

Outline for Assessment Workshops

- I. Overview of Assessment and its role in the educational process (Theoretical).
TIME Required: 90 minutes to 2 hours
 - a. Powerpoint on Assessment: includes competence vs. performance, roles and responsibilities of test givers, validity vs. reliability; curriculum vs. standards based testing; oral standards, norming and data solicitation
 - b. AEDAPT: Attend-Evaluate-Describe-Assess-Prescribe and Teach: A model that shows the role assessment plays in the overall teaching-learning process
 - c. Skehan's Model of Speaking Test Performance: A model that graphically lays out the oral testing process and many of the questions and potential pitfalls of the process.

- II. Writing Test Specifications (Practical- how to write test specifications for writing and oral/aural assessment)
TIME Required: 2-4 hours
 - a. Adapted Version of Popham's Model for Test Specification writing: 5 element model- General Description; Prompt Attributes; Response Attributes; Sample Item and Specification Supplements
 - b. Writing Portfolio Test Specification Example (from Davidson and Lynch) using Popham's Model
 - c. Exercise on "What makes for a good writing prompt?"
 - d. Oral Assessment Test Specification Example (from Dicker, 2005)
 - e. Sample Oral Assessment (audiotape followed by completed assessment sheet in light of institution's published oral proficiency statements)

- III. Learning to Assess Speaking (Practical- objective is to provide participants with guidelines on how to assess speaking skills)
TIME Required: 3-7 hours
 - a. Elicitation Techniques
 - b. OPIs- Oral Proficiency Interviews- Phases
 - c. Listening to OPIs for technique
 - d. Guidelines (sample questions/level characteristics) for OPIs
 - e. Practice administering OPIs with students

- IV. Writing Proficiency Statements for your institution
Time Required: 2-10 days
 - a. Assessment of Sample Rubrics- ACTFL, SOLOM, CEF inspired samples)
 - b. Proficiency Description Writing Process: Oral
 - i. Listen to Oral data
 - ii. Identify level for institute
 - iii. Justify level assessment (articulate characteristics of the oral data that made the assessor characterize it as being of a particular level)
 - iv. Compare/contrast assessors' level assessments and justifications

- v. Decide on level as a group and note down characteristics of that level
 - vi. Repeat i-v for AT LEAST 10 additional oral samples
 - c. Proficiency Description Writing Process: Writing
 - i. Read through a sample of written data
 - ii. Identify level for each sample individually
 - iii. Justify level assessment (articulate characteristics of the written data that made the assessor characterize it as being of a particular level)
 - iv. Compare/contrast assessors' level assessments and justifications
 - v. Decide on level as a group and note down characteristics of that level
 - vi. Repeat i-v for AT LEAST 10 additional written samples