

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

## Second Language Assessment (REQ / 3 cr.)

**Instructor:** Hidetoshi Saito

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### Course Dates

We will meet on the following **Sundays** at **10:00-17:00** (#10:00-11:30, #12:30-14:00, #14:10-15:40)

### Course Description

This course provides an opportunity for pre- and in-service teachers to explore key issues in assessing EFL learners. It has three main purposes. **The first** is for our classroom community to develop skills of constructing tests and appraising them. We'll particularly focus on performance assessment (writing/speaking). **The second** is to understand and fundamental concepts and current issues surrounding tests and assessment. **The third purpose** is to further develop student English reading and discussions skills through classroom tasks.

### Key Course Outcomes

Upon successful completion of this course, participants will:

1. Construct *test items* and *speaking/writing rubrics* in specific contexts, given theory and principles discussed in class **(DP 2,6,9)**.
2. Instruct an assigned unit by summarizing information on the topic, illustrating key points with activities, and discussing specific implications for assessment practice **(DP 2,10,11,12)**
3. Apply assessment theory and principles in class discussions to analyze, evaluate, and adapt assessment practices **(DP 2,3,8,9)**
4. Complete collaborative tasks to enhance the learning of all class members and nurture a positive and supportive learning environment **(DP 10,11,12)**

*Note.* DP is an abbreviation of Diploma Policy statements. TESOL Program statements (objectives) can be found [here](#). Numbers correspond to the statement(s) emphasized in each course outcome.

### Course Schedule

Date	Issues	Topics	Assigned Readings
10/15	<i>Why do we assess?</i>	introduction assessing reading	<i>Cheng &amp; Fox</i> Ch 1 (Saito )
11/12	<i>What do we assess?</i>	assessing reading assessing speaking	<i>Cheng &amp; Fox</i> Ch 2 ( )
12/10	<i>How do we assess?</i>	assessing speaking assessing writing	<i>Cheng &amp; Fox</i> Ch 3 ( )
01/28	<i>How do we develop a high-quality classroom test?</i>	assessing writing feedback (assessing listening)	<i>Cheng &amp; Fox</i> Ch 4 ( )
02/18	<i>Who are we assessing, how can we use assessment?</i>	goals (Can-Dos) grades philosophy	<i>Cheng &amp; Fox</i> Ch 6,7 ( )

## **Required textbook**

Cheng, L. & Fox, J. (2017). *Assessment in the Language Classroom*. Palgrave.

Read Chapters 1-7 (Cheng & Fox, 2017) except for Chapter 5 before each session.

I'll probably give further readings in addition to the textbook above.

## **Assignments and Assessment**

- Participation & Collaboration **(10%)**
- Chapter Instruction **(25%)**: summary, key ideas, activities
- Reading **(20%)**: response to the chapter, questions to the instructor, vocabulary list (on an A4 PDF). This is for all those NOT assigned the given chapter.
- Test items and rubrics **(30%)**: constructing test items and rubrics with peers.
- Final Reflection Paper **(15%)**: TBA

*Note: Points will be deducted for each day an assignment is late.*

## **Evaluation**

Letter grade

## **Instructor Bio**

Hidetoshi Saito, an English teacher, teacher educator, and educational researcher, currently teaches pre- and in-service graduate and undergraduate students of Graduate School/College of Education at Ibaraki University, Mito Campus. He received his PhD from The Ohio State University. His research interests include classroom assessment, CLIL (content and language integrated learning), teaching discussion, and justice and fairness.