

# Second Language Assessment (第二言語評価論)

Kanda University of International Studies, Spring 2022

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## Basic Information

**Dates:** April 17, May 22, June 26, July 17, August 21

**Times:** 10:00 – 17:00

(Note: Additional online work equivalent to 6 hours will be provided through class discussions and peer feedback.)

**Classroom Code:** [zwu4a5q](#)

**Instructor:** Aaron Olaf Batty (バティ アーロン) (Please call me **Aaron**)

**Contact:** [batty-a@kanda.kuis.ac.jp](mailto:batty-a@kanda.kuis.ac.jp)

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## Overview

This course will provide language teachers with a background in language assessment concepts, techniques, and tools to facilitate and advocate for valid and reliable assessment both in and outside of the classroom, and to evaluate and critique the tests students may need to take at various times in their lives. Students will apply their skills to example tests in class, as well as those they may be using as teachers. Class discussion and a spirit of collaboration are strongly encouraged.

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## Objectives

Students of this class should be able to:

- Demonstrate understanding of the core concepts of assessment
  - Evaluate language assessments both in the classroom and elsewhere
  - Construct valid and reliable language assessments
  - Analyze and interpret test results
  - Advocate for sane assessment policies in the classroom and beyond
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## Materials & Equipment

### Required Texts:

- Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson. [\[Amazon link\]](#)
- Other materials [Available for download on Google Classroom]

### Recommended Texts:

- Brown, J. D. (Ed.). (2013). *New ways of classroom assessment*. TESOL International Association.
- Brown, J. D. (2016). *Statistics corner: Questions and answers about language testing statistics*. Createspace Independent Pub.
- Coombe, C., Davidson, P., O'Sullivan, B., & Stoyhoff, S. (Eds.). (2012). *The Cambridge guide to second language assessment*. Cambridge University Press.
- Hughes, A., & Hughes, J. (2020). *Testing for language teachers* (3rd ed.). Cambridge University Press.

**Software:** [jMetrik](#) (free), spreadsheet software

(Note: No need to download/install jMetrik beforehand; we'll do it in class.)

**Equipment:** Please bring a laptop (Mac or Windows) to every session.

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## Grading

### Reading quizzes (10%)

Prior to each session, there will be a short online quiz on the assigned reading for the day.

### Assignments (50%)

Prior to each session, there will be one or two assignments to complete. We will discuss these in class.

### Final test and project (40%)

At the end of the course, there will be a final test/project with which to demonstrate your skills.

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## Late Work

As the topics build and assignments form the basis of each session, I will not accept late work.

## Tentative Schedule

The following is a rough schedule of topics to be covered each day. Generally speaking, we will move from review to introduction of new material, to guided practice, to independent practice. Reading and practice assignments will be available on Google Classroom. Readings in the Brown & Abewickrama text are designated by a 📖; others are designated by a 📄. *Optional readings are in italics.*

| Date | Content   | Reading  |
|------|---|--|
| 4/17 | <b>Introduction and core concepts</b> <ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Assessment literacy</li> <li>• Introduction to assessment               <ul style="list-style-type: none"> <li>○ Types of test</li> <li>○ Issues in language assessment</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Core concepts               <ul style="list-style-type: none"> <li>○ Reliability</li> <li>○ Validity</li> <li>○ Washback</li> <li>○ Practicality</li> </ul> </li> </ul>                                      | <ul style="list-style-type: none"> <li>📄 Coombe et al. Ch. 2</li> <li>📖 Ch. 1 – 2</li> </ul>   |
| 5/22 | <b>Test development and evaluation</b> <ul style="list-style-type: none"> <li>• Testing purposes</li> <li>• Test specifications</li> <li>• Test techniques               <ul style="list-style-type: none"> <li>○ Multiple choice items</li> <li>○ True/False</li> <li>○ Constructed response</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Test administration</li> <li>• Scoring and grading</li> <li>• Item analysis               <ul style="list-style-type: none"> <li>○ Item facility (IF)</li> <li>○ Item discrimination</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>📖 Ch. 3, 11</li> <li>📄 Hughes &amp; Hughes Ch. 8, 12</li> </ul>   |
| 6/26 | <b>Skills assessment</b> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Grammar</li> <li>• Vocabulary</li> </ul> <ul style="list-style-type: none"> <li>• Test workshopping</li> </ul>  | <ul style="list-style-type: none"> <li>📖 Ch. 6, 8, 10</li> <li>📄 <i>Batty, "Measuring L2 Listening"</i></li> <li>📄 <i>McLean et al., "Predicting L2 reading proficiency..."</i></li> </ul> |
| 7/17 | <b>Performance assessment &amp; special topics</b> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Rating scales and rubrics</li> </ul> <ul style="list-style-type: none"> <li>• Special topics               <ul style="list-style-type: none"> <li>○ Overall ability</li> <li>○ Young learners</li> <li>○ New technology</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>📖 Ch. 7, 9</li> <li>📄 <i>Hughes &amp; Hughes, Ch. 14, 15, 17</i></li> </ul>   |
| 8/21 | <b>Alternative assessments &amp; proficiency scales</b> <ul style="list-style-type: none"> <li>• Alternative assessment methods               <ul style="list-style-type: none"> <li>○ Self- and peer-assessment</li> <li>○ Portfolios</li> <li>○ Narrative</li> <li>○ Checklist</li> <li>○ Task-based (TBLA)</li> </ul> </li> <li>• Proficiency scales</li> </ul>  | <ul style="list-style-type: none"> <li>📖 Ch. 12</li> <li>📄 Coombe et al. Ch. 17, 18</li> <li>📄 Selections from Brown, J.D., <i>New ways...</i></li> </ul>                                  |