City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017/18

Part I Course Overview

Course Title:	Testing and Evaluation in Language Studies
Course Code:	EN5466
Course Duration:	1 semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II Course Details

1. Abstract

This course aims at helping students to identify key issues in language testing and evaluation. Students will learn to describe basic test statistics and analyse the characteristics of good language assessments. They will apply this knowledge to the construction, revision, and administration of valid and reliable language assessments.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Designing standard procedures in assessment, and applying this knowledge of standard procedures to the construction, revision and administration of assessments	20%	√	√	√
2.	Critiquing and selecting appropriate assessment tools to assess different language skills	30%	√	√	√
3.	Analysing the validity, reliability and backwash effect of a language test / method of assessment	30%	√	√	√
4.	Analysing and interpreting test scores	20%	√	√	√
		100%			

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1.	**Reading the course book and recommended readings** The course book supplemented by recommended readings contains information related to ALL topics dealt with in the course. Students are encouraged to have completed the reading assignment of the week before class.	√	√	√	√			5 hours / week over 13 wks
2.	**Interactive lecture and student in-class activities** There will be one 2.5 hours lecture every week over 11 weeks. In the lectures, key concepts related to language testing and evaluation will be introduced and explained. Students will analyse different assessments by applying the key concepts in language assessment, and relate the concepts to actual test/ assessment constructions and administrations that they are familiar with.	√	√	√	√			2.5 hours / week over 11 wks
3.	**Online discussion** A set of questions/issues related to each and/or the following lecture will be posted online after each class. Students need to complete the reading assignment of the week and post their response to the questions/issues before the following class. The discussion allows students to share their own language testing and assessment practice and viewpoints on the issues with their classmates. They can practise applying, analysing, interpreting and evaluating concepts covered in the course.	√	√	√	√			0.5 hr/ week over 11 weeks
4.	**Conferencing** Individual/ small group consultations will be conducted in the middle and at the end of the course to provide feedback on students' application of the concepts to their own test development.	√	√	√	√			45 mins in 2 meetings

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100 %								
Online discussion posting Questions/issues related to language testing and evaluation will be posted on the online discussion board to help students identify, describe and apply the concepts covered in the course. Students are encouraged to do continuous revision throughout the course and to read and comment on their classmates' questions and viewpoints.	√	√	√	√			10% of course total (Individual work; to be assessed individually)	
Individual Assignment One individual assignment will be given to students to help them apply concepts covered in the course to the development and revision of an assessment. To complete the assignment, students need to follow two key steps that a classroom test/assessment developer needs to go through before re-administering a test/method of assessment to another group of students. In following both steps, students need to apply concepts learnt in the course to generate their own assessment. Step 1—Critique an existing test paper/ assessment & suggest how it can be improved. Stage 2—Revise/Construct the test paper/ assessment & pilot it At the end of the two steps, students need to submit a 15-page report describing, explaining and evaluating the processes taken to revise and develop the assessment. In Step 1, students need to apply concepts learnt in the first few lessons of the course	√	√	√	√			90% of course total (Individual work; to be assessed individually)	

to evaluate the test/ assessment they have chosen. After completing Step 1, students need to submit their comments briefly in bullet points. In Step 2, students need to implement the revision plan they have suggested in Step 1, interpret and analyse the pilot findings and evaluate the final assessment using all concepts learnt in the course. After completing Step 2, students need to submit the final version of the assessment with annotations of piloting findings. After each step, students will receive comments on their work in a face-to-face consultation. Students will also receive suggestions on their individual test development practice related to the assignment.								
Examination: 0 % (duration: , if applicable)								
							100%	

