

Comments on and Suggestions for Improvement of the Assessment Tool

High familiarity with task-based learning a pre-requisite.

Academic language needs to be addressed according to target user:

Author?

Quest User?

Tool – Quantitative Nature

If teacher is target user, other requirement necessary

Eg: Qualitative Descriptor: select good and bad points

Profile needs to make reference to the content and context in more detail.

Tool overly prescriptive: How do we know if the Quest is a success in the classroom?

Examine the template used by Amazon.

Questions 14 and 15 overlap in terms of descriptions

Descriptions should be shorter, even making use of key words, focusing on one particular point

Language production (quality)

Include an item on the quality of the final product(s) and the language produced. To what extent does the LQ challenge the learners to produce a top quality product and to really do their best?

EFR

Relate it somehow to the EFR?

Scaffolding

Include i + 1 in the product, too. How does the task push the learners to scaffold, provide a way of achieving a next level in their language learning? Does the teacher's page include hints to help them do this?

Individual differences

To what extent does the LQ appeal to different ways of learning – learning styles or multiple intelligences? Does it take learner differences into account?

Navigation/technical aspects

How easy is it to navigate around the LQ?

Scoring

Why are some aspects scored 0-3 and others 1-4?

Problematic wording

Why should they become aware of possible irregularities?

6. Relates to reflection, not to conclusion

10. Needs to relate to the challenge rather than the difficulty of the material.

QUESTION 8

Perhaps the different points should say that the amount of text, difficulty of text etc. is APPROPRIATE TO THE LEVEL of the students who are being targeted in this Lquest. For example, in "Kaffee und Kuchen", the requirements for three points were what was achieved, however that which was required for four points would have been too difficult and involved for students working at this level of language. Maybe four points could read something like

“Sources provide an APPROPRIATE quantity of text, both spoken and written in a variety of text types and layouts, which is SUITABLE to the level of the student.”
Otherwise, certain LQuesets(like “Kaffee und Kuchen”) are being awarded three points, when really they are deserving of full marks for this question.

QUESTION 17

The wording of the introductory question is a bit odd. Maybe something like “ To what extent does the work completed throughout the process directly relate to the requirements of the end product in a real-life situation?” Just a suggestion!

Specific Wording in Assessment Tool

AuthenticQ.9 / Current-Q.9 / Control

Progression through points under one theme is not always logical.

The descriptions and the points do not work in parallel along a scale. (Q5)