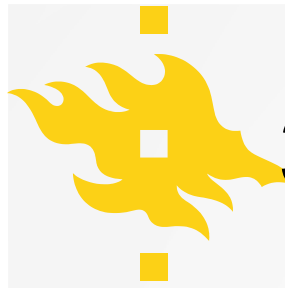
2. TASK EXAMPLE – LECTURE PART (TAKE-HOME WRITTEN EXAM)

Read Chapter 7 (Tsagari & Banerjee, 2016) on assessing listening and **design a multimedia listening comprehension task** targeted at one of the linking points (at the end of elementary or lower secondary education or upper secondary education).

Write 5 multiple choice questions (in target language) and **5 open-ended questions** (in L1)

Prepare a model response with scoring specified for each partial credit point

Reflect the validity dimensions of your test task. What are the strengths and challenges in terms of reliability, authenticity etc.?

3. TASK EXAMPLE – LECTURE PART TAKE-HOME GROUP TASK

The new core curriculum for upper secondary education puts emphasis on transversal competences. **Design a module** of about 10 lessons, combining studies in a language subject and two other disciplines. **Describe** the objectives, contents, working methods, and assessment of your module.

Make a **video presentation** of your work and submit it into Moodle by xx.3.202x

Add a short **self-evaluation** to your sample.

Provide concise principled **feedback on one sample submitted by your peers**.

CONTENT OF SEMINAR TEACHING (SD2) - BUILDING ON THE CONTENT OF LECTURES

Familiarization with

- Core curricula about assessment of language skills

- Language skill grids (based on CEFR)

- Matriculation exams

Preparation of tasks (next slide)

- In class, students are divided into language groups (if possible), and they try out each other's tests and give feedback

  1) Assessing receptive skills (theory-practice: related to lecture 4)

  2) Assessing productive skills (theory-practice: related to L5)

  3) Grammar, vocabulary, and writing as an integrated communicative task (theory-practice: related to L5)

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TASKS IN SEMINAR

Different task options for students (chosen so that they complement those in the lecture part):

- *Analysis of an assessment task* (language test)

- *Assessment of receptive skills*: Creating either a reading or listening comprehension test

- *Assessment of productive skills*: Creating an integrative communicative language skills test (vocabulary, grammar, writing)
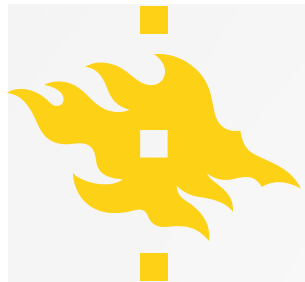
TASK EXAMPLE 1: INSTRUCTIONS FOR STUDENTS

DESIGN A TEST THAT ASSESSES READING OR LISTENING COMPREHENSION

Design a reading or listening comprehension test that has a clear pedagogical objective, with clear instructions. The test should take max. 15 min to complete (so that there is time to try them out in class).

Consider what the core/school-level curriculum states about assessment in foreign language education and your language subject, for the grade level you choose and the skill level that it is related to.

Include at least two test task types in the test. You can use more than one text (written, audio, video, images, etc.), depending on the length of them. Include a copy of text (remember copy rights) or add a link to text.

If it is a listening comprehension task, restrict the total length of the text to about 3 min (text can be made up of more than one text). The total length of text is important, as the text is normally listened to twice, plus pausing. Similarly, pay attention to the length of a reading text so that it is appropriate. At a maximum reading speed of 120–150 words/min, a text in upper secondary school A-language could be about 400–500 words, in short languages and in basic education about half this length.

Describe the structure of the test task (what does it contain, what does it measure/assess, etc.) and the assessment criteria (including the available points for each test item). Provide the answer key (sample answers).

Make the test on an online platform (e.g., Google Forms, Classmarker). Before the session, upload the link to it onto the shared platform.

