

Assessment in the Language Classroom with Canvas

Language Resource Center
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SCHOOLIES

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**What elements guide
your instructional
decision making in
relation to planning
student learning
outcomes and
assessment practices?**

Backward Curricular Design

Step 1: Identify desired outcomes of the instruction (goals and objectives)

- Goals: General statements along which curricula are organized
- Objectives: Tell us how goals will be achieved and what students will be able to do as a result of participating in classroom activities. A number of objectives comprises a goal. General statements along which curricula are organized

Step 2: Determine how you'll assess that students have met those goals and objectives.

- Formative - during instruction
- Summative - establishes to what extent the learners have met instructional objectives

Step 3: Decide what activities you and your students will engage, that will lead to meeting the goals and objectives (and that will also be related to the assessment).

Effective Assessment

What is evaluated constitutes the de facto curriculum and how it is evaluated reflects the de facto philosophy of learning and teaching, regardless of what the teacher or course description says.” (Kern, 2000, p. 267)

- Multi-dimensional (captures various dimensions of literacy and the content of language use)
- Linking linguistic form and meaning
- Draws on students’ knowledge of language, culture, and conventions
- Integrates the various linguistic modalities (rather than treating them as 4 separate skills to be tested discreetly)
- Consistent with and naturally flowing from the teaching process



canvas

**Please, raise
your hand for
questions.**



That's all Folks!