

Criteria Used In Language Assessment

In international language classrooms, students demonstrate knowledge and skill through tasks that focus on *oral communication (listening and speaking)*, *reading* and/or *writing*. In this handbook, these three skills have been integrated, for assessment purposes, into four broad categories: *communication, comprehension, thinking, and application*.

Oral Communication, Reading, Writing

Communication

Productive Skills: Speaking and Writing

Accuracy

- using language (structures, grammar, vocabulary, spelling) correctly

Clarity

- organization and development of ideas

Effectiveness

- fluency and expression (choosing words, phrases, structures to effectively convey a message)

Proficiency in Oral Language

- pronunciation, intonation and liaison

Sense of Audience and Purpose

- appropriateness of language and ideas

Comprehension

Receptive Skills: Listening and Reading

Determine Meaning

- understanding the message in spoken or written language

Respond to Text

- demonstration of appropriate reactions to materials heard or read

Thinking

Critical Thinking

- reading and listening: identify issues, interpret meaning from print and oral texts (e.g., analyze, classify, compare, contrast, hypothesize, infer, predict)
- writing and speaking: identify issues, elaborate on ideas (e.g., analyze, draw conclusions, make and support judgments, synthesize)

Creative Thinking

- making significant changes to a model and/or creating new forms: (e.g., brainstorm, infer, hypothesize, predict, solve problems)

Problem-solving and Reasoning

- using reasoning (e.g., listening and responding, reading and understanding, using a dictionary, process writing, organizing a presentation, researching in a second language)
- using a process to solve problems (e.g., define the problem, identify possible strategies, select strategies and/or resources, analyze, form conclusions, evaluate results)

Application

Use of Form

- using the form appropriate to the purpose
- demonstrating characteristics of products (e.g., letters, brochures, poems, posters)

Information

- number and accuracy of required facts and supporting details

Presentation

- use of audio and visual techniques
- gestures, facial expression, tone of voice
- reliance on notes, confidence

Use of Reading Strategies

- use of cognates, word families, verb endings, visual cues, language patterns, punctuation, information from context

Use of Technology and Resources

- selection of resources
- use of Internet, word processing, publishing software, multi-media, print