

Subject Code	ENGL526
Subject Title	Testing and Assessment
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>(a) To enhance participants' understanding of major issues and concepts in language testing and assessment theory and practices</p> <p>(b) To enable them to comment on and contribute to the design of test instruments and assessment procedures used in their schools</p> <p>(c) To raise their awareness of good assessment practices in local and international educational contexts</p> <p>(d) To improve their ability to contribute to discussions on language assessment policy in Hong Kong.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. understand the main purposes of assessment and main types of assessment procedures b. understand the relationship between teaching and assessment c. critically evaluate test/assessment instruments d. explain major terms such as validity, reliability, washback, assessment of learning and assessment for learning, and their relevance to students' own teaching situations e. comment critically on testing and assessment practices as used in their own teaching situations
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. The nature and purposes of language assessment 2. Test development 3. Validity and reliability 4. Item analysis and test evaluation 5. Item response theory 6. Assessment of specific skills (listening, speaking, reading and writing) 7. Teacher-based assessment and alternative assessment 8. Issues with assessment practices in Hong Kong 9. Issues with assessment practices in the Chinese mainland

Teaching/Learning Methodology	<p>This subject will be offered through interactive lectures and seminars, from which students will learn various aspects of language assessment related to the profession of language teaching in Hong Kong schools and the Chinese mainland. The seminars will be composed of student-led discussions, teacher input as well as completion of hands-on tasks to analyze and develop assessment tools.</p>																																																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 495 1471 972"> <thead> <tr> <th data-bbox="443 495 770 663" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="770 495 927 663" rowspan="2">% weighting</th> <th colspan="6" data-bbox="927 495 1471 595">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="927 595 1018 663">a</th> <th data-bbox="1018 595 1109 663">b</th> <th data-bbox="1109 595 1200 663">c</th> <th data-bbox="1200 595 1291 663">d</th> <th data-bbox="1291 595 1382 663">e</th> <th data-bbox="1382 595 1471 663"></th> </tr> </thead> <tbody> <tr> <td data-bbox="443 663 770 730">1. Term paper</td> <td data-bbox="770 663 927 730">60%</td> <td data-bbox="927 663 1018 730">✓</td> <td data-bbox="1018 663 1109 730">✓</td> <td data-bbox="1109 663 1200 730">✓</td> <td data-bbox="1200 663 1291 730">✓</td> <td data-bbox="1291 663 1382 730">✓</td> <td data-bbox="1382 663 1471 730"></td> </tr> <tr> <td data-bbox="443 730 770 831">2. Test development project</td> <td data-bbox="770 730 927 831">30%</td> <td data-bbox="927 730 1018 831">✓</td> <td data-bbox="1018 730 1109 831">✓</td> <td data-bbox="1109 730 1200 831">✓</td> <td data-bbox="1200 730 1291 831">✓</td> <td data-bbox="1291 730 1382 831">✓</td> <td data-bbox="1382 730 1471 831"></td> </tr> <tr> <td data-bbox="443 831 770 898">3. Class participation</td> <td data-bbox="770 831 927 898">10%</td> <td data-bbox="927 831 1018 898">✓</td> <td data-bbox="1018 831 1109 898">✓</td> <td data-bbox="1109 831 1200 898">✓</td> <td data-bbox="1200 831 1291 898">✓</td> <td data-bbox="1291 831 1382 898">✓</td> <td data-bbox="1382 831 1471 898"></td> </tr> <tr> <td data-bbox="443 898 770 972">Total</td> <td data-bbox="770 898 927 972">100%</td> <td colspan="6" data-bbox="927 898 1471 972"></td> </tr> </tbody> </table> <p data-bbox="443 992 1471 1216">The main purpose of the assessed tasks is to check students' understanding of key concepts and their ability to apply these concepts to the development and analysis of aspects of language tests and assessment tools. The syllabus writer wants to ensure that assessment is <i>for</i> learning as well as <i>of</i> learning. Though in different forms and with different foci, all the assessment tasks reflect this philosophy in a complementary way to meet the ILOs.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e		1. Term paper	60%	✓	✓	✓	✓	✓		2. Test development project	30%	✓	✓	✓	✓	✓		3. Class participation	10%	✓	✓	✓	✓	✓		Total	100%																							
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Reading List and References	<p data-bbox="443 1742 1471 1798">Required textbook:</p> <p data-bbox="443 1821 1471 1888">Hughes, Arthur (2003). <i>Testing for Language Teachers (2nd Ed.)</i>. Cambridge: Cambridge University Press.</p> <p data-bbox="443 1933 1471 1966">Recommended texts</p> <p data-bbox="443 2011 1471 2067">Alderson, Charles (2000). <i>Assessing reading</i>. Cambridge: Cambridge University Press.</p>																																																																						

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- Fulcher, G. (2010). *Practical language testing*. London: Hodder Education.
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- Qian, D. D. (2014). School-based English language assessment as a high-stakes examination component in Hong Kong: Insights of frontline assessors. *Assessment in Education: Principles, Policy & Practice*. 21 (3).
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- Rea-Dickins, P. (2001). Mirror, mirror on the wall: Identifying processes of classroom assessment. *Language Testing*, 18 (4), 429-462.
- Weigle, Sara Cushing (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

Recommended journals:

Assessment in Education: Principles, Policy & Practice

International Journal of Testing

Language Assessment Quarterly: An International Journal

Language Testing