


Reliability and Implications in Self-assessed Second Language Placement Assessment

A work in progress at the
Università per Stranieri di Siena
English Language Department
Kristina R Noto



Introduction

➤ Background

➤ Procedure

➤ Results



Background Information

- 2 general English language teachers
- About 250-300 students
- Limited resources
- The placement test is NOT an admissions requirement.

Placement test history

Academic year	Number of new students	Placement test	Levels offered (ling. req.)
2007-08	75	Combination	B1-C2 (2)
2008-09	90	Combination	Remedial, B1-C2 (2)
2009-10*	105	Multiple Choice	B2-C2 (2-3)
2010-11	140	Self-assessment	B2-C2 (2-3)

Standards to Achieve

- High quality
- Reliable

- Meaningful
- Fair

- Educational
- Motivational

(Jia, 2009 and EALTA Guidelines for Good Practice 2006)

Self-assessment test objectives

Performance-oriented aims

Determine *Proficiency level* in a wider range of skills.

Development-oriented aims

Create a starting point for encouraging *autonomy* and stimulating a sense of *responsibility* for learning.

(*The Use of Self-assessment in Second Language Assessment.*

Y. Saito, 2003)

What are we doing?

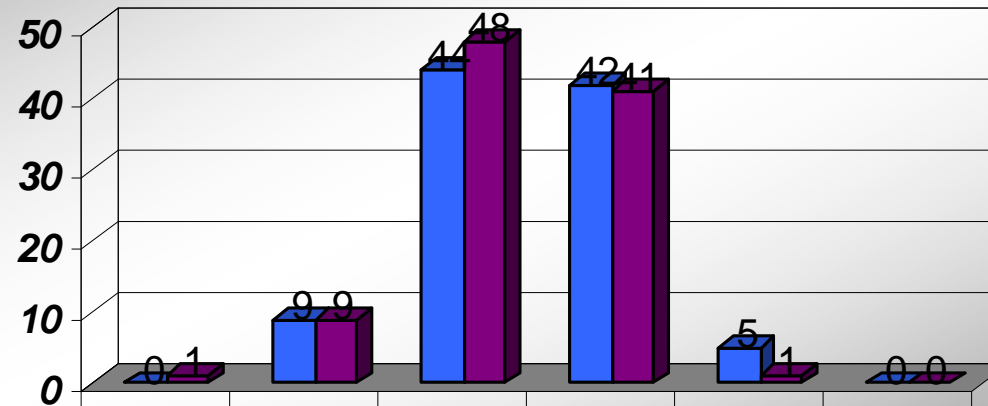
- 1. September- Held a placement test for *achievement* using the CEF descriptors and a guided B2 *proficiency* self-assessment (140 students).
- 2. October- Gave a writing assignment on first day of class based on three open questions (control group of 100 students).
- 3. Teacher assessment of the writing; achievement and proficiency level.
- 4. October-present- Continued promoting learner reflection and autonomy in class. Self-corrected mid-term in January.
- 5. April- Questionnaire (66 participants).
- 6. Evaluate the final B2 exam results (June).

Students' Results (140 students)

	"Can do" statements- Impression	Level of self- assessment after self test	
CEF LEVEL	Achievement level	Proficiency level	Student changes (39)
A1	1	2	+1
A2	11	12	+1
B1	76	58	-18
B2	47	65	+ 18
C1	4	3	-1
C2	1	0	-1

General correlation results of control group (100 students)

