

TASK-BASED ASSESSMENT

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Objectives

- Present a skill-integrated tasked-based activity (TBI) for each level of ILR
- Present possible ways of assessing students performance through TBI products
- Discuss (compare and contrast) task-based assessment and traditional assessment tools, as well as the wash-back effect on teaching



Characteristics of ILR Speaking Skill Levels

- Level 0+: Words, memorized utterances, the “gesturer”
- Level 1: Short sentences, the “survivor”
- Level 2: Speaks in paragraphs, the “narrator”
- Level 3: Discusses abstract concepts, the “thinker”
- Level 4: Discuss abstract topics, the “philosopher”



Task Definitions

- **Focus on Meaning (Nunan, 1989)**
- **Goal-Oriented Activity with Real Outcome (Willis, D, 1996)**
- **Work-plan with Content-Oriented Outcome (Ellis, 2003)**

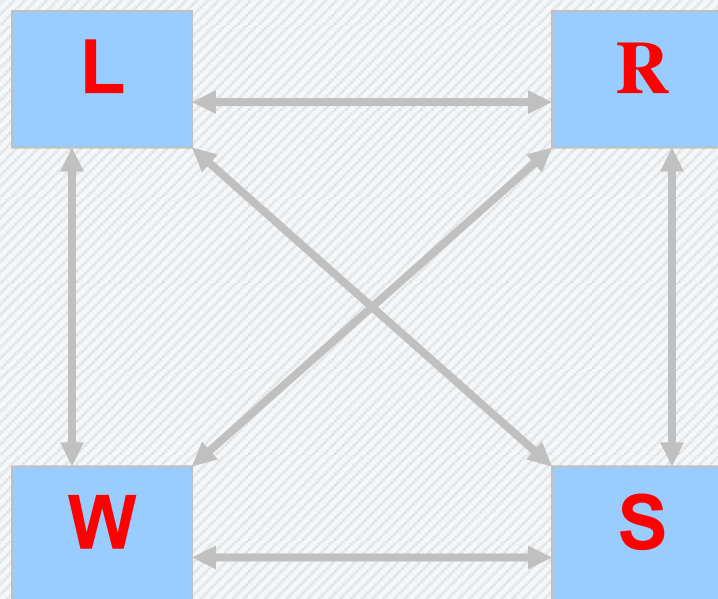


Characteristics of TBI

- **Info Gap**
- **Problem Solving**
- **Use of Authentic Materials**
- **Personalization**
- **Linkage between Classroom and Outside Use**
- **Observable Outcome (written and oral)**



Model of Skill Integration



→ Task

L – Listening

R – Reading

W – Writing

S - Speaking

Krasner, I. 2000: Model of Skills Integration in Teaching Foreign Languages. Unpublished Position Paper. Master's Degree Portfolio, Monterey Institute of International Studies, Monterey, CA, USA



Task-based Language Assessment

- *-Elicitation and evaluation of language use (across all modalities) for expressing and interpreting meaning, within a well-defined communicative context (and audience), for a clear purpose, towards a valued goal or outcome.*

Norris, J. M. (2014, April). How do we assess task-based performance? Invited LARC/CALPER testing and assessment webinar.



Text Functions

Level	Function	Examples
0+	Enumerate	List of items such as a shopping list
	Collect Information	As in a passport application form
1	Inform (Orientation)	About places and events, such as the location of a place or times
	Announce	Social or public events, such as a wedding or a meeting
	Advertise	Common products and services

Adapted from the DLIFLC Diagnostic Assessment and Text Typology courses



Text Functions

Level	Function	Examples
2	Direct	On how to get to places
	Report - Events	Current events
	Report - Studies	Studies and discoveries, such as a medical discovery
	Explain	How things and processes work, such as a new technological device
	Instruct	How to accomplish regular tasks such as a work assignment
	Narrate	Recounting of personal stories and common occurrences
	Describe	People and places

Adapted from the DLIFLC Diagnostic Assessment and Text Typology courses



Text Functions

Level	Function	Examples
3/4	Compare	Ideas or complex facts
	Comment	On ideas and events, such as in a letter to the editor
	Analyze	Abstract ideas and complex facts
	Advance Opinion	On a particular issue advocated by an author
	Counter Opinion	Opposition to an idea or opinion expressed by another party
	Hypothesize	On a past or future event
5	Advise	<i>On social behaviors and courses of action</i> <i>Adapted from the DLIFLC Diagnostic Assessment and Text Typology courses</i>



Example 1: Novice (1)

- *Read the weather report for the next five days.*
- *On the basis on what you have read, prepare a weather report for a local radio station.*
- *Record yourself.*
- *Present your recording to the entire class.*
- *Listen to your classmates. Take notes.*
Compare with your own report.



Example 2: level Intermediate (1+)

You work as a secretary for a Russian company. Listen to a voice message from your boss on the hotel accommodations she/he would like to have in Moscow (Russia).

■ *Read descriptions of three hotels in Moscow.*

Choose one that you think suits your boss' requirements best.

