

References on Task Design

Internet Sources

Alaska Department of Education & Early Development, English/Language Arts Framework, Chapter 4: Instruction/Assessment. Retrieved May 14, 2009 from

<http://www.eed.state.ak.us/tls/Frameworks/langarts/40instru.htm>

[Down the page sample instruction/assessment tasks are given to show how a task can fulfill both instructional and assessment purposes.]

Assessment tasks for key stage 3, Hong Kong Education City. Retrieved May 14, 2009 from

http://www.hkedcity.net/iworld_eng/feature/view.phtml?iworld_id=174&feature_id=1234

[Some ideas specifically for the Hong Kong context (junior secondary)]

Designing quality assessment tasks in Stage 6 CAFS.

http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/cafs_bank/docs/qualitytasks.pdf

[Useful guidelines and questions to guide teachers through the process of writing their formative assessment tasks.]

Developing criteria and rubrics for assessment tasks and keeping records, South African Education Portal. Retrieved May 26, 2009 from

<http://www.thutong.doe.gov.za/ResourceFiles/professional/TFPCA-Chap2.pdf>

[The 'assessing a task' form provided can give teachers some idea about how they can assess their own assessment tasks.]

English as a Second Language ~ Formative Assessment Tasks, The Canadian Association of second language teachers. Retrieved May 14, 2009

http://www.caslt.org/resources/english-sl/classroom-resource-form-assess-toc-esl_en.php

[Click on Introduction/Background on Formative Assessment for more useful information about developing formative assessment tasks.]

How language-learning tasks can help language development, Ministry of Education, NZ. Retrieved July 16, 2009 from

http://leap.tki.org.nz/supporting_language_development/curriculum_and_language_development/how_language_learning_tasks_can_help_language_development

[The three sections on the side bar, How language learning tasks can help language development, Fluency, accuracy and complexity in language and Supporting spoken output are particularly useful to teachers developing formative oral assessment tasks.]

Bank of performance assessment tasks in English. Retrieved May 14, 2009 from

<http://www.orianit.edu-negev.gov.il/english/cp/homepage/regFiles/Bank%20of%20Performance%20Assessment%20Tasks%20in%20English.ppt#1>

[The PPT presents some important characteristics of formative performance tasks.]

Hattie, J. (2003). Formative and Summative Interpretations of Assessment Information. School of Education, The University of Auckland. Retrieved July 28, 2009 from [http://web.auckland.ac.nz/uoa/fms/default/education/staff/Prof.%20John%20Hattie/Documents/John%20Hattie%20Papers/assessment/Formative%20and%20Summative%20Assessment%20\(2003\).pdf](http://web.auckland.ac.nz/uoa/fms/default/education/staff/Prof.%20John%20Hattie/Documents/John%20Hattie%20Papers/assessment/Formative%20and%20Summative%20Assessment%20(2003).pdf)
[The section, Setting the scene, is particularly insightful for teachers who are about to develop their own formative assessment tasks.]

Sample Assessment Tasks, Alaska Department of Education & Early Development. Retrieved May 20, 2009 from <http://www.eed.state.ak.us/tls/frameworks/langarts/41task.htm>
[Some interesting ideas for developing formative assessment tasks are provided.]

Books

Bygate, M., Skehan, P. & Swain, M. (Eds.), (2001). *Researching pedagogic tasks: second language learning, teaching, and testing*. Harlow: Longman.
<http://library.hku.hk/record=b2323755>
[Insightful ideas in Part III, Task-based Approaches to Testing]

Courtney, M. (2001). *Tasks, talk and teaching: task-based language learning and the negotiation of meaning in oral interaction*. Hong Kong: Language Centre, Hong Kong University of Science and Technology.
<http://library.hku.hk/record=b2331059>
[Insightful ideas on oral task development]

Task-based assessment for English language learning at secondary level. Hong Kong: English Language Education Section, Curriculum Development Institute, Education and Manpower Bureau, 2005.
<http://library.hku.hk/record=b3136183>
[Useful ideas specifically for the Hong Kong secondary education context]

Journal Articles

Dorman, J. P. & Knightley, W. M. (2006). Development and validation of an instrument to assess secondary school students' perceptions of assessment tasks. *Educational Studies*, 32(1), 47-58.
[The article discusses an important but yet rarely looked at topic, i.e. secondary students' perceptions of assessment tasks.]

Hughes, C. (2008). Assessment as text production: drawing on systemic functional linguistics to frame the design and analysis of assessment tasks. *Assessment & Evaluation in Higher Education*, 1-11.
[The article draws on systemic functional linguistics to frame the design and analysis of assessment tasks.]