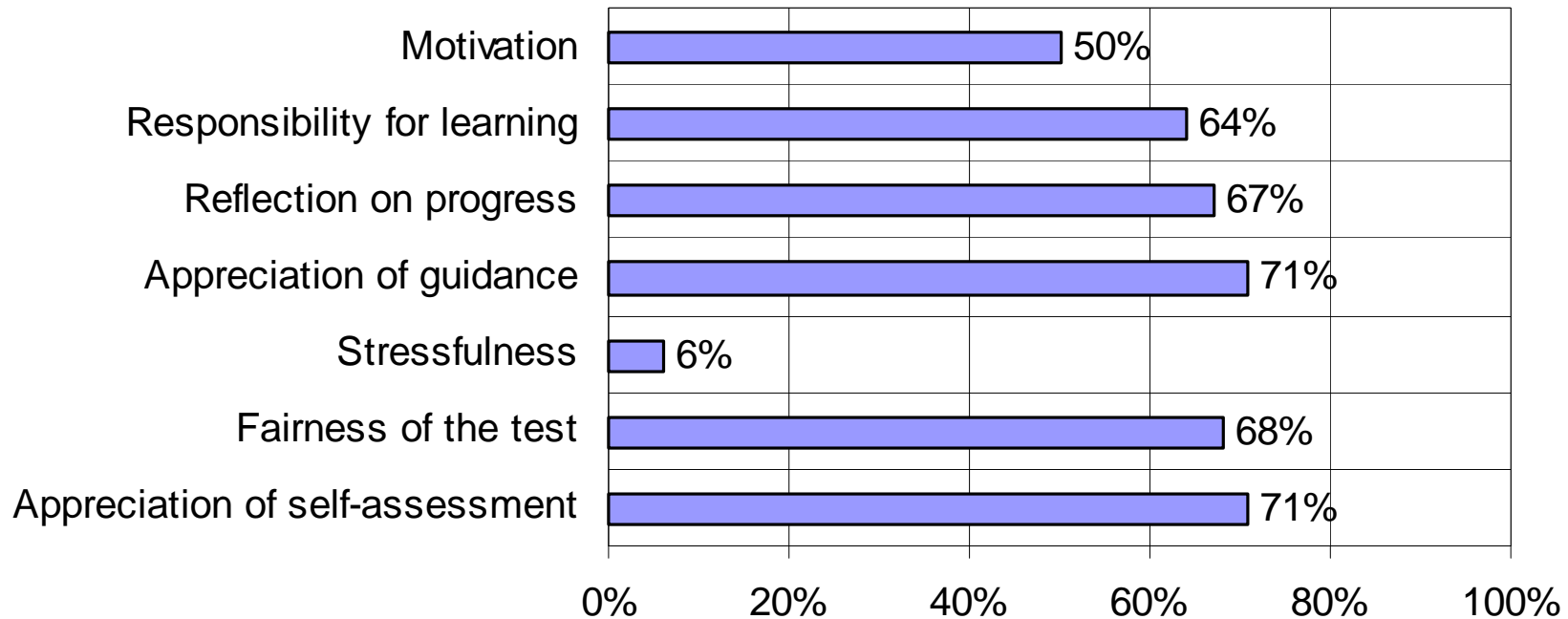
Teacher-Student Proficiency level correlation



■ <i>Teacher Assessment</i>	0	9	44	42	5	0
■ <i>Student Self-Assessment</i>	1	9	48	41	1	0

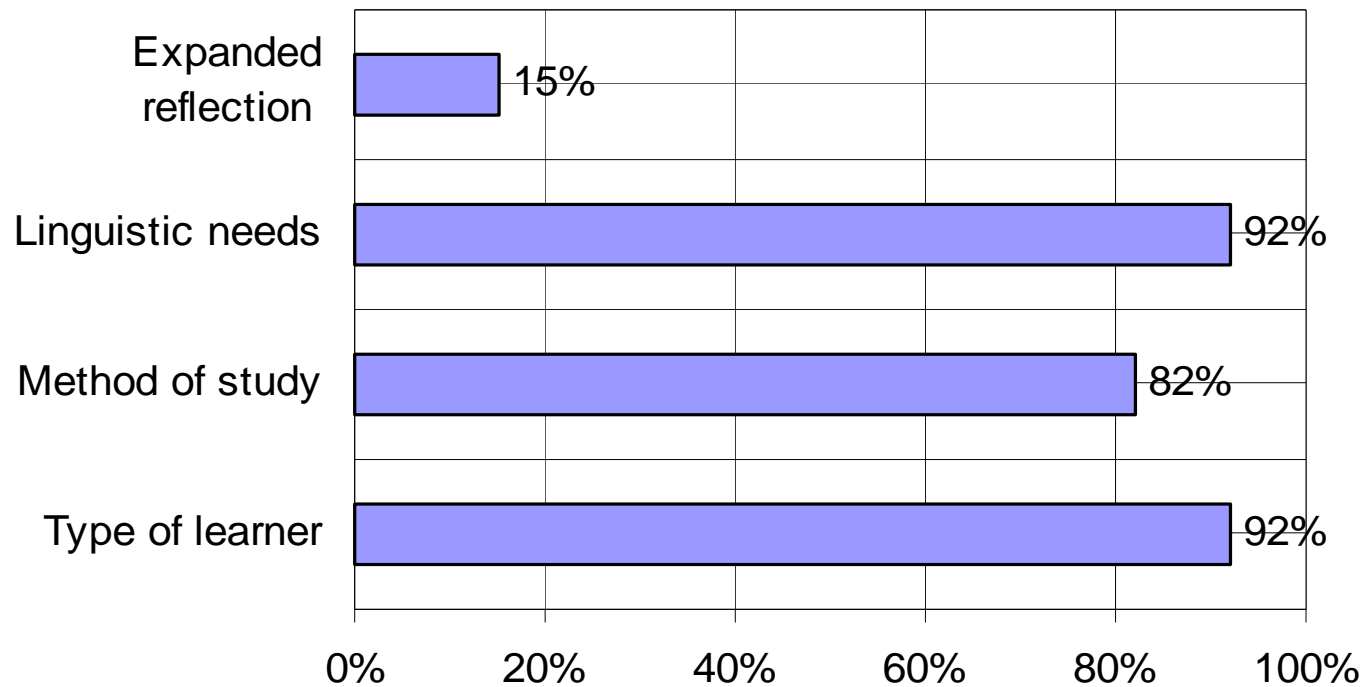
Impact of self-assessment test on learner autonomy

