



CASLS Japanese Assessment Projects

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COFLT

Fall 2007



THE CENTER FOR APPLIED SECOND LANGUAGE STUDIES



In This Presentation...

- You will Interact each other
- Through the interaction you will:
 - ü get an update on CASLS Japanese assessment projects
 - ü reflect on your own assessment practices
 - ü learn about other types of assessment

CASLS assessment project

Past

Now

Future

STAMP

NOELLA

STAMP V.2

- *Improved test design*
- *Advanced & Superior*
- *Contextualized Grammar*
- *Elicited Imitation*

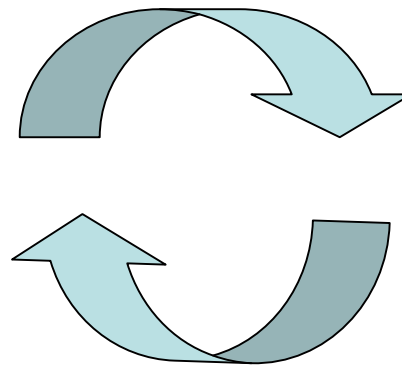
?

Licensing and Collaboration



**C
A
S
L
S**

Licensing



Collaboration



**Grant-funded research
& development**

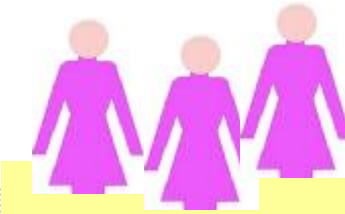
**Distribution and
maintenance**



Krystal
Test developer



Greg
Research and dev. coordinator



Graphic designers

CASLS Japanese Assessment Team



Text finders



Linda
Research director



Martyn
Assessment director



Miyoko
Japn. lang. specialist



Computer programmers



Sachiko
Assist. director



Pilot coordinator

Pilot version v.s. finalized test

<i>CASLS</i>	→	<i>LLS</i>
(<u>pilot</u> version)		(<u>finalized</u> test)
<i>CAP</i>	→	<i>STAMP</i>
<i>NOELLA</i>	→	?
<i>Advanced</i>	→	?



Advanced level item sample

Situation

You are watching a talk show on television about the game of Mahjong.



Question 1/3

What does the Mahjong player describe in the interview?

- her strategies for winning the game
- her collection of beautiful game pieces
- her ideas about Mahjong symbolism
- her personal history with the game

Question 2

Situation

You are watching a talk show on television about the game of Mahjong.



Question 2/3

How did the interviewee first learn how to play Mahjong?

- She attended a Mahjong class.
- She completed an online tutorial.
- She read a book about Mahjong.
- She learned from her siblings.

Contextualized Grammar Sample 1

Situation








You find a recipe for sushi rolls on the Internet.

Question

Choose the counters that complete the recipe.

