



The Language Assessment Institute at the University of Modena and Reggio Emilia carries out advanced research in key areas of language assessment theory and practice. The Institute responds to the general need felt in Italy for the setting of quality standards and best practices in language assessment and language testing procedures. The aim of the Institute is to build a shared community of research and practice for graduate students, secondary school teachers, test practitioners, university lecturers and researchers, and provide a forum for ongoing critical discussion. Work by the Institute is designed to stimulate a lively debate in the areas of language assessment by promoting cooperation among national and international higher-education institutions and encouraging collaboration of public schools, universities and research institutes. The initiatives proposed are intended to increase language assessment literacy, knowledge and expertise by producing and promoting research. The initiatives are also intended to ensure and enhance knowledge dissemination within and beyond the academic community so as to increase awareness and better the quality of assessment procedures. With its focus on language assessment, the Institute coordinates and takes part in national and international research projects and offers seminars, conferences and courses to support post-graduate training and interdisciplinary research.



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Dipartimento di
Studi Linguistici e Culturali

URL

<http://assessment.cla.unimo.it/>

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Venue

Department of Law, Modena

University Language Center, Modena

The Language Assessment Institute

Summer School 2014

Modena

June 9-12



University of Modena and Reggio Emilia

The Language Assessment Institute organizes 4-day courses offering hands-on experience in the assessment of language learning in higher education settings. The courses are team taught by world renown experts in the field in small, seminar and workshop settings.

Reading materials are provided well before courses begin so as to allow participants to reap the greatest benefit from the work in class.

Courses are held in English.

1. Basic Principles in Language Testing and Assessment

Antony J. Kunnan

Nanyang Technological University, Singapore

This course explores theoretical and practical issues related to the field of language testing, focusing on the basic principles of test design, development, and the scoring/coding of different types of data. It also provides training for the basic analysis of test data using SPSS, a commonly used statistical program. The analyses will include basic descriptive statistics, item analysis, and the analysis of reliability and validity.

Learning Outcomes

- Familiarity with basic principles underlying the design and development of language assessments, with particular attention to the assessment of the language elements (e.g., grammar) and language skills (e.g., speaking)
- Familiarity with the basic principles underlying test scoring and grading
- Familiarity with the basic principles measurement and statistical analysis.
- Hands-on experience with basic SPSS operations (e.g. descriptive statistics, correlation analysis, item analysis, distractor analysis, reliability analysis).

Level - Elementary (No formal knowledge of language assessment is assumed)

2. A learning-oriented Approach to Classroom-Based Assessment

James E. Purpura

Columbia University, New York

Carolyn E. Turner

McGill University, Montreal

This course introduces participants to a learning-oriented approach to language assessment (Purpura & Turner, Forthcoming) in classroom contexts. Moving beyond the use of tests per se, this approach presumes that learning and assessment are intrinsically related in all instances of classroom instruction. As a result, the course will explore the role that planned and unplanned assessments play in learning a second or foreign language in classroom settings, and the effect assessment has on furthering learning processes and achieving successful learning outcomes. This class will also explore how learning can be embedded in assessments. Finally, the class will examine the role that assessment plays in content and language-integrated learning (CLIL). Topics include: assessment of L2 proficiency and learning progressions, assessment of language and topical content, planned and unplanned assessments, learning considerations, assessment through interaction, affective dispositions and individual differences.

Learning Outcomes

- Familiarity with a learning-oriented approach to L2 assessment
- Familiarity with designing learning-oriented assessment tasks
- Familiarity with the basic theories and principles of learning as they relate to classroom-based assessment
- Familiarity with the role of interaction in learning-oriented assessment
- Familiarity with the role of affect in learning-oriented assessment
- Familiarity with learning-oriented assessment from the perspective of learners, teachers, peers or other “virtual interlocutors” (e.g., computers, curricular materials, the Internet)
- Familiarity with the how to implement learning oriented assessment and how to judge its effectiveness.

Level - Intermediate (knowledge of issues discussed in Course 1 assumed)

3. An Introduction to Performance Assessment

Kirby Grabowski

Columbia University, New York

Most language assessments now include tasks that require examinees to produce an extended response (e.g., essay, oral exchanges). These performance tasks are then marked by two or more raters according to a scoring rubric. These performance assessments are viewed as being more complex than the traditional, assessments, since they introduce into the measurement system several sources of variation that can potentially affect test score interpretation. This course introduces participants to the analysis of performance assessment by means of a particular version of item-response theory, called Many-Facet Rasch Measurement, where they can examine simultaneously the many sources of variance in a performance task (e.g., examinee ability, task difficulty, rater severity). In addition to reviewing the principles of Rasch measurement, the course will take a hands-on approach to the analysis of performance tasks using a computer program called FACETS.

Learning Outcomes

- A theoretical understanding of how performance assessments have been conceptualized and analyzed in language assessment
- A conceptual understanding of item response theory (in particular, the use of Rasch measurement and its application to language assessment)
- Hands-on experience in using FACETS to analyze performance on language assessments
- Experience interpret the results of performance assessments using FACETS.

Level - Intermediate (knowledge of issues discussed in Course 1 assumed)

FEES

Include registration* and materials

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| Regular | Sponsored | PhD students |
| 450 | members | €350 |
| | €400 | |

* Grants available

Deadline for registration - June 1, 2014