



Center for Teaching and Learning, Universität Wien
3. Dezember 2014

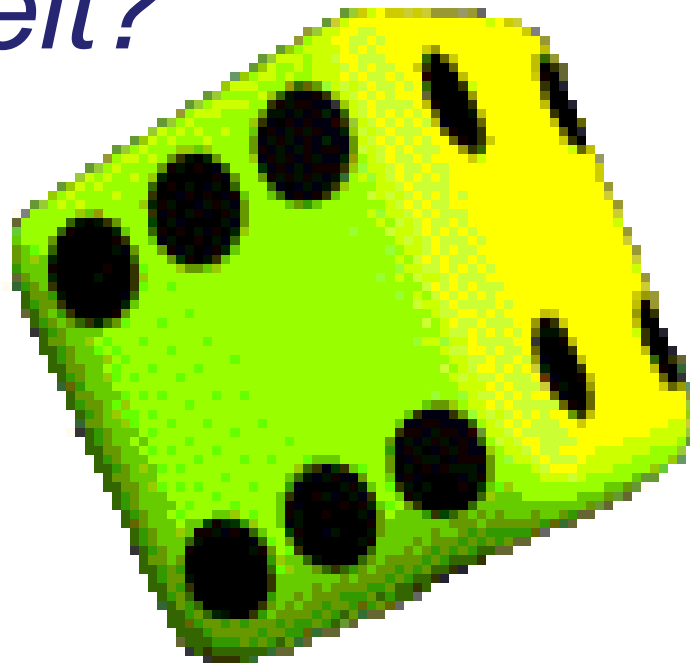
*Wie komme
ich zu einer
Note?*





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Gewürfelt?





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Oder nachvollziehbar bewertet?

- Warum?
- Wie?
- In welchen Fachgebieten?
- Was?
- Warum?



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VRIP → *test usefulness*

- Validity / Validität
- Reliability / Reliabilität
- Impact / Wirkung
- Practicality / Praktikabilität



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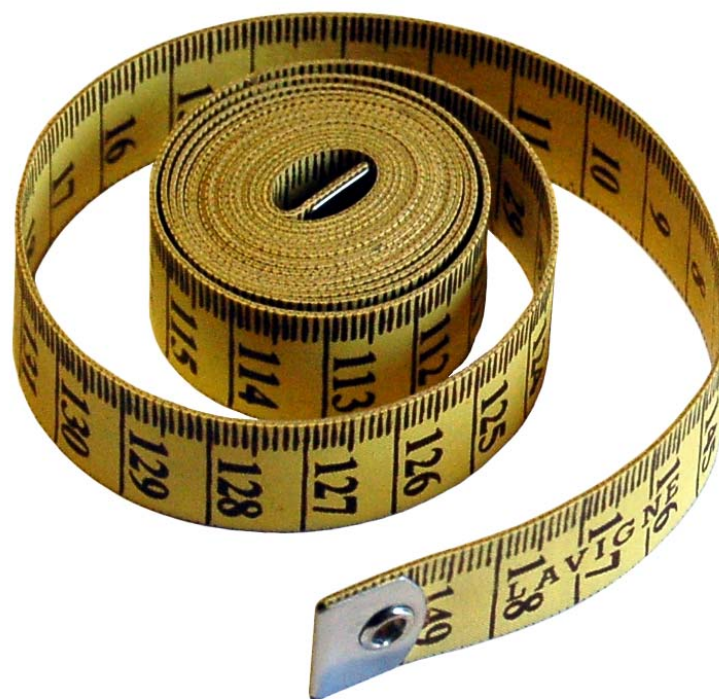
Reliabilität

- Eine Prüfung ist dann reliabel, wenn das geprüfte Merkmal (Wissen und Können in einem bestimmten Fach) mit einem hohen Maß an Genauigkeit gemessen wird.



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Reliabilität





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Validität

- Deckt eine Prüfung den Umfang der Studienziele repräsentativ ab?
Messen die Prüfungsaufgaben das in den Studienzielen definierte Wissen und Können?



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Validität

$$\int \sqrt{\text{anything}} \, du = \frac{2}{3} (\text{anything})^{\frac{3}{2}} + C$$

