

## **Classroom-based Language Assessment (CBLA) SIG**

It is refreshing that our field is recognizing and beginning to discuss the importance and underlying theoretical and practical underpinnings of classroom-based language assessment CBLA, an area that is gradually coming into its own.

This Special Interest Group will address issues to promote the notion of CBLA for the wide EALTA community and beyond, covering a range of topics that consider realities and prospects in the assessment world. Possible topic areas include, but are not limited to, the following:

- Developing and selecting means of assessment for classroom use
- Assessing language skills in classrooms
- Relating classroom assessment to learning objectives
- Classroom practice and evaluations of innovative assessment practices, including portfolio assessment, peer- and self-assessment, diagnostic assessment, Interactive or dynamic assessment in language classrooms, etc
- The relationship between CBLA assessment, feedback and learning
- The socio-cognitive dimensions of language learning and CBLA
- CBLA and its effect on teaching and student learning
- CBLA assessment and SLA
- Stakeholders and CBLA
- Teacher assessment literacy in CBLA

The SIG CBLA aims to address graduate students, language teachers and teacher trainers, researchers, test writers, exam designers and policy makers, administrators and school program planners who are responsible for language assessment.

The SIG CBLA is expected to provide a forum for discussing the above issues via the EALTA list and via symposiums or workshops addressing issues emerging within the group at meetings held in conjunction to the annual EALTA conferences and beyond.