のりまきの^{つく}作り^{かた}方

ざいりょう
材料：

ごはん		3カップ
酢(す)		1/2カップ
さとう		スプーン6はい
しお		スプーン2はい
たまご		2こ
きゅうり		2__
のり		3__

つく ^{かた}
作り方：

1. なべに酢、さとう、しおを入れて、弱火で1分にする。
2. 1をさましてから、ごはんにまぜる。

けん / まい

ほん / まい

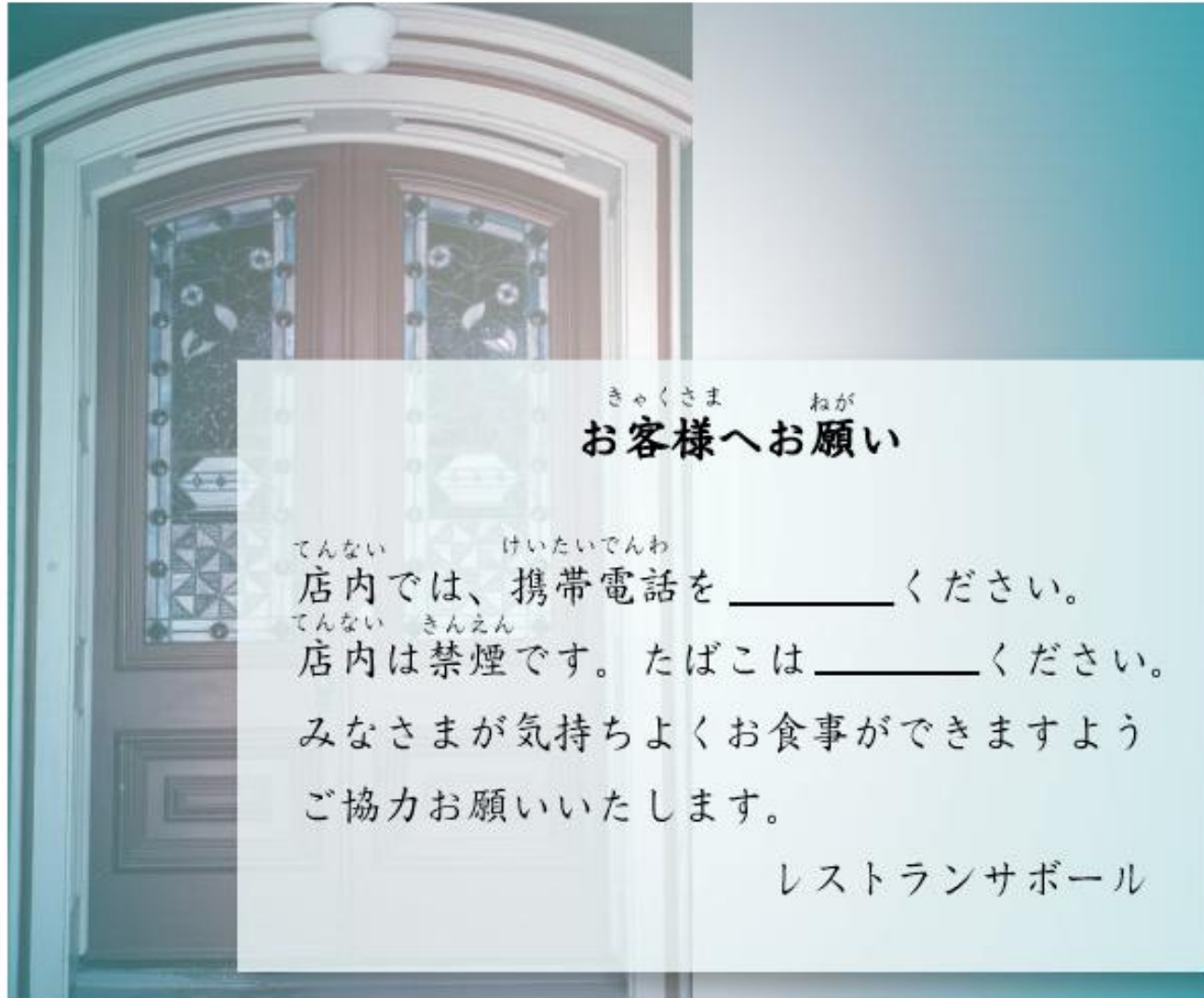
けん / さつ

ほん / さつ

Contextualized Grammar Sample 2

Situation

You see a sign outside of a restaurant.



Question

Choose the verbs that complete the message.

- つかわなくて / すわなくて
- つかわないで / すわないで
- はなさないで / すわないで
- はなさなくて / すわなくて

Let's think about the
assessment/tests you use



Question 1

What kind of assessment/
tests do you give to your
students?

例:

- **単語テスト(授業の始め、週に2回)**
- **ジャーナル(毎週月曜日提出)**
- **中間テスト**
- **期末テスト**
- **etc.**

Question 1

What kind of assessment/
tests do you give to your
students?

Question 2

What are the **purposes** of the assessment/tests you wrote down?

