A TEMPLATE FOR DESIGNING SELF-ASSESSMENTS FOR LCTL PROGRAMS

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WHAT IS THE LoLA PROJECT?

Purpose:
- To develop test specifications and test-template kits for online, computer-adaptive **LCTL placement and diagnostic tests**
- To support LCTL teachers in developing **locally-relevant** items for their assessments through free access to templates and training

Who is it for?
- Specifically designed LCTL teachers, but works for all language teachers
- Resources are broadly targeted at any program in grades 9 through 16

Self-Assessment Template Kit
- The 1st of 3 assessment template kits being developed
- Currently piloting a template, examples, and a teacher guide

BENEFITS OF SELF-ASSESSMENT

Instructional Benefits:
- Cost-effective, easy to administer, easy to score
- Used to track student gains & for program placement
- Data can inform instructional practice

Learner Benefits:
- Develops learner agency
- Helps learners set goals
- Develops language awareness
- Improves understanding of proficiency development
- Increases motivation and engagement

Try MSU's online self-assessment of speaking proficiency

https://tinyurl.com/MSUselfassess

50 CAN-DO STATEMENTS

Check out these 50 revised ACTFL Can-Dos!

Taken from: Tigchelaar, 2018, pp. 113-116

SELF-ASSESSMENT TEMPLATE & TEACHER GUIIDE

The date is important! It's so we can track your personal growth!

Name: _____ Date: _____

Language & course level (e.g. Arabic 101) Self-Assessment (for XYZ's class)

Welcome to the Language & course level Self-Assessment!

Directions and Information:
You will take this self-assessment two times during the XYZ semester: During week 2, and during week 14. The 10 tasks that are described in this self-assessment are 10 of the speaking tasks that we will be practicing in pairs, small groups, or through your oral presentations this semester. Thus, it is okay to say you can't do something. We will learn and practice and then re-assess later to see how much you have grown in your skills! The self-assessment scores are not used for grading purposes. Rather I, as the teacher, use the self-assessment to see which tasks in my class foster the most growth, and to see which tasks you feel the most confident in. I am also using the self-assessment to know more about you: What skills you have brought with you to this class, and what brand-new skills will you be learning in this class? You will take this self-assessment two times so both I and you can see your growth this semester. Enjoy the self-assessment, and ask me if you have any questions!

Grading:
Your grade for self-assessment during the semester is participation-based: 4 points for taking the self-assessment each time (8 points total for participation), and 2 points for discussing your self-assessment outcomes in the format provided after each self-assessment (4 points total for the discussions). Thus, the self-assessment component for [Language & course level] is 12 points total.

How well can you do these tasks in Language? Do you feel they are important?

Fill in or check **one circle** for each "Can-Do" statement, and **check none, one, or more "Important" boxes** for each statement.

	I... can't do this yet.	...can do this... with much help.	with some help.	with a little help.	well all by myself.	I feel this is important... to me.	to my family.	for my learning or future.
1. I can…	O	O	O	O	O	O	O	O
2. I can…	O	O	O	O	O	O	O	O
3. I can…	O	O	O	O	O	O	O	O
4. I can…	O	O	O	O	O	O	O	O
5. I can…	O	O	O	O	O	O	O	O
6. I can…	O	O	O	O	O	O	O	O
7. I can…	O	O	O	O	O	O	O	O
8. I can…	O	O	O	O	O	O	O	O
9. I can…	O	O	O	O	O	O	O	O
10. I can…	O	O	O	O	O	O	O	O

Participation Grade: _____ **Feedback from the teacher:**
Discussion Grade: _____

Tasks are Novice low or mid, but those with "" are Novice high.

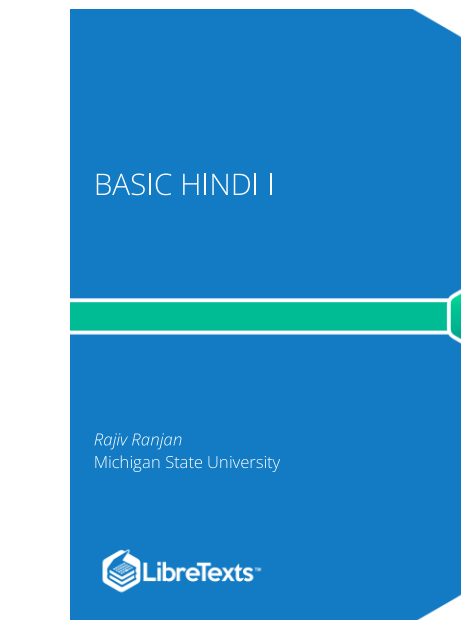LoLA Project
Pilot Version 1
March 28, 2023

Template

Guide

Access the template and step-by-step teacher guide here or via our website

WRITING CAN-DOs FOR SELF-ASSESSMENT

BASIC HINDI I

Rajiv Ranjan
Michigan State University

LibreTexts

The statements below on the left were taken from those originally written by Dr. Ranjan to clarify objectives for users of his Basic Hindi I textbook. The statements on the right show how these can be transformed for use in self-assessments.

Dr. Rajiv Ranjan

Original Statements for Textbook Users	Revised Statements for Self-assessment
I can greet, and ask, "How are you?" and respond formally and informally.	I can ask classmates how they are.
I can ask and respond to personal questions.	I can ask a friend questions about their family.
I can ask and respond to instructions.	I can tell a friend how to get from school to my home.

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Sign up today to receive updates on the LoLA project and to pilot the materials!

https://nlrc.msu.edu/lola

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