

Subject Code	ENGL425
Subject Title	Language Assessment for Professional Purposes
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject aims to equip students with essential global concepts of language testing and assessment as well as practical skills to help future language trainers, language teachers and test developers to understand, select, develop and evaluate language tests and alternative forms of assessment and to understand the essential qualities a competent and responsible language assessment professional is supposed to possess.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. understand the design principles underpinning a range of language tests and assessment approaches for various educational and professional purposes; b. develop and apply appropriate assessment tools for specific purposes; c. analyse the quality of language tests in terms of validity, reliability, difficulty and discriminability; d. conduct language assessment effectively, fairly, and responsibly. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> e. demonstrate analytical and evaluative skills in a critical manner f. work efficiently and effectively in both independent and team modes
Subject Synopsis	<ol style="list-style-type: none"> 1. Types and purposes of language testing and assessment 2. Assessment fairness, impact and consequences 3. Validity and reliability 4. Evaluation of assessment tools 5. Processes and techniques for developing assessment procedures 6. Assessing specific language skills in professional contexts 7. Performance assessment, Item Response Theory and Rasch Measurement 8. Assessment <i>of</i> learning and assessment <i>for</i> learning
Teaching/ Learning	Learning is primarily through interactive lectures and seminars, from

Methodology	which students will learn various concepts and techniques of English language assessment especially relevant to educational and professional contexts in Hong Kong. The seminars will be composed of student-led discussions as well as hands-on tasks to help students understand, analyse, evaluate and develop assessment tools.																																																					
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="448 398 1362 869"> <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 (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. In-class Quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Project</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Term paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="448 902 1390 1122">The assessment will be based on the following tasks: 1) a quiz on fundamental concepts of language assessment, 2) a project to develop a workplace performance test, and 3) a term paper to critique a local assessment practice. The assessed tasks, which complements each other, they will contribute collectively to meeting the subject ILOs in an effective manner.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. In-class Quiz	30%	✓	✓	✓	✓	✓	✓	2. Project	30%	✓	✓	✓	✓	✓	✓	3. Term paper	40%	✓	✓	✓	✓	✓	✓	Total	100 %						
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Student Study Effort Required	Class contact:																																																					
	▪ Lectures							26 Hrs.																																														
	▪ Seminars							13 Hrs.																																														
	Other student study effort:																																																					
	▪ Private study							58 Hrs.																																														
	▪ Take-home assignments							29 Hrs.																																														
	Total student study effort							126 Hrs.																																														
Reading List and References	<p data-bbox="448 1659 1362 1727">Alderson, Charles (2000). <i>Assessing reading</i>. Cambridge: Cambridge University Press.</p> <p data-bbox="448 1733 1362 1800">Alderson, J. C., Clapham, C. & Wall, D. (1995). <i>Language testing construction and evaluation</i>. CUP. Especially Chapters 2, 3.</p> <p data-bbox="448 1807 1362 1874">Buck, Gary (2001). <i>Assessing listening</i>. Cambridge: Cambridge University Press.</p> <p data-bbox="448 1881 1362 1948">Hughes, Arthur (2003). <i>Testing for Language Teachers (2nd Ed.)</i>. Cambridge: Cambridge University Press.</p> <p data-bbox="448 1955 1362 2022">Luoma, Sari (2004). <i>Assessing speaking</i>. Cambridge: Cambridge University Press.</p> <p data-bbox="448 2029 1362 2063">Purpura, James (2004). <i>Assessing grammar</i>. Cambridge: Cambridge University Press.</p>																																																					

	<p>University Press.</p> <p>Qian, David. D. (2007). Assessing university students: Searching for an English language exit test. <i>RELC Journal</i>, 38(1), 18-37.</p> <p>Qian, David D. (2008). English language assessment in Hong Kong: Practices, recent developments and issues. <i>Language Testing</i>, 25(1), 85-110.</p> <p>Read, John (2000). <i>Assessing vocabulary</i>. Cambridge: Cambridge University Press.</p> <p>Weigle, Sara Cushing (2002). <i>Assessing Writing</i>. Cambridge: Cambridge University Press.</p> <p><i>Recommended journals:</i> <i>Language Assessment Quarterly</i> <i>Language Testing</i></p>
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Prepared by David Qian; Revised by David Qian, June 2014