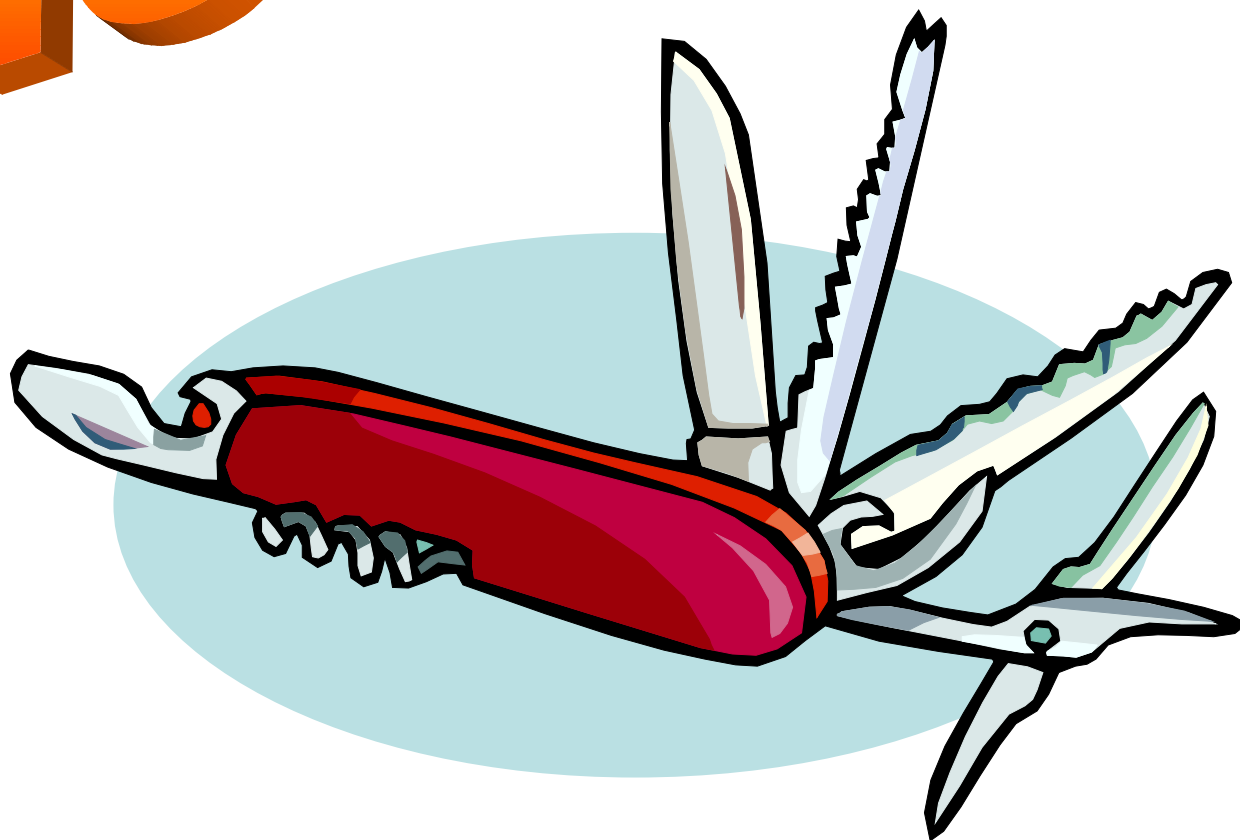
Formative or **Summative**?

Please write them down on the paper.

Question 3

Is there any test that can assess **all** the aspects of language abilities?

NO!



