

LANGUAGE ASSESSMENT  
*PRACTICAL CLASSROOM APPLICATION*



# introduction

- ✦ An alternative to the traditional forms of assessment has been proposed in recent years. This has come to be termed alternative assessment, authentic assessment, or informal assessment.
- ✦ Authentic forms of assessment such as portfolios, interviews, journal, project work, and self-or peer assessment have become increasingly common in the ESL classroom.

# Testing and Assessment; Are they same?

## Test

Is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. It is almost always identifiable time periods in curriculum. The learners are usually conscious that their responses are being measured and evaluated. Test is the mean to assess the student.

# Testing and Assessment; Are they same?

Assessment encompasses a much wider than tests. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher makes an assessment of the students' performance



# Testing and Assessment; Are they same?

## ASSESSMENT

- ✦ Sommer (1989)
- ✦ The process of finding out who the students are, what their abilities are, what they need to know, and how they perceive the learning will affect them. Assessment places the needs of the students at the center of the teacher's planning.

# The Difference with Traditional Assessment “( Gracfa & Pearson, 1994,p.357)”

- ✦ Alternative assessment is different from traditional testing in that it actually asks students to show what they can do. The main goal of alternative assessment is to “gather evidence about how students are approaching, processing and completing real-life tasks in a particular domain.

# INFORMAL AND FORMAL ASSESSMENT

- ◆ INFORMAL/FORMATIVE EVALUATION: involved in all incidental, unplanned evaluative coaching and feedback on tasks designed to elicit performance, but not for the purpose of recording results and making fixed judgments about a student's competence. It implies the observation of the **process** of learning

# INFORMAL AND FORMAL ASSESSMENT

- ✦ **FORMAL ASSESSMENT / SUMMATIVE TEST:** Exercises or experiences specifically designed to tap into a storehouse of skills and knowledge, usually within a relatively short time limit. They are systematic, planned sampling techniques constructed to give teacher an student an appraisal of students achievement.

# DEFINITION OF AUTHENTIC ASSESSMENT

Garcia and Pearson (1994: 335)

- ✦ “Efforts that do not adhere to the traditional criteria of standardization, efficiency, cost-effectiveness, objectivity, and machine scorability”
- ✦ **Authentic Assessment** is also called *Performance Assessment, Alternative Assessment, Portfolio Assessment, Informal Assessment, Situated Assessment, and Assessment by Exhibition.*

# MAIN GOAL OF AUTHENTIC ASSESSMENT

“Gather evidence about how students are approaching, processing, and completing ‘real-life tasks in a particular domain”

A silhouette of a runner in a starting crouch on a track, positioned to the left of the main text. The runner is in a low, forward-leaning position with hands on the ground and feet in starting blocks, ready to begin a race. The background is a warm orange gradient with curved lines.

# OBJECTION OF AUTHENTIC ASSESSMENT

## ✦ VALIDITY

Guba & Lincoln (1981) :

“Assessment instrument must measure what it is suppose to measure, and must give the same result if replicated.”

How can we say that the authentic assessment is valid?

Kirk and Miller (1986)

“Authentic Assessment represents the best of all worlds in that it looks at actual performance on real life tasks, such as: Writing, self-editing, reading, participation in collaborative work, and doing a demonstration in front of a group.”

# **OBJECTION OF AUTHENTIC ASSESSMENT**

## **◆ RELIABILITY**

**Authentic Assessment is reliable if it is valid. It will consistently produce the same result if audited or replicated.**

# OBJECTION OF AUTHENTIC ASSESSMENT

## ✦ OBJECTIVITY

Authentic Assessment collects the score from the whole performance of students', it more focus on the process of learning, unlike traditional test which more focus on the final result. So the score from Authentic Assessment will be more objective than traditional.

Is that true that Authentic Assessment is lack of Objectivity?

