



LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS  
FACULTAD DE BELLAS ARTES Y HUMANIDADES  
UNIVERSIDAD TECNOLÓGICA DE PEREIRA



**CLAC**

## **Classroom Language Assessment Course**

**Course:** Classroom  
Language Assessment (L2)

**Code:** LB824

**Prerequisite:** LB724

**Schedule:** Tuesdays & Thursdays

**Course hours:** 4 in-class hours between  
synchronous and asynchronous learning  
–8 hours of autonomous work.

**Credits:** 4

**Professor:** Daniel Murcia

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**Office Hours:** Booking

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**Platform:**

Google Classroom code:

apzemmj

Or the link: <https://classroom.google.com/c/NjE2OTE5OTc4MDYy?cjc=apzemmj>

# Rationale

Language teachers are assessors by nature. However, teaching to assess with quality is one of the most underexplored categories in pre-service teacher training (Giraldo & Murcia, 2018, 2019, 2022). Learning to assess students' language progress and ability implies learning to design, implement, and evaluate assessment instruments and procedures so that one can make informed decisions that affect stakeholders and the curriculum. For language teachers to carry out quality assessment procedures, they are expected to have a level of Language Assessment Literacy [LAL] (Inbar-Lourie, 2017), which includes knowledge, skills, and principles for language assessment. Given this background, the primary purpose of the Classroom Language Assessment Course (CLAC) is to foster pre-service teachers' LAL. The course will enable them to gain an overall awareness of language assessment, its purposes and theories, and classroom praxis embedded in sociocultural conditions that entail relations with technological tools and current digital language assessment phenomena (Murcia, 2023).

## Learning Outcomes

In alignment with the five global learning outcomes (GLOs) established for the B.A. in Bilingual Education and English Language Teaching, and understanding these as principles that are dynamically furthered within a framework of professional and ethical excellence, by the end of Classroom Language Assessment, learners of the CLAC will be expected to:

GLOs	Course Learning Outcomes	Learning Outcomes Assessment
Bilingual Proficiency	<ul style="list-style-type: none"><li>· Communicate information (especially scores) from language assessments to different stakeholders, including students, parents, and school administrators in English or Spanish when appropriate.</li><li>· Discuss (explain and propose solutions to) language assessment phenomena from practice and theory, highlighting key findings and discussions, and integrating sources of information.</li><li>· Relate new information to existing knowledge about language assessment, as s/he highlights connections among readings in the course.</li><li>· Write descriptions, explanations, reflections, and arguments that substantively illustrate and/or prove a point related to issues in language assessment.</li></ul>	<p>Reflection I</p> <ul style="list-style-type: none"><li>· In and Out classwork</li></ul> <p>Classroom Project: Analysis of Teacher Assessment Scenarios</p> <p>Final oral reflection</p>