Let's compare two types
of tests

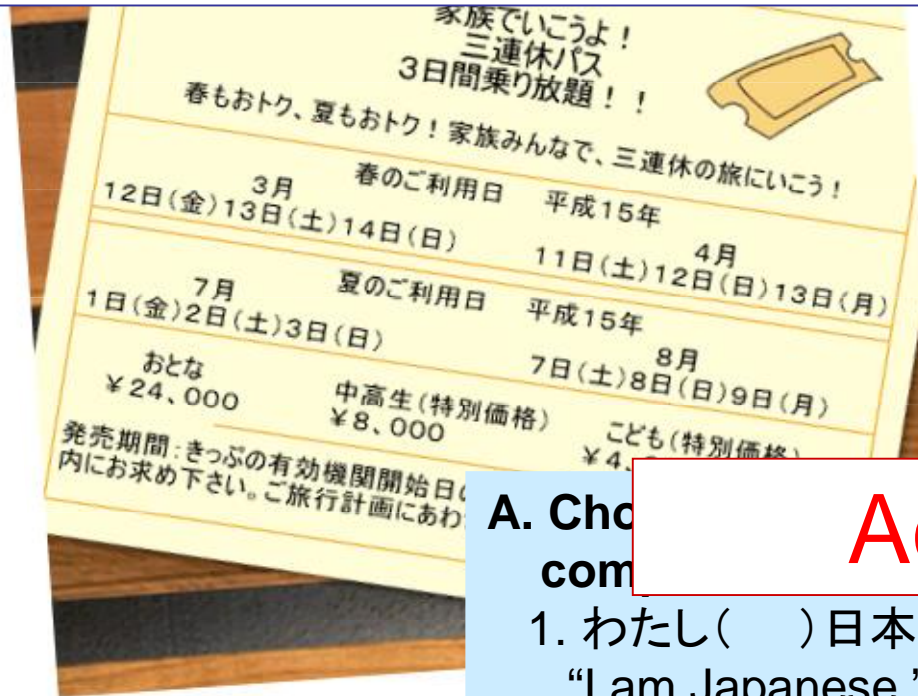


Question 4

What are the differences
between the two tests?

(ex. Purpose, characteristics, topic, etc.)

Proficiency-oriented test



morning,
Roshir saw the following flier at the bus stop.

What is this flier advertising?

- theater tickets
- concert tickets
- plane tickets
- train tickets

Achievement test

A. Choose the correct form to complete the sentence.

1. わたし()日本人です。

“I am Japanese.” (“I” is the topic of the sentence.)

a) を b) の c) は d) も e) か

B. Choose the most appropriate form of verbs to make complete sentences.

4. あまり、あさごはんを_____。

a) たべます b) おきません c) たべません d) おきます

C. Choose the appropriate meaning for each word.

6. あたま() 7. あし() 8. せ() 9. かお()

a) face b) height c) leg d) head



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THE NORTHWEST NATIONAL FOREIGN LANGUAGE RESOURCE CENTER



CASLS' assessment

- **Proficiency-oriented**
- **By teachers, for teachers**
- Designed to **inform**, not just measure
- **Online**: Anywhere, anytime, anybody
- **Authentic** context & text

Can succeed in the
Japanese business
world

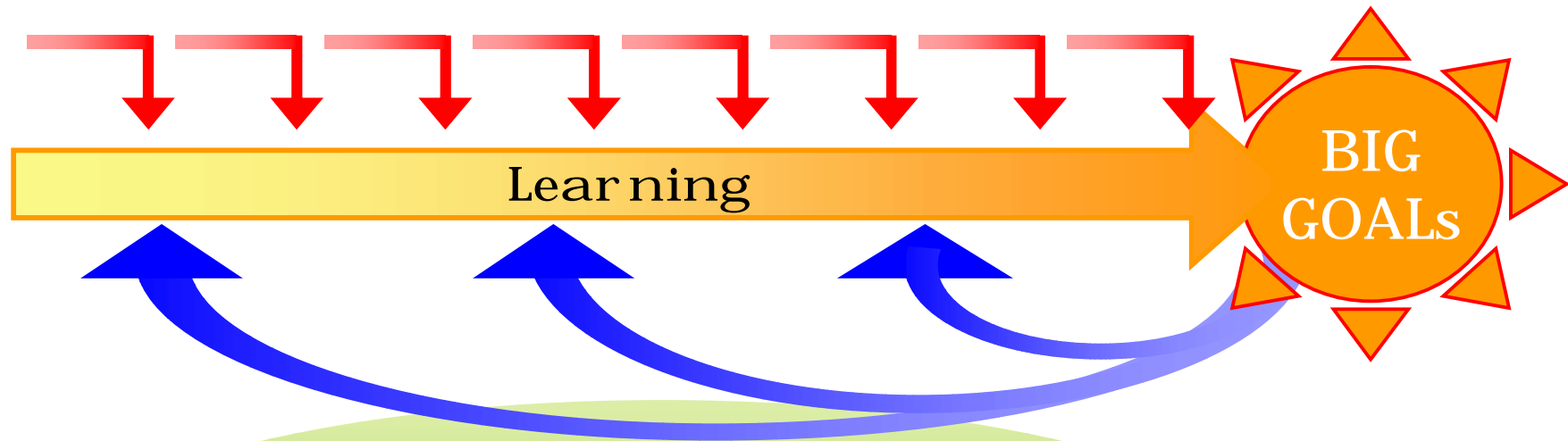
Can enjoy all types of
media in Japanese

Can communicate
like a native speaker



What are the roles of assessment/tests?

Achievement tests



Proficiency-oriented tests

CASLS' assessment

Wish list?

