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Module 2: Key Assessment Concepts (Jun 12 - Jun 18)



In **Module 2** you will become familiar with key assessment concepts. Understanding these concepts and terms will help you develop effective classroom assessment. In this module, you will also complete a needs assessment that will help you identify your purposes in assessing your students.

Goals for **Module 2**:

At the end of **Module 2**, you will understand:

- key assessment concepts, including practicality, reliability, validity, and impact; and
- your own assessment needs and purposes.

Due Date: June 18

Complete Module 2 Quiz: June 18



When you are ready to continue, click the first bulleted item—**Validity**—under **Module 2** in the navigation pane to the left. To complete **Module 2**, follow the bulleted items in order.

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Module 2: Key Assessment Concepts - M2: Validity



Module 2: Validity

Test validity is a complex concept. One important aspect of validity is making sure that you match your purposes (what you want to know) with the type of assessment you use. For example, if you want to know about your students' speaking ability, you may conduct short oral interviews. In this case, the type of assessment matches the information you want to know.

The first step in conducting valid classroom assessments is determining your purposes and needs in conducting assessment.

Key Questions

- What information do I want to find out about my students?
- How will I use this information?

The chart below contains some sample answers to these key questions.

What I want to know	How I will use this information
How well students have learned the content of a unit on greetings	Assign grades
My students' ability to engage in short conversations in the target language	Understand what my students can do and tailor my teaching to their ability
Does student knowledge match the course/program goals at the end of a course of instruction?	Evaluating success of a course and planning for next year

[Click here](#) to see an example of validity considerations that an instructor might take into account.

Later in this module, you will complete your own needs assessment. Understanding your own purposes for testing will help you select and develop valid assessments.



NEXT: Go to Practicality...

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Module 2: Key Assessment Concepts - M2: Practicality



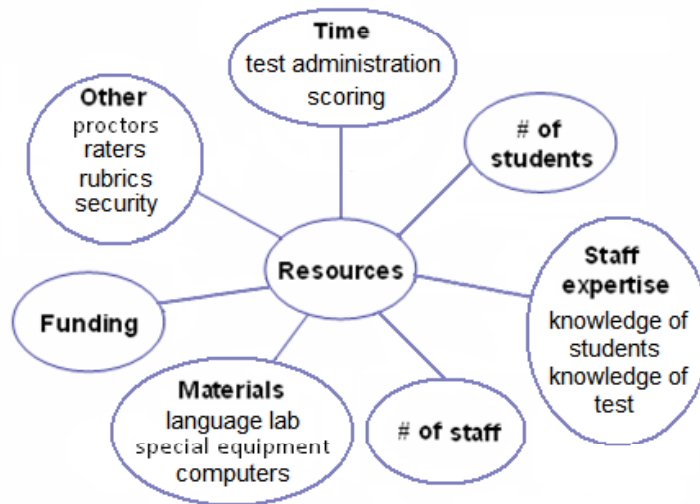
Module 2: Practicality

In language assessment, practicality refers to the feasibility of conducting an assessment given practical constraints such as classroom characteristics, time, funding and staff. Thinking about practical issues that affect testing will help you develop classroom assessments that meet the needs of your program and classroom.

Key Questions

- What are my classroom and/or program characteristics?
- How much time do I have to conduct assessment?
- What resources are available for assessing students?

Here is a resource web that lists all the resources you may consider when planning for language assessment.



[Click here](#) for a blank copy of this web that you can use to assess your own testing resources.

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Module 2: Key Assessment Concepts - M2: Reliability



Module 2: Reliability

Reliability refers to the consistency of assessment and assessment results. Reliability can have to do with the assessment you use, the conditions under which it is administered, or the scoring of the assessment.

The chart below gives some examples of how reliability considerations may affect classroom testing situations.

Reliability of student performance	One student should be able to take a test on different days or at different times and get very similar results.
Reliability of scoring	The results should be the same no matter who scores the test and when they score it.
Reliability between different forms of the same test	Different forms of a test have slightly different questions in a slightly different order. However, the content and difficulty level are the same and a student should perform comparably on both tests.

