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كلية التربية

المادة: لغويات تطبيقية

الفرقة: الرابعة

القسم: لغة انجليزية

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المحاضرة الرابعة

Assessment

Portfolios

❑ A portfolio is a purposeful collection of students' work over time that contains samples of their language performance at different stages of completion, as well as the student's own observations on his/her progress.

❑ Three types of portfolio have been identified, reflecting different purposes and features: showcase portfolio, documentation portfolio, and evaluation portfolio.

❑ The showcase portfolio represents a collection of student's best or favourite work. The entries in the showcase portfolio are selected by the student and thus portray an individual's learning over time. No comparison with external standards or with other students is involved.

❑ The documentation portfolio contains systematic ongoing records of progress. The documentation portfolio may include

observations, checklists, anecdotal records, interviews, classroom tests and performance assessments. The selection of entries may be either by the teacher or the student.

❑ The documentation resembles a scrapbook, providing evidence but not judging the quality of the activities.

❑ The evaluation portfolio is used as public evidence of learners' achievement and is more standardized than either the showcase or documentation portfolio because of the need for comparability.

❑ The contents of the evaluation portfolio and the assessment criteria used are largely determined by external requirements, although there is some room for individual selection and reflection activities.

❑ A pivotal portfolio combines the features of the showcase and documentation portfolio. it contains essential evidence of the student's work, along with common assessments administered by all teachers, and follows the learner for the duration of the

Program.

- ❑ The use of portfolios as a means of recording and assessing progress offers a number of advantages to language teachers and learners. Not only does it provide a way of relating assessment closely to instruction and motivating learners but it also offers learners the opportunity to reflect on their learning goals and strategies, thus promoting learner independence.
- ❑ Research studies have highlighted both technical and practical difficulties associated with portfolio use. These include:
- ▪ Low levels of agreement between assessors on the quality of language samples.
- ▪ Lack of comparability between the samples submitted.
- ▪ The time and expense associated with collecting and grading large numbers of student texts on a continuing basis, conducting standard-setting meetings and discussing portfolios with students on an individual basis.

- ❑ Portfolio assessment is technically more reliable than more traditional means of assessment.
- ❑ In addition, with the advent of new technology, the practical problems of data management and storage associated with paper-based portfolios do not arise, since the contents can be stored, displayed and transmitted electronically.
- ❑ A wide variety of work samples can now be captured in different electronic formats, ranging from video-recorded speech samples to writing assignments and used by teachers, learners and relevant third parties for all of the purposes.

Types of Language Tests

1. Objective vs. Subjective Tests
2. Direct vs. Indirect Tests
3. Discrete-point vs. Integrative Tests
4. Aptitude, Achievement, and Proficiency Tests

1 - Objective vs. Subjective Tests:

❑ These types of tests are distinguished on the basis of the manner in which they are scored.

❑ An objective test is said to be one that may be scored by comparing examinee responses with an established set of acceptable responses or scoring key. No particular knowledge or training in the examined content area is required on the part of the scorer.

❑ A common example would be a multiple-choice recognition test.

❑ Conversely a subjective test is said to requite scoring by opinionated judgment, hopefully based on insight and expertise, on the part of the scorer. An example might be the scoring of free, written compositions for the presence of creativity in a situation where no operational definitions of creativity are provided and where there is only one rater.

❑ Objectivity-subjectivity labels are not always confined in their application to the manner in which tests are scored. These descriptions may be applied to the mode of item or distractor selection by the test developer, to the nature of the response elicited from the examinee, and to the use that is made of the results for any given individual.

2 – Direct vs. Indirect Tests:

❑ Certain tests, such as ratings of language use in real and uncontrived communication situations, are testing language performance directly; whereas other tests, such as multiple-choice recognition tests, are indirectly tapping true language performance.

❑ Many language tests can be viewed as lying somewhere on a continuum from natural-situational to unnatural-contrived. Thus an interview may be thought of as more direct than a cloze test for measuring overall language proficiency. A contextualized vocabulary test may be thought more natural and direct than a synonym-matching test.

❑ Sometimes tests are explicitly designed to elicit and measure language behaviors that occur only rarely if at all in more direct situations.

3 - Discrete-Point vs. Integrative Tests:

❑ Discrete-point tests, as a variety of diagnostic tests, are designed to measure knowledge or performance in very restricted areas of the target language. Thus a test of ability to use correctly the perfect tenses of English verbs or to supply correct prepositions in a cloze passage may be termed a discrete-point test.

❑ Integrative tests, on the other hand, are said to tap a greater variety of language abilities concurrently and therefore may have less diagnostic and remedial-guidance value and greater value in measuring overall language proficiency. Examples of integrative tests are random cloze, dictation, oral interviews, and oral imitation tasks.

4 - Aptitude, Achievement, and Proficiency Tests:

❑ **Aptitude tests** are used to measure the suitability of a candidate for a specific program of instruction or a particular kind of employment. A language aptitude test may be used to predict the likelihood of success of a candidate for instruction in a foreign language. Frequently vocabulary tests are effective aptitude measures; perhaps because they correlate highly with intelligence and may reflect knowledge and interest in the content domain.

❑ **Achievement tests** are used to measure the extent of learning in a prescribed content domain, often in accordance with explicitly stated objectives of a learning program. These tests may be used for program evaluation as well as for certification of learned competence.

- ❑ Proficiency tests are most often global measures of ability in a language or other content area. They are not necessarily developed or administered with reference to some previously experienced course of instruction. These measures are used for placement or selection, and their relative merit lies in their ability to spread students out according to ability on a proficiency range within the desired area of learning.
- ❑ The primary differences among these three kinds of tests are in the purposes they serve and the manner in which their content is chosen.

1. The documentation portfolio resembles a scrapbook, providing evidence and judging the quality of the activities.   [……………..]
2. Examples of discrete-point tests are random cloze, dictation, oral interviews, and oral imitation tasks.[…….]
3. The primary differences among aptitude, achievement, and proficiency tests are in the purposes they serve and the manner in which their content is chosen. [……………]

Assignment (2):
Give terms to the following definitions:
1. A test that is said to requite scoring by opinionated judgment, hopefully based on insight and expertise, on the part of the scorer.   […………………………………………………….]
2. A purposeful collection of students' work over time that contains samples of their language performance at different stages of completion, as well as the student's own observations on his/her progress. […………………………………….]
3. A test is said to be one that may be scored by comparing examinee responses with an established set of acceptable responses or scoring key. [………………………………………………]
4. It represents a collection of student's best or favourite work. […………………………………………………….]

Assignment (3):

1. Discuss types of language tests.
2. What is a portfolio? What are its types?