Marking breakdown and CILOs		**Weighting**
Online discussion posting • Applying concepts covered in the course accurately throughout the course (CILOs 1-4)		10%
Individual assignment		90%
• Constructing and administering assessments following standard development procedures (CILO 1)	18%	
• Choosing appropriate assessment tools to assess different language skills (CILO 2)	15%	
• Evaluating the validity of a test (CILO 3)	10%	
• Evaluating the reliability of a test (CILO 3)	10%	
• Evaluating the test scores of a test (CILO 4)	18%	
• Evaluating the backwash effect of a test (CILO 3)	7%	
• Revising a test effectively (CILO 2)	12%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Online Discussion Posting	Content, adequacy, purpose, language	♦ Shows full understanding of main concepts and their application**;** ♦ All relevant information is included in discussion and analysis; ♦ The topic is comprehensively analyzed and explained; ♦ The purpose of the analysis of concepts is completely achieved; ♦ Style and tone are highly appropriate	♦ The main concepts are competently discussed and applied**;** ♦ The information included in discussion and analysis of concepts is sufficient; ♦ The topic is sufficiently analyzed and explained; ♦ The purpose of the conceptual analysis is achieved; ♦ Style and tone are appropriate	♦ The concepts selected for analysis are sufficient, and partially applied**;** ♦ Only partial information is included in discussion and analysis of concepts; ♦ Only partial analysis is provided; ♦ The purpose of the conceptual analysis is partially achieved; ♦ Style and tone are somewhat appropriate	♦ The concepts selected for analysis are sketchy and inadequate**;** ♦ Incomplete information is included in discussion and analysis of concepts; ♦ The analysis is not informative or comprehensive**;** ♦ The purpose of the conceptual analysis is not adequately achieved; ♦ Style and tone are inappropriate	♦ The concepts selected for analysis are highly inadequate**;** ♦ Very limited or inaccurate information is incorporated in conceptual analysis; ♦ The analysis is not at all comprehensible**;** ♦ The purpose of the conceptual analysis is not achieved in any way; ♦ Style and tone are completely inappropriate
2. Individual Assignment	Content, presentation, purpose, language	♦ The topic is extremely well-presented and analysed**;** ♦ All relevant information is excellently covered; ♦ The purpose of analysing and	♦ The topic is competently presented and very well analysed**;** ♦ The information is sufficiently covered; ♦ The purpose of analysing and	♦ The topic is adequately presented and is analysed reasonably well; ♦ Only part of the information is covered; ♦ The purpose of analysing and	♦ The topic is sketchily presented and analysed inadequately presented**;** ♦ Only limited information is included; ♦ The purpose of	♦ The topic is extremely well-presented and analysed**;** ♦ All relevant information is excellently covered; ♦ The purpose of analysing and

		presenting the material is completely achieved; ♦ Style and tone are highly appropriate	presenting the material is achieved; ♦ Style and tone are appropriate	presenting the material is partially achieved; ♦ Style and tone are somewhat appropriate	analysing and presenting the material is not fully achieved at all; ♦ Style and tone are inappropriate	presenting the material is completely achieved; ♦ Style and tone are highly appropriate

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Basic Concepts

- Constructive alignment
- Proficiency tests and achievement tests
- Subjective testing and objective testing
- Norm-referenced testing and criterion-referenced testing
- Assessment of learning and assessment for learning
- Backwash
- Validity
- Reliability
- Fair testing practices
- Code of ethics for language testers

Testing tools and testing procedures

- Assessing different learning skills
- Evaluating with tests and without tests
- Performance assessments
- Standardised tests
- Writing multiple choice items
- Steps in test development
- Test specification
- Trialling and piloting
- Moderating items
- Setting assessment criteria
- Training markers

Test evaluation and interpretation of test scores

- Item analysis and content analysis
- Item facility, analysis of distractors, item discrimination
- Dichotomous scale
- Partial credit scoring
- Item-test correlation
- Classical testing theory
- Item response theory
- Inter-rater reliability and intra-rater reliability

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Hughes, A. (2003). *Testing for language teachers.* Cambridge, UK: Cambridge University Press.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Alderson, J.C. (2000). *Assessing reading.* Cambridge, UK: Cambridge University Press.
2.	Alderson, J. C., Clapham, C., & Wall, D. (1995). *Language test construction and evaluation.* Cambridge, UK: Cambridge University Press.
3.	Bachman, L.F. (2004). *Statistical analyses for language assessment.* Cambridge, UK: Cambridge University Press.
4.	Bachman, L.F. & Palmer, A.S. (1996). *Language testing in practice: Designing and developing useful language use.* Oxford, UK: Oxford University Press.
5.	Biggs, J.B. (1996) Enhancing teaching through constructive alignment. *Higher Education, 32*,347-364.
6.	Biggs, J.B. (2003). *Teaching for quality learning at university.* Buckingham, UK: Open University Press.
7