[Click here](#) to see an explanation of how reliability relates to validity.



NEXT: Go to Impact...

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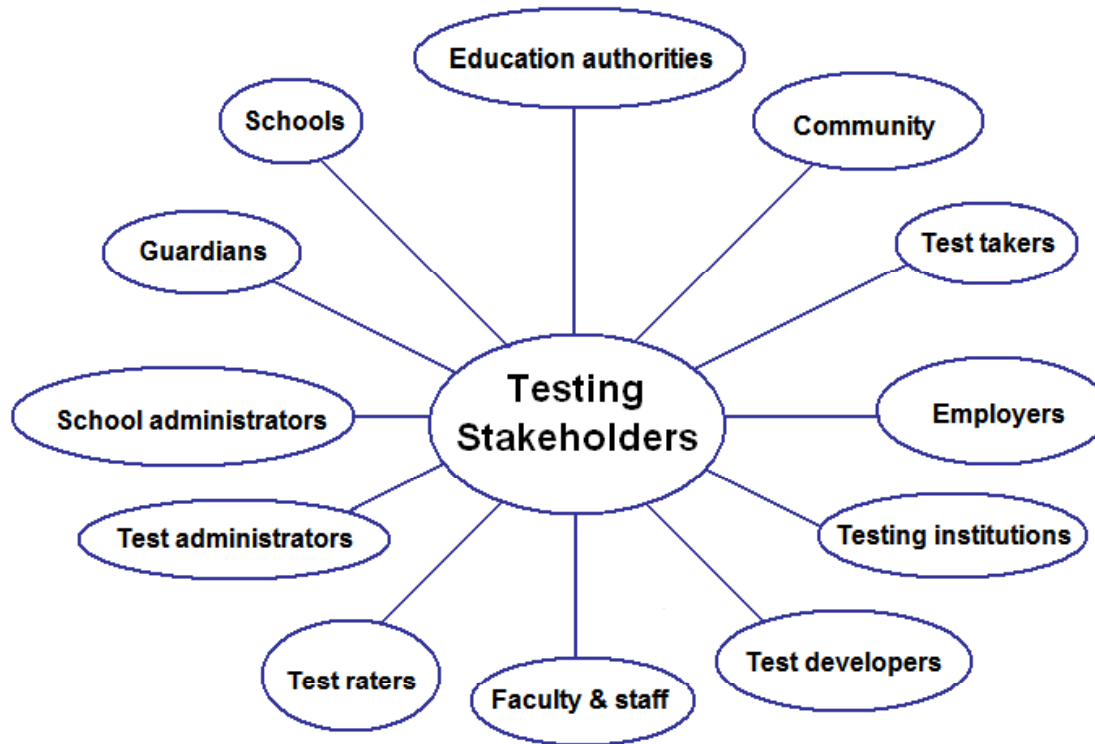


Module 2: Impact

Impact refers to the possible consequences of a test on all stakeholders involved. Impact can have to do with the relationship between assessment and instruction.

Tests can have positive or negative effects, called washback. Positive washback refers to intended test results. For example, a test may encourage students to study more, or may promote a connection between standards and instruction. Negative washback refers to the unexpected, harmful consequences of a test. For example, instruction may focus too heavily on test preparation at the expense of other activities.

The picture below is a stakeholders' web that shows many possible testing stakeholders, or people who are involved with and affected by the assessment. It is important to keep the needs of all stakeholders in mind when thinking about assessment.



[Click here](#) for a blank copy of the stakeholders web that you can use to define your own testing stakeholders.

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Module 2: Key Assessment Concepts - Assignment: Needs Assessment



Module 2: Assignment - Needs Assessment

Now that you have learned some basic concepts related to language assessment, you will complete the *Needs Assessment*.

Instructions

1. Download the [Needs Assessment](#).
2. Save the document to your personal computer, adding your last name to the file name.
(For example: NeedsAssessmentMalone.doc)
3. Complete the needs assessment for your courses or program.
4. Click on the digital Dropbox tab at the top of the page. Follow the instructions there to turn in your completed assignment.