<b>Pedagogical Tenets</b>	<ul style="list-style-type: none"> <li>· Design traditional and alternative assessment instruments (formative and summative) to identify strengths and areas of difficulty in a variety of teaching-learning processes.</li> <li>· Critically adjust teaching-learning objectives methods in accordance to assessment results and applied linguistic theories and educational policies.</li> <li>· Create assessment instruments and procedures that are aligned to the Colombian Suggested Curriculum and Basic Learning Rights.</li> <li>· Promote high-level thinking skills in the design of assessment instruments and tasks to ensure learners' equity and empowerment.</li> </ul>	<ul style="list-style-type: none"> <li>· Statement of Usefulness</li> <li>Classroom Project: Analysis of Teacher Assessment Scenarios</li> <li>Self-assessment</li> <li>Final oral reflection</li> </ul>
<b>ICTs Command</b>	<ul style="list-style-type: none"> <li>· Use alternative assessment forms such as e-portfolios and LMSs (e.g. Schoology), conferencing software (e.g. Zoom, Google Meet) and cloud storage platforms (e.g. Drive) to manage course materials.</li> <li>· Design online summative assessment instruments through in-class tasks that foster digital savviness, creativity, autonomy and academic integrity.</li> <li>· Analyze the accuracy of e-feedback systems to make decisions about their implementation in their language lessons.</li> <li>· Become acquainted of e-proctoring procedures as part of assessment logistics and test administration protocols.</li> </ul>	<ul style="list-style-type: none"> <li>· Statement of Usefulness</li> <li>In and Out classwork</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>· Make language assessment decisions using knowledge about language teaching methodologies and bilingual education.</li> <li>· Communicate what inferences and consequences can derive from a language assessment in English or Spanish when appropriate.</li> <li>· Analyze assessments used by language teachers locally and internationally to develop improvement plans based on the qualities of good assessment practices.</li> <li>· Identify similarities and differences in approaches to language assessment such as norm- and criterion referenced, summative and formative, ipsative, and stealth.</li> <li>· Align test mandates, purpose, design, evaluation, and decisions from scores in coherent and critical ways in English or Spanish when needed.</li> <li>· Evaluate test usefulness (construct validity, reliability, practicality, authenticity, interactiveness, and washback) for different language assessments types.</li> <li>· Design different assessment instruments given specific curricula, mandates, purposes, and criteria (e.g. degree of authenticity) in English or Spanish when appropriate.</li> <li>· Write clear and valid items and/or tasks for listening, reading, speaking, and writing assessments.</li> <li>· Examine socio-cultural construct-irrelevant issues (e.g. beliefs, ethnicity, gender) that can negatively affect assessment.</li> <li>· Implement fair, transparent, and democratic language assessment practices that seek to improve language teaching and learning.</li> <li>· Design alternative assessments such as peer- and self-assessment to foster reflective thinking and improvement in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>· In and Out classwork</li> <li>· Listening and reading tests design</li> <li>· Classroom Project: Analysis of Teacher Assessment Scenarios</li> </ul>
<b>Ethics and social dimensions</b>	<ul style="list-style-type: none"> <li>· Evaluate language assessment issues, including ethics and fairness, and national Colombian policies on local and international assessments of/for learning in English or Spanish when needed.</li> <li>· Use assessment data ethically and professionally, without causing any kind of damage on people or institutions.</li> <li>· Promote professional growth by participating in academic events related to language testing and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>· Listening and reading tests design</li> <li>Self-assessment</li> <li>Final oral reflection</li> </ul>
<b>Intercultural competence</b>	<ul style="list-style-type: none"> <li>· Implement critical intercultural skills to evaluate materials and language tests procedures.</li> <li>· Become aware of cultural and social differences embedded in contextualized assessment procedures.</li> </ul>	<ul style="list-style-type: none"> <li>· Classroom Project: Analysis of Teacher Assessment Scenarios</li> <li>· Self-assessment</li> </ul>

# Assessment

For each assignment in the course, you will receive complete criteria so that you know how and on what you will be assessed. What is more, knowing these criteria will help you do a good job for each assignment.

Percentage	Assignment
35%	Reflection I - 50% Statement of Usefulness - 15% In and Out classwork - 35%
35%	Listening and reading tests design - 35% Classroom Project: Analysis of Teacher Assessment Scenarios - 35% In and Out classwork - 30%
30%	Speaking and writing tasks design – 60% Self-assessment – 10% Final oral reflection - 20% In and Out classwork - 10%

Content	Readings
<p>Week 1: Session 1:</p> <p>Discussing Shohamy (2011)</p> <p>Bachman (2004) Basic Concepts and Terms (pp. 3-40).</p> <p><b>Task:</b> Coombe (2007) –Introduction</p> <p>Session 2: Process Giraldo (2018) Process Coombe (2007) Extension activity – Coombe (2007) – Introduction Brown &amp; Abeywickrama (2019) Assessment concepts and issues.</p>	<p>Shohamy, E. (2011). Assessing Multilingual Competencies: Adopting Construct Valid Assessment Policies. The Modern Language Journal, 95 (3), 418-429.</p> <p>Giraldo, F. (2018). A Diagnostic study on teachers' beliefs and practices in foreign language assessment. Ikala, 23 (1), 25-44.</p> <p>Coombe, C., Folse, K. &amp; Hubley, N. (2007). A practical guide to assessing English Language Learners. Michigan: The University of Michigan Press</p>
<p>Week 3: Session 1:</p> <p>Process Coombe Chapter 1 (2007)</p> <p><b>Task:</b> Read Chapelle et al. (2010)</p> <p>Extension activity – Coombe (2007) – Chapter 1</p> <p>Session 2:</p> <p>What is a construct? Different types of constructs Construct perspective and specificity. Practice writing a construct.</p> <p><b>Task:</b> Read the assigned articles about Alternative Assessment</p>	<p>Chapelle, C. A., Kremmel, B. &amp; Brindley, G. (2010). Assessment. In Norbert Schmitt (Ed.). An Introduction to Applied Linguistics, London: Routledge, 294-300</p>

