



3.8 HOW TO USE SCALES OF DESCRIPTORS OF LANGUAGE PROFICIENCY

M1

石田智裕

概要

重要

尺度 (scale) と記述文 (descriptor)

目的に合わせて適切に設定

3つのタイプがある

User-oriented scales

- A User-oriented scales
- 学習者が何を「出来るか」
(What learners can do)
- Can understand simple English spoken slowly and carefully.

User-oriented scales

- ❑ User-oriented scales are often **holistic**, offering one descriptor per level.
- ❑ User scales may also report the four skills.

e.g. Table1 on page24

Assessor-oriented scales

- ▣ B Assessor-oriented scales
- ▣ 成績評価の観点
(How well the learner performs)
- ▣ Disconnected speech and/or frequent hesitations impeded communication and constantly strain the listeners.

Assessor-oriented scales

- ▣ The quality of the performance
- ▣ Summative
- ▣ One particular ability

Assessor-oriented scales

- Analytic scales

個々の能力： RANGE ▪ ACCURACY ▪ FLUENCY, etc.
e.g. Table 3

- Some assessors find it difficult to cope with more than 3-5 categories like table 3 and argue that it is not appropriate.
- Analytic scales like table 3 are called “diagnosis-oriented”.

Constructor-oriented scales

- C Constructor-oriented scales
- テスト作成の指針
(What the learners can do)
- The specific communication tasks they might be asked to perform **in tests**.

Constructor-oriented scales

- ❑ Constructor-oriented scales concentrate on what the student can do like Assessor-oriented scales, but more complex.
- ❑ They are composed of some short, constituent descriptors.
- ❑ Used for teachers-assessment and self-assessment.

Conclusion

- The three types of scales can be seen having one or more orientations.

e.g. Figure 6 on page39