NEXT: Try the Test Search...

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 **Module 2: Key Assessment Concepts - Test Search** Help**Module 2: Test Search**

Next you are going to see what externally developed tests are available in the language(s) you teach. You will use CAL's Foreign Language Assessment Directory (FLAD) to search for these tests.

The Foreign Language Assessment Directory (FLAD) is a free, searchable database with information on more than 150 assessments in over 60 languages other than English. FLAD contains information about assessments currently used in elementary, middle, secondary, and post-secondary school programs around the United States.

You can use some of the information from your needs assessment to help you look for a test that you could use in your classes or program.

Instructions

1. Go to the [FLAD Homepage](#).
2. See how many tests are available in the language that you teach. Then try limiting your search by grade level, proficiency level or some other search criteria. How many tests are available for your testing situation?

**NEXT: Take the Module 2 Quiz...**

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Module 2: Key Assessment Concepts - Discussion

Welcome to Module 2 Discussion! We'll check the board on Sunday, Monday and Tuesday.

Please reflect on the following:

When you searched the Foreign Language Test Directory (FLAD), how many tests were available in the language you teach?

How many were applicable to your situation?

Are there assessments you know about that aren't in the Directory?

Are there assessments you want that don't exist?

What did you find on the search of the directory?

Tell us about what you found-and didn't find-in your search of the directory.

[Respond](#)

[Expand All](#)

[Show Options](#)

sort by: response | [author](#) | [date](#) | [read](#) | [unread](#)

Responses	Author	Date & Time
When I searched the FLAD, I fo		15 Jun 09 5:04 PM MST
Great! Thanks for the feedback		16 Jun 09 4:42 AM MST
I did not find exactly what I		16 Jun 09 12:22 AM MST
There aren't many tests availa		16 Jun 09 4:42 AM MST
I browse through the test. It		16 Jun 09 4:06 PM MST
I'm glad you found some that c		16 Jun 09 4:56 PM MST
unfortunately there is only on		16 Jun 09 10:13 PM MST
the lack of tests can be reall		17 Jun 09 8:56 AM MST
Hello		17 Jun 09 2:39 PM MST
I'm not surprised. We will wor		18 Jun 09 5:17 AM MST
For Urdu and Persian there		17 Jun 09 6:04 PM MST
Well, we will work with you to		18 Jun 09 5:18 AM MST
Hello! In terms of Arabic, it		18 Jun 09 12:21 AM MST
Also, I don't know about any a		18 Jun 09 12:22 AM MST
One purpose of this course is		18 Jun 09 5:19 AM MST
I searched for an assessment t		18 Jun 09 8:18 AM MST
This is why we have developed		19 Jun 09 6:05 AM MST
For Hindi novice , the only te		18 Jun 09 8:22 AM MST
I know-thus, we have developed		19 Jun 09 6:05 AM MST
I found several tests for Arab		18 Jun 09 11:44 AM MST
Great!		19 Jun 09 6:30 AM MST
Searching FLAD I found several		18 Jun 09 12:53 PM MST

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Module 2: Key Assessment Concepts - Quiz

Help

Save Answers

Submit For Grade

1. Matching your purposes for testing with the purpose of the test demonstrates (Points: 1)

- Feasibility
- Validity
- Reliability
- Practicality

2. _____ is the feasibility of a test relative to your resources (time, budget, personnel). (Points: 1)

- Reliability
- Content
- Practicality
- Construct

3. Two raters assign a score to an essay exam. Then, we look to see how well they agree. Which testing term describes this agreement (or not)? (Points: 1)

- Validity
- Usability
- Practicality
- Reliability

4. Program resources include well-trained staff. (Points: 1)

- True
- False

5. Imagine that you are trying to assess your STARTALK students' oral proficiency. What kind of test might you choose? (Points: 1)

- Multiple choice test
- Short interviews
- Essay test
- Passage translation

6. Your students began with very little reading knowledge of the target language. What test might you give at the end of the summer to show what they've learned? (Points: 1)

- Oral proficiency test.
- Grammar test
- Multiple choice test
- AP test*

* in the language (imagine it exists)