

LISTENING:

Multiple choice:

- Appropriate number of choices (4 being ideal for levels 3 – 6)
- Distracters are not opposites of the correct answer
- Choices are comparable in length and structure
- Input is aural
- Avoid absolute descriptions (ex. “never, always, all, etc.”)
- The stem is longer than the choices
- Avoid ambiguity
- Limit negative phrasing

Integrated skills:

- Input is aural
- Clearly tied to objectives
- Rubric must be used in grading and ideally given to students prior to task
- Clear directions must accompany task
- Test should have “positive washback”

Cloze:

- Input is aural
- No blanks in the first or last sentence
- Blanks appear at regular intervals (ex. Every 7-8 words)
- Blanks for words not for phrases
- The objective can be adequately measured by the cloze test

True/ false:

- Input is aural
- Avoid ambiguity
- Clearly tied to objectives
- The objective can be adequately measured by the true/false test

SPEAKING AND PRONUNCIATION:

Presentations:

- The use of rubrics is highly recommended for evaluating presentations.
- Parts of the rubric may have different weights. (For example “eye contact” may be 10% and pronunciation might be 20%)
- Rubrics should be shared with students, and , if possible, explained to the students before the presentations.

- Criteria for grades should be specified. (e.g. The rubric category might be “oral grammar” examples listed next to this category could be final –s or – ed , ordinal numbers, present tense verbs, etc.)
- Criteria for grades should match outcomes and objectives for the level.

Pronunciation recording and live assessments:

- The results of live assessments or recorded pronunciation assessments should be reviewed individually with students.
- Tests may be direct tests in that they may measure *awareness* of phonological rules in a controlled situation. *Application* of the phonological rules should be measured in an indirect way.
- A combination of direct and indirect assessments should be used in assessing a student’s pronunciation.

Dictation:

- Input is aural
- At beginning levels use familiar texts, and at advanced levels use unfamiliar texts

Guidelines

1. Assessments should be accompanied by explanations (about 150 words) covering the instructional context of the class and the objectives they address.
2. A set of objectives should cover all of the measurable objectives listed on the syllabus.
3. A variety of assessment techniques are used.
4. A set of assessments should be appropriate for a variety of learning styles.

Reading

* In addition to the final reading exam (20% of grade), at least another 20% of the grade should be in-class reading assessments (reading and assessment in class)(This does not include vocabulary quizzes.)

- Vocabulary quizzes should not be the only other assessments given.

Vocabulary quizzes should be part of the reading grade, but should not constitute the majority of the criteria.

- Assessments should be directly tied to level-appropriate outcomes as listed in the syllabus.

Writing:

- Teachers should use rubrics for scoring writing.
- Level-appropriate grammar should be considered when assessing writing.
- In addition to the final writing exam(20% of grade), at least another 20% of the grade should be based on in-class writing.
- Assessments should be directly tied to level-appropriate outcomes as listed in the syllabus.

Grammar:

- Teachers should include production and error correction as well as recognition of correct grammatical forms in their grammar assessments.
- Assessments should be directly tied to level-appropriate outcomes as listed in the syllabus.
- Teachers should use a variety of assessment forms, such as multiple choice, error correction, and sentence production when creating assessments.
- Teachers may choose to use an in-class essay in their determination of a grammar grade, especially in EAP classes.

Guidelines for sets of assessments submitted to the Peer Review Committee

1. Assessments should be accompanied by explanations (about 150 words) covering the instructional context of the class and the objectives they address.
2. A set of objectives should cover all of the measurable objectives listed on the syllabus.
3. A variety of assessment techniques are used.
4. A set of assessments should be appropriate for a variety of learning styles.