



Dichotomies of Assessment

-2nd Lecture-

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Dichotomies of assessment

- **Formal Vs. informal Assessment**
- **Formative Vs. Summative Assessment**
- **Norm Vs. Criterion References Assessment**

Informal Assessment

- Incidental/ unplanned/ Impromptu feedback
Ex. Nice Job!
Excellent!
- Nonjudgmental
 - Tasks elicit performance **without** recording results or making fixed conclusions about student's competence
- Teacher:
Good coach

Formal Assessment

- Planned
- Time constrained
Ex. periodic tests
- Judgmental
 - Tabs into the storehouse of skills & knowledge
 - Draw on a limited sample of behaviour (homework checking)

All tests are formal Assessment but not vice versa

Formative Assessment

- Most Assessments are Formative
- Formative= Forming students' competences & skills
- Goal
 - Help students continue their growth progress
- Key features:
 - Delivery of feedback
 - Internalization of feedback
 - Insight to future learning
- Purpose:
Assessment ___ learning (**for, of**)

Summative Assessment

- Measure/ summarize what a student has grasped
- At the end of a course/ cur.
- Ex.
 - Final exams/ proficiency tests/ quizzes/ periodic exams
- Key features:
 - What a student has learned
 - How well he accomplished the course objectives
 - Not necessarily point the way to future progress
 - Often (not always) involve evaluation
- Purpose:
Assessment ___ learning (**for, of**)

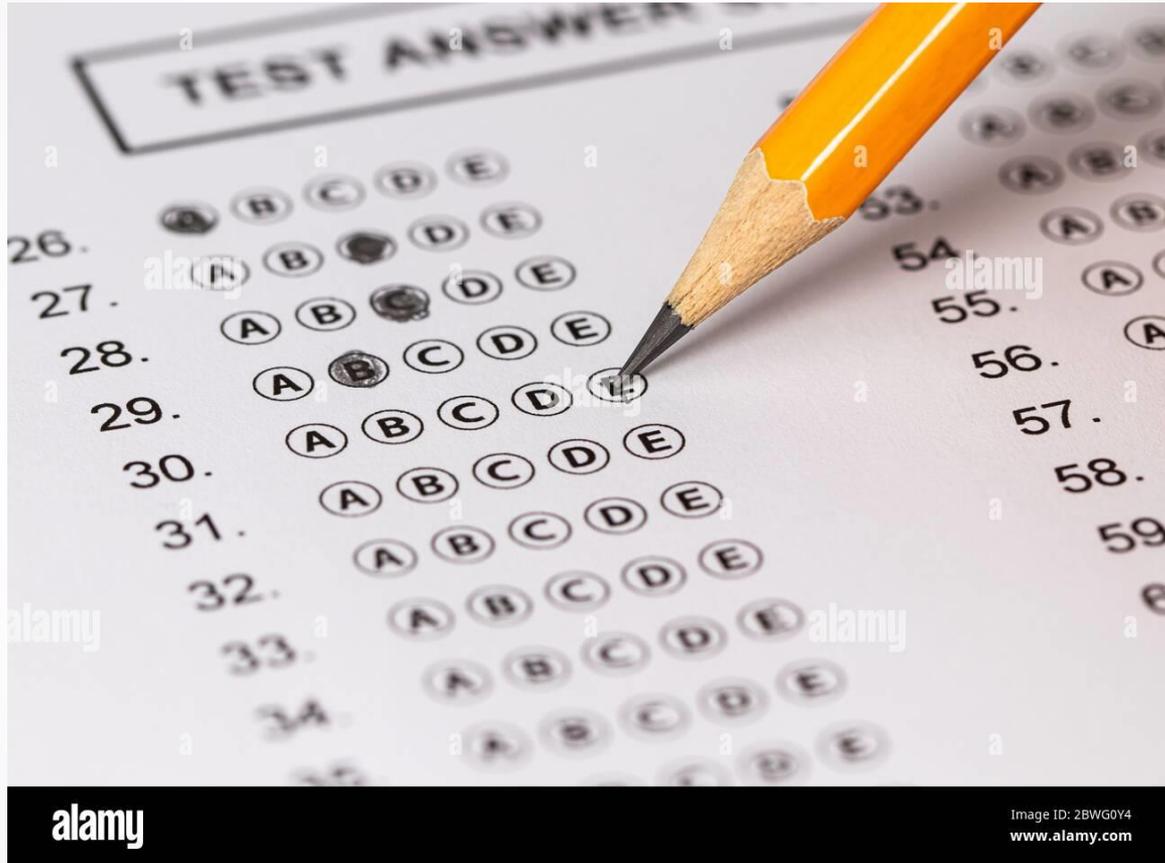
Norm-Referenced Assessment

- Purpose
 - Place students on a rank
- Grading:
 - Numerical scores
 - Letter rank
- Ex.
 - SAT (Standard Aptitude Test)
 - GRE (Graduate Record Exam)
 - TOEFL (Teaching of English as a Foreign Language)
- Characteristics:
 - fixed/ predetermined
 - Scored mechanically
 - Minimum expense
- Main concern
 - Cost & efficiency

Criterion-Referenced Assessment

- Purpose
 - Give students feedback In a specific course or lesson objective
- Grading:
 - Scores (little concern)
- Ex.
 - Classroom tests involving students in one course only/ connected to cur.
- Characteristics:
 - Time/ efforts (of teacher) to deliver **effective feedback** (to students), i.e. **Instructional value**
 - Assess appropriate objective
- **More prominent to teachers of language**

TOEFL Answer Sheet



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Reference

- **Brown, H. D. & Abeywickrama, P. (2012). Language Assessment: Principles & Classroom Practices. 2nd Ed. Pearson Education, USA.**