Results Self-assessment Questionnaire



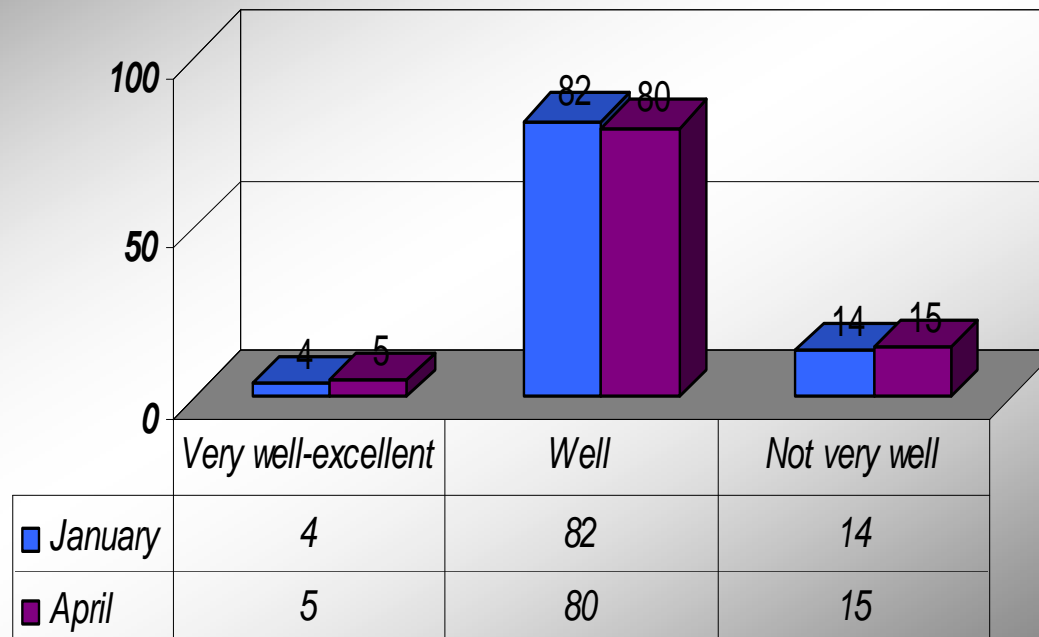
Impact of learner autonomy in self-development

Results of Course Questionnaire



Consistency of Student Assessments

Mid-term self-corrected test results vs self-assessed progress impression



Conclusions on self-assessment

Reliability

- Could our students accurately self-assess their *achievement* level using the CEF 'Can Do' statements?
 - 54% could
- Could they accurately self-assess their level of *proficiency* with some guidance?
 - 56% could

Implications

- Could the self-assessment test be used as a starting point for learner autonomy?
 - Very strong yes (64%-92%)
- Would it have positive effects on their success in the learning process?
 - ? / Fairly strong self-assessed yes (85-86%)

Question- Answer Time

➤ Thank you for listening.