# LET'S COMPARE ...

Traditional Test	Authentic Assessment
Identifiable time and period	Incidental and intended
Conscious	Unconscious
In form of Standardized test which adheres scoring procedures, format, content, number of test, etc.	In form of <b>actual performance on real life tasks</b> , such as: Writing, self-editing, reading, participation in collaborative work, and doing a demonstration in front of a group.
The number or statistic can be manipulated	The scores cannot be manipulated because it always collect portfolio and can be seen through the

**SO, THERE IS NO REASON TO CONSIDER ALTERNATIVE ASSESSMENT AS BEING LESS OBJECTIVE THAN TRADITIONAL TESTING**

The existence of nontraditional forms of assessment in the classroom reflects the changing paradigm, as shown below :

Old Paradigm	New Paradigm
Focuses on Language	Focuses on Communication
Teacher-centered	Learner-centered
Isolated Skill	Integrated Skill
Emphasis on product	Emphasis on process
One Answer, one-way correctness	Open-ended, multiple solution
Tests are test	Tests are also teach.

# ALTERNATIVE ASSESSMENT OPTIONS

## ✦ Self-and Peer-Assessment

Here are some ways in which Self-and Peer-Assessment can be implemented:

- Oral production
- Listening Comprehension
- Writing
- Reading

# ALTERNATIVE ASSESSMENT OPTIONS

- ◆ Journals
- ◆ Conferences
- ◆ Portfolios
- ◆ Cooperative test constructions

# Journal Entries “( Applebee & Langer, 1992)”.

- ✦ Some of its advantages are that :
  - It can be enjoyable
  - It offers students the privacy, freedom, and safety to experiment and develop as a writer



# Dialogue Journals

- ✦ These are written conversations between teacher and student over a period time, usually for the duration of a course, on topics that are of special interest to them.



Dialogue journals have some essential ingredients that differentiate them from other forms of written communications, specially journal entries. Some of distinguishing characteristic between dialogue journal writing and journal keeping are as follow :

### ✦ Dialogue journal

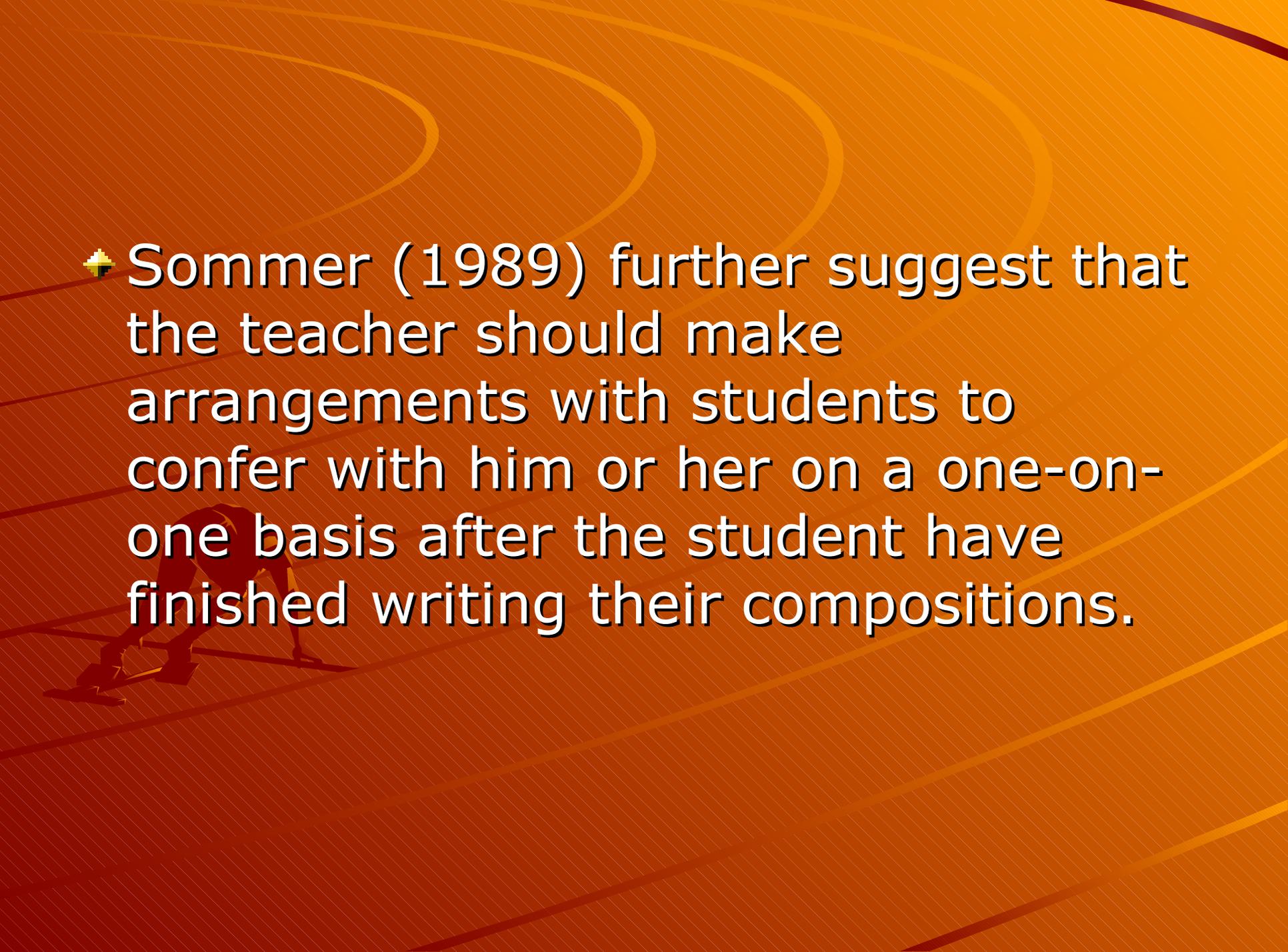
- Teacher and student write to each other, taking equal turns in writing and responding.
- Teacher and student share ideas and information.