<p>Week 4:</p> <p>Session 1:</p> <p>Review of constructs</p> <p>Translating Colombian standards into constructs</p> <p>Problematizing Language Assessment in Colombia pp. 57-76. (Giraldo, 2022)</p> <p>Session 2:</p> <p>Discuss Alternative Assessments in groups</p> <p>What is the relationship between formative and alternative assessments? (Share analysis with group)</p>	<p>Ministerio de Educación Nacional de Colombia (2016). Estándares básicos de competencia en lenguas extranjeras: inglés</p> <p>Group 1: Yin, M. (2013). Portfolio assessment in the classroom. In A. Kunnan (Ed.), The companion to language assessment, John Wiley &amp; Sons, Inc.</p> <p>Group 2: Oscarson, M (2013). Self-assessment in the classroom. In A. Kunnan (Ed.), The companion to language assessment, John Wiley &amp; Sons, Inc.</p> <p>Group 3: Hansen, J. G. (2013). Peer assessment in the classroom. In A. Kunnan (Ed.), The companion to language assessment, John Wiley &amp; Sons, Inc.</p>
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<p>Week 5: Session 1:</p> <p>Understanding test usefulness.</p> <p>Identifying cornerstones of Test Usefulness.</p> <p>Session 2:</p> <p>Case studies on Test Usefulness.</p> <p>Planning language tests.</p> <p>Task: Read Coombe (Chapter 2: Testing Techniques)</p> <p>Task 2: Development of Statement of Test Usefulness.</p>	
<p>Week 6: Session 1:</p> <p>Process Coombe (2007), Chapter 2: Testing Techniques</p> <p>Setting Design in Motion (pp.145-169) (Giraldo, 2022)</p> <p>Task: Reflection 1</p> <p>Session 2:</p> <p>Analyze examples and compare them with theory</p> <p>Task: Instructions for test design in productive skills.</p>	<p>Coombe, C., Folse, K. &amp; Hubley, N. (2007). A practical guide to assessing English Language Learners. Michigan: The University of Michigan Press</p>
<p>Week 7: Session 1:</p> <p>Writing the Test (Carr, 2011). Classroom project construction (part 1)</p>	

<p>Session 2:</p> <p>Classroom project presentation (part 2) Final discussions</p> <p>Task: Read Coombe (2007) - Chapter 3: Assessing reading</p> <p>Process Coombe (2007) - Chapter 3</p> <p>Create reading assessment</p> <p>Task: Read Coombe (2007)- Chapter 5: Assessing listening</p>	
<p>Week 8:</p> <p>Session 1:</p> <p>Process Coombe (2007) - Chapter 5</p> <p>Session 2:</p> <p>Create listening assessment instruments</p> <p>Task 1: Read Coombe (2007) - Chapter 4: Assessing Writing</p> <p>Task 2: Read Stevens and Levi (2005) - Chapter 1</p>	<p>Coombe, C., Folse, K. &amp; Hubley, N. (2007). A practical guide to assessing English Language Learners. Michigan: The University of Michigan Press</p> <p>Stevens, D. D. &amp; Levi, A. J. (2005). Introduction to rubrics. Sterling, VA: Stylus.</p>

Week 9:

Session 1:

Process Coombe (2007)- Chapter 4

Analyze assessments' samples/tasks

Process Levi (2005), Ch 1

Task: Read Stevens & Levi (2005) – Chapter 2 and 3

Session 2:

Process Steven & Levi (2005), Ch 2 and 3


Create writing assessment instrument with rubrics

Task: Read Coombe (2007) – Chapter 6: Assessing speaking

Coombe, C., Folse, K. & Hubley, N. (2007). A practical guide to assessing English Language Learners. Michigan: The University of Michigan Press

Stevens, D. D. & Levi, A. J. (2005). Introduction to rubrics. Sterling, VA: Stylus.