In the session, you will work in small groups to try out and assess each test and give supportive and constructive feedback.
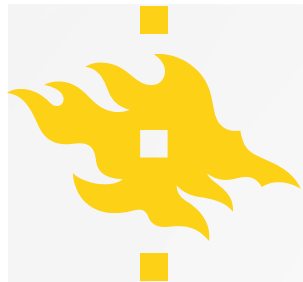
TASK EXAMPLE 2: INSTRUCTIONS FOR STUDENTS

DESIGN A TEST THAT ASSESSES READING OR LISTENING COMPREHENSION

Design an integrative communicative language skills test focusing on vocabulary, grammar and writing. Test should be of such length that your peers in your small group can complete it in about 10-15 min in class.

Consider what the core/school-level curriculum states about assessment in foreign language education and your language subject, for the grade level you choose and the skill level that it is related to.

Think: What grade level is the test for? What CEFR/ELPS level is the test for? (Include the particular description.) If in upper secondary school, state the course that this test is for. If in basic education, what grade is the test for, what content areas (C) are covered in the test?

Describe the structure of the test task (what it contains, what it measures/assesses, etc.) and the assessment criteria

The test can consist of different communicative parts that are linked, for example, by topic

Include a model answer with points for vocabulary and grammar parts, and assessment criteria and points for the writing task

In class you will work in the small groups to try out the tests, assess each test, and give supportive and constructive feedback
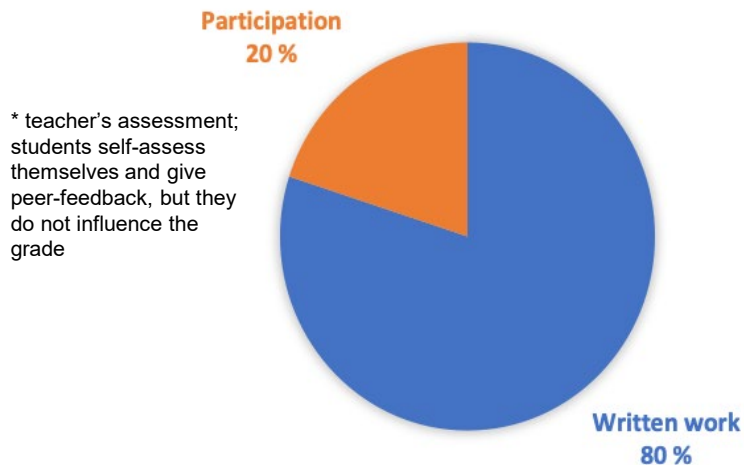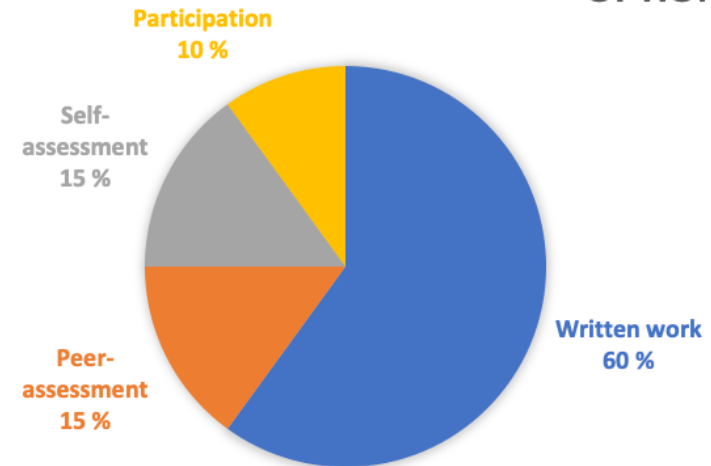
ASSESSMENT OF SEMINAR (SD2)

SUGGESTIONS FOR FINAL ASSESSMENT OF THE SEMINAR, GRADING SCALE 0–5.

Assessment criteria is presented to students at the start of the course. They are advised to familiarize themselves with the criteria before the submission of assignments. Discussion of the seminar assessment can be used as a means of meta-observation.

OPTION 1

* teacher's assessment; students self-assess themselves and give peer-feedback, but they do not influence the grade

Participation 20 %

Written work 80 %

OPTION 2

Participation 10 %

Self-assessment 15 %

Peer-assessment 15 %

Written work 60 %

GUIDELINES FOR SELF AND PEER ASSESSMENT

- See guide for peer assessment (accompanying documents)

- You can use the course assessment criteria chart as support