■ *Write an email to your boss specifying your selection and the reasons for it.*



Example 3: level Advanced (2)

- *Read an article pertaining to the Universal Exam in Russia. Answer content questions.*
- *Listen to a radio interview on the same topic.*
- *Transcribe it.*
- *Summarize in writing all you have learned about the Universal exam in Russia using both sources of information.*



Example 4: level

Advanced/Superior (2/2+)

- *Listen to a passage about a traffic accident.*
- *Read a newspaper article pertaining to the same incident.*
- *Compare the information from both sources. Find similarities and differences.*
- *Make a presentation to the entire class about your findings.*



Example 5: level Superior/Distinguished (3+/4)

- *Watch the feature movie entitled “East-West”.*
- *Write a short review of the movie.*
- *Read two reviews of the movie given on the Internet.*
- *Compare with your review and the reviews you found on the Internet.*
- *Defend your opinion.*
- *Present your defense to the entire class.*



Criteria for Assessing Group Oral Presentations:

- *Linguistic accuracy;*
- *Fluency/delivery;*
- *Presentation style;*
- *Content;*
- *Collaboration with others.*

Criteria can be relatively simple or quite elaborate.



Assessing Oral TBI Product

adapted from http://www.docstoc.com/?ref_url=root1

	Content/ Ideas	Word Choice/ Vocabulary	Grammatical/ Accuracy	Visuals	Organization	Spoken Fluency	Voice	Pronunciation
5	Rich and Interesting; Provides in-depth understanding of the topic	Varied, engaging vocabulary and vocabulary from the unit is used throughout; no English used during the presentation	No predictable or avoidable errors (appropriate to the level); accurate information presented	Used attractive visuals that strongly supported the presentation; All could see and use the visuals from any point in the classroom; There are no words on the visuals other than titles (in Spanish).	Excellent organization; Logical and clear introduction, transitions and conclusion	Speaks clearly with appropriate pauses and inflection; very well-rehearsed; little to no reliance on note cards; excellent eye contact with the audience	Strong personality; highly original; evokes emotional response from the audience with tone of voice and expression; engages the audience; easy for all to hear	Applies pronunciation rules consistently
4	Very good; some detail of the topic	Appropriate but predictable; no English used during the presentation	Few errors	Used attractive visuals but they could not be seen well throughout the classroom or they were less directly related to the topic	Very good	Speaks with minor hesitation; comprehensible to native speaker; may have read from notes from time to time but maintained good eye contact w/ audience	Personality and originality apparent; audience is interested in the presentation; no problems hearing the presentation	Applies pronunciation rules often
3	Adequate, good; "tourist" level of understanding	Basic vocabulary – little variety for level; some misuse of words; a single word or phrase of English used once	Occasional errors, but comprehensible	Visuals did not show great pride in workmanship or they were not directly related to the presentation	Adequate, good	Speaks with little hesitation; comprehensible to teacher; frequently read from notes with little eye contact	Personality and originality emerging; audience is less engaged in the presentation; difficulty hearing from time to time	Applies most pronunciation rules
2	Weak; missing requirements; vague	Weak; repetitive; misuse of dictionary; poor word choices; English used more than once	Seldom clear; interference from patterns of errors	Very sloppy visuals or visuals were not relevant to the topic	Weak	Speaks with some hesitation; difficult to understand and/or mainly read from paper	Little evidence of originality; indifferent; did not engage audience; difficult to hear	Applies some basic pronunciation rules
1	Misleading; No effort to meet requirements	Inappropriate; may slip into English from time to time	Poor, not comprehensible - So many errors, it's difficult to comprehend	No visuals	Misleading, Missing key elements	Speaks with great hesitation; barely comprehensible and/or read directly from paper; monotone	Little/ no originality; Lack of enthusiasm; Disengaged and disinterested audience	Does not apply basic pronunciation rules
0	Little/none	Little/none	Missing, very little		None	None	None	Grunts



Assessing Written TBI Product

adapted from http://www.docstoc.com/?ref_url=root1

	Content/ Ideas	Word Choice/ Vocabulary	Structural/ Accuracy	Visuals	Organization
5	Rich and Interesting; Provides in-depth understanding of the topic	Varied, engaging vocabulary and vocabulary from the unit is used throughout; no English used during the presentation	No predictable or avoidable errors (appropriate to the level); accurate information presented	Used attractive visuals that strongly supported the presentation; All could see and use the visuals from any point in the classroom; There are no words on the visuals other than titles (in Spanish).	Excellent organization; Logical and clear introduction, transitions and conclusion
4	Very good; some detail of the topic	Appropriate but predictable; no English used during the presentation	Few errors	Used attractive visuals but they could not be seen well throughout the classroom or they were less directly related to the topic	Very good
3	Adequate, good; “tourist” level of understanding	Basic vocabulary – little variety for level; some misuse of words; a single word or phrase of English used once	Occasional errors, but comprehensible	Visuals did not show great pride in workmanship or they were not directly related to the presentation	Adequate, good
2	Weak; missing requirements; vague	Weak; repetitive; misuse of dictionary; poor word choices; English used more than once	Seldom clear; interference from patterns of errors	Very sloppy visuals or visuals were not relevant to the topic	Weak
1	Misleading; No effort to meet requirements	Inappropriate; may slip into English from time to time	Poor, not comprehensible - So many errors, it's difficult to comprehend	No visuals	Misleading, Missing key elements
0	Little/none	Little/none	Missing, very little	Visuals	None