<p>Week 10: Session 1:</p> <p>Feedback session - writing assessment</p> <p>Session 2</p> <p>Process guidelines speaking assessment</p>	
<p>Week 11:</p> <p>Week 12: Session 1:</p> <p>Process Coombe's chapter 6: assessing speaking</p> <p>Design speaking prompt and task</p> <p>Feedback on speaking task</p> <p>Session 2:</p> <p>Process guidelines for final oral reflection</p> <p>Read article on academic integrity</p>	<p>Holden, O., Kuhlmeier, V. A., &amp; Norris, M. (2020, June 10). Academic Integrity in Online Testing: A Research Review. <a href="https://doi.org/10.31234/osf.io/rjk7g">https://doi.org/10.31234/osf.io/rjk7g</a></p>
<p>Week 13: Session 1:</p> <p>Final oral presentations</p> <p>Session 2:</p> <p>Self assessment</p> <p>Optional readings on assessments in multilingual contexts: Coley (2010) – Chapter 6 López 2017 Read López 2019</p>	<p>Coyle, D., Hood, P., &amp; Marsh, D. (2010). CLIL: Content and language integrated learning. Cambridge: Cambridge University Press.</p> <p>Guzman-Orth, D., Lopez, A., &amp; Tolentino, F. (2017). A Framework for the Dual Language Assessment of Young Dual Language Learners in the United States. ETS Research Report Series, 2017(1), 1-19. <a href="https://doi.org/10.1002/ets2.12165">https://doi.org/10.1002/ets2.12165</a></p>



	<p>Guzman-Orth, D., Lopez, A., &amp; Tolentino, F. (2019). Exploring the Use of a Dual Language Assessment Task to Assess Young English Learners. <i>Language Assessment Quarterly</i>, 16(4-5), 447-463. <a href="https://doi.org/10.1080/15434303.2019.1674314">https://doi.org/10.1080/15434303.2019.1674314</a></p>
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## ETHICAL CONSIDERATIONS

The students of this program are to be education professionals, and therefore, must consider the ethical principles of the teaching profession. The Four main maxims that underline ethical and moral behavior are:

## PERSONAL AND ACADEMIC GROWTH

"A teacher affects eternity; he can never tell where his influence stops." - Henry Brooks Adams. As future teachers, participants in this course will have the responsibility of guiding the future generations towards their academic and personal development. Awareness and acceptance of that responsibility entails embracing the task of becoming the best possible teachers, committed to professional and personal development that may enrich their lives and the educational experiences of those in their care.

## RESPECT

This classroom honors human dignity, emotional wellness and cognitive development of both, the students and the professor. The students and the professor are human beings deserving respect, understanding and tolerance. As models of spiritual and cultural values, students are encouraged to respectfully bring to the teacher's attention their concerns and disagreements in relation with course events, applying the wise principle of treating others as we would like ourselves to be treated and understanding that learning is a path that we are all walking.

## TRUST

In the search of social justice, the students and the professors must establish a professional relationship of fairness, openness, and honesty. Thus, communication is essential. The constructive discussion and solution of problems with each other must strengthen the connection between the members of the classroom. Students should rest assured that the teachers of this course are aware of the importance that the correct assessment of students' competences and performance may have for their academic development as well as for their working future. The teachers will endeavor to implement assessment methods that are valid, open, fair and congruent with course objectives.

## HONESTY

Integrity is defined as "adherence to moral principles; honesty". Honesty is one of the values we expect our students to be guided by. Honesty must be employed when reflecting on self-performance and on how we are facing our commitments and responsibilities because only an honest assessment will help us to grow both academically and as human beings. In relation with projects and assignments, honesty is of the utmost importance, since the purpose of collecting and assessing a task is to collect information about students' achievements and weaknesses so that the teacher may help to overcome those difficulties. If the work submitted is not done by you, this assessment fails to fulfill its purpose.

## Professional development agreement

As a proportional demand of the course, students are encouraged to enroll a professional development net of teachers in the field, that is to say that at least once in the semester, students must attend to an ELT academic event i.e., conference, symposium, lectures or workshop, provided either by the university or out of the campus. The professor of the course will be in charge of arranging the dates and communicating students the agenda for such events.

Academia.edu: \*

Colciencias CVIac: \*\*

\*<https://utp-co.academia.edu/DanielMurcia>

\*\* [http://scienti.colciencias.gov.co:8081/cvlac/visualizador/generarCurriculoCv.do?cod\\_rh=0001506091](http://scienti.colciencias.gov.co:8081/cvlac/visualizador/generarCurriculoCv.do?cod_rh=0001506091)

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