

Atelier 4: Measuring what counts? Classroom implications for assessment of interactional competence and for self-assessment

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This symposium features developments in second language assessment at the Official Languages and Bilingualism Institute. First, we will discuss the work on test task analysis, focusing on the features of interactional competence that are tapped in different speaking test tasks and on the application of a checklist as one method of test task analysis. Continuing on the theme of interaction, we will highlight the dynamics and challenges of creating opportunities for meaningful oral interaction in FLS classrooms at the A2-B1 level and will review evaluation grids such as the Canadian Language Portfolio for Teachers (Turbull, 2011) that measure accuracy and communicative success of the self-assessment grids. Finally, we will outline some work done in house on the development of an FLS self-assessment tool reflecting the Canadian Benchmarks framework and leading towards a Canadian Language Portfolio for the adult immigrant population.