### ✦ Journal entries

- Teacher comments on student's work, but there is no equal turn taking in responding.
- Student is not obligated to share her writing with anybody.

# CONFERENCES

- ✦ Teacher response : Conferencing, which is a one-to-one conversation between teacher and student, is an effective means of teacher response to student writing. Conferences make teachers better acquainted with their students.



✦ Sommer (1989) further suggest that the teacher should make arrangements with students to confer with him or her on a one-on-one basis after the student have finished writing their compositions.

# Portfolio Assessment

“(Applebee and Langer(1992,p.30))”

- ◆ The portfolio in writing classes is a case in point. Disenchantment with the traditional modes of assessment has probably contributed to the portfolio approach to assessment of writing.
- ◆ Some of the popular forms are the following:
  - A traditional “writing folder” in which students keep their work.
  - A bound notebook with separate sections kept for work in progress and final drafts.
  - A loose-leaf notebook in which students keep their drafts and revision.

A typical writing portfolio contains the student’s total writing output to represent his or her overall performance, but it may also contain only a selection of works which the students has chosen for the teacher to evaluate.

# COOPERATIVE TEST CONSTRUCTION

- ✦ Students construct their own test items
- ✦ One of the most productive of the various alternative assessment procedures sees students directly involved in the construction of a test (Tim Murphy: personal communication 1993)

# WHAT MAKES AUTHENTIC ASSESSMENT DIFFERENT WITH TRADITIONAL ASSESSMENT

- ✦ Authentic Assessment procedures provide teachers with useful information that can form the basis for improving their instructional plans and practices.
- ✦ Focuses more on measuring learners' ability to use language in real-life situation.
- ✦ It is typically carried out continuously over a period of time.
- ✦ Obtains more accurate picture of students' language profile.
- ✦ Evaluates students' on what they integrate and produce rather than what they are able to recall or reproduce.
- ✦ It doesn't intrude on regular classroom activities.
- ✦ It reflects the curriculum that is actually being implemented in the classroom.
- ✦ Provides information on the strength and weaknesses of each individual student.
- ✦ Provides multiple indices that can be used to gauge student progress
- ✦ It is more multicultural sensitive and free of norm, linguistic, and cultural biases found in traditional testing.