

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 rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Test development project</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Class participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>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>Required textbook:</p> <p>Hughes, Arthur (2003). <i>Testing for Language Teachers (2nd Ed.)</i>. Cambridge: Cambridge University Press.</p> <p>Recommended texts</p> <p>Alderson, Charles (2000). <i>Assessing reading</i>. Cambridge: Cambridge University Press.</p>																																																															

- Alderson, J. C., Clapham, C. & Wall, D. (1995). *Language testing construction and evaluation*. CUP. Especially Chapters 2, 3.
- Alderson, J. C., & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14(2), 115-129.
- Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments justifying their use in the real world*. Oxford: Oxford University Press.
- Buck, Gary (2001). *Assessing listening*. Cambridge: Cambridge University Press.
- Douglas, D. (2010). *Understanding language testing*. Abingdon: Hodder Education.
- Fulcher, G. (2010). *Practical language testing*. London: Hodder Education.
- Luoma, Sari (2004). *Assessing speaking*. Cambridge: Cambridge University Press.
- Purpura, James (2004). *Assessing grammar*. Cambridge: Cambridge University Press.
- Qian, David. D. (2007). Assessing university students: Searching for an English language exit test. *RELC Journal*, 38 (1), 18-37.
- Qian, David D. (2008). English language assessment in Hong Kong: Practices, recent developments and issues. *Language Testing*, 25 (1), 85-110.
- Qian, D. D. (2009). Comparing direct and semi-direct modes for speaking assessment: Affective effects on test takers. *Language Assessment Quarterly*, 6 (2), 1-13. (downloadable <http://www.tandfonline.com/loi/hlaq20>)
- Qian, D. D., & Pan, M. (2013). Chapter 52: Response formats. In A. J. Kunnan (Ed.), *Companion to language assessment, Vol. II*. Indianapolis, IN: John Wiley & Sons.
- 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).
- Read, John (2000). *Assessing vocabulary*. Cambridge: Cambridge University Press.
- 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