$$\int (\text{anything})^2 \, du = \frac{1}{3} (\text{anything})^3 + C$$



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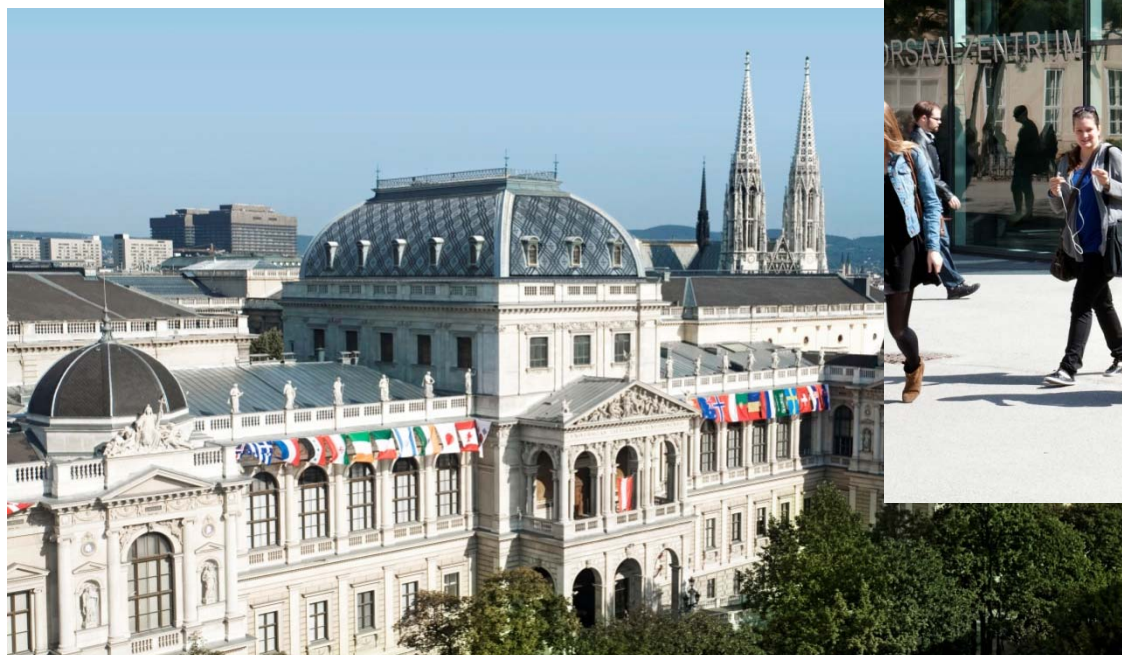
Wirkung

- Effekt einer Prüfung sowohl in Hinsicht auf den allgemeinen Ausbildungsprozeß als auch in Bezug auf den Einfluss, den die Prüfungsergebnisse auf die einzelnen Personen haben.



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Wirkung





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Praktikabilität

- The extent to which resources and time available to design, develop and administer a test are manageable and feasible.



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Praktikabilität





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Wie?

- Workshops mit LV-LeiterInnen
- Projekt mit Klagenfurt, Graz und Salzburg



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In welchen Fachgebieten?

- Linguistik
- Sprachkompetenz
- Fachdidaktik



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Was?

- PS1 Linguistics
- PS2 Linguistics
- SE Linguistics

- Testing & Assessment (Übung)



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Proseminar Linguistics 1

Building on the introductory module (STEOP), this course discusses the basics and ethics of academic writing and research methodology with the help of hands-on examples from English linguistics. Students will apply some of the methods introduced in the course to real language data and will present the findings of their projects in class.

Mini paper	2,500 words +/- 10%
Formal aspects	30%
Argumentation & Structure	30%
Content/Coverage	20%
Language Use	20%



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PS1 – PS2 – SE linguistics

	PS1 (2,500)	PS2 (3,000)	SE (7,000)
Formal aspects	30%	20%	vorausgesetzt
Argumentation & Structure	30%	30%	25%
Content/Coverage	20%	30%	25%
Language Use	20%	20%	25%
Critical awareness		+ 1 Note	25%



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Assessment Linguistics: PS1 PAPER

Overall Grade:

Student:

Title:

X = problematic/needs improvement, ~ = ok

✓ = very good/excellent

	Comment	Points
Formal Aspects		
<input type="checkbox"/> word count given & within limits		
<input type="checkbox"/> quoting/sources in text acc to style sheet		
<input type="checkbox"/> references (biblio) acc to style sheet		
<input type="checkbox"/> layout and formatting acc to style sheet		
<input type="checkbox"/> spelling and punctuation		
<input type="checkbox"/> avoids plagiarism		Max. 7.5
Argumentation & Structure		
<input type="checkbox"/> logical table of contents		
<input type="checkbox"/> obligatory parts (intro, concl)		
<input type="checkbox"/> reader guidance: stating purpose, signposting, transitions (section level)		
<input type="checkbox"/> argumentation: logical development of ideas; logical linking of arguments (para)		
<input type="checkbox"/> motivated use of sources (e.g. by comparing and contrasting)		Max. 7.5
Content / Coverage		



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Comparing and Contrasting			
Content / Coverage			
<input type="checkbox"/> paper is relevant to topic			
<input type="checkbox"/> clear point / research question (thesis st)			
<input type="checkbox"/> use of a variety of relevant sources			
<input type="checkbox"/> use of different types of sources			
<input type="checkbox"/> appropriate number of sources			
<input type="checkbox"/> the paper discusses / is informed by relevant theoretical positions			Max. 5
Language Use			
<input type="checkbox"/> grammar / lexis			
<input type="checkbox"/> academic, formal register			
<input type="checkbox"/> reader-friendliness, cohesion, clarity and precision of expression			Max. 5
		Total Points Minipaper	Max. 25



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Testing and Assessment (Übung)

Final report	
Content/Coverage:	
- test specs	20%
- item analysis	20%
- reflection	10%
Argumentation & structure, critical awareness	20%
Language use:	
- lexico-grammar/register	10%
- textual competence (reader friendliness)	10%
Formal aspects	10%



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GRADE	1 (90-100%)		3 (70-79%)		5 (0-59%)
Content/coverage/ understanding 50%	<ul style="list-style-type: none"> • full coverage of all required content points • demonstrates clear understanding of all relevant concepts discussed in class • detailed specifications, analysis and evaluation • detailed critical reflection on the process 		<ul style="list-style-type: none"> • almost full coverage of content points • demonstrates general understanding of relevant concepts but some concepts not well explained • sufficient detail provided in some parts but not in others • some critical reflection 		<ul style="list-style-type: none"> • several content problems (omissions or incorrect use of concepts) • text shows limited understanding of several concepts discussed in class • little detail provided in specifications/analysis/evaluation • critical reflection very limited
Argumentation & support/reference to literature/critical awareness 20%	<ul style="list-style-type: none"> • excellent ability to formulate relevant arguments and provide in-depth support • critical engagement with a variety of sources in addition to Brown & Abeywickrama 		<ul style="list-style-type: none"> • generally good ability to formulate and support arguments with occasional problems • some reference to sources apart from Brown & Abeywickrama • limited critical awareness 		<ul style="list-style-type: none"> • few arguments provided or not well supported • literature practically limited to Brown & Abeywickrama • no critical awareness demonstrated
Language: lexico- grammar 10%	<ul style="list-style-type: none"> • excellent grammatical control of complex language • excellent command of very broad and accurately used lexical repertoire • register consistently appropriate 		<ul style="list-style-type: none"> • generally high degree of grammatical and lexical accuracy, with some errors • fairly broad lexical repertoire • register mostly appropriate with some inappropriate expressions 		<ul style="list-style-type: none"> • limited grammatical and lexical accuracy with frequent errors • limited lexical repertoire • considerable problems with register – does not read like an academic paper
Language: textual competence 10%	<ul style="list-style-type: none"> • highly reader-friendly and clearly structured text • consistently cohesive and coherent 		<ul style="list-style-type: none"> • mostly reader-friendly and coherent text • occasionally incoherent and/or occasionally inappropriate or missing cohesive devices • occasional inconsistencies caused by lack of coordination between the authors of the paper 		<ul style="list-style-type: none"> • repeatedly incoherent text • limited use of cohesive devices • little or no coordination between the authors of the paper
Formal aspects 10%	<ul style="list-style-type: none"> • all formal requirements fully met (according to the linguistics style sheet) 		<ul style="list-style-type: none"> • several formal requirements not met 		<ul style="list-style-type: none"> • considerable problems in meeting formal requirements



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Warum kriteriengeleitete Bewertung und Beurteilung?

- Transparenz
- Konstruktives Feedback



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Gewürfelt?





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Presentation Topic: *Wie komme ich zu einer Note? Gewürfelt oder nachvollziehbar bewertet?*

Time started: 16.30 Actual end: _____

	Name	Notes – delivery (audibility, liveliness, clarity,...) & language (fluency, register,...),, responsiveness to audience (ability to answer questions)	Points (5)
Speaker	<i>Helen Heaney</i>		
content/coverage (background) (knowledge & understanding of core material) Theoretical background			(5)
study (extent, quality, appropriateness of research) conclusions			(5)
structure/organization (timing, pacing of presentation, coherence of presentation)			(5)
visuals (PPT, handout, ...)			(5)

TOTAL POINTS: /25



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Literatur

ALTE/Cambridge ESOL. 1998. *Multilingual glossary of language testing terms*. Cambridge: Cambridge University Press.

Bachman, Lyle F.; Palmer, Adrian S. 1996. *Language testing in practice*. Oxford: Oxford University Press.

Brown, H. Douglas; Abeywickrama, Priyanvada. 2010. *Language assessment: Principles and classroom practices*. (2nd ed.). New York: Pearson Longman.

CTL. 2013. *Handbuch für Lehrende*. Universität Wien.

CTL. 2014. *Diskussionsgrundlage: Standards von Prüfungen und schriftlichen Arbeiten*. Universität Wien.

Hughes, Arthur. 2003. *Testing for language teachers*. (2nd ed.) Cambridge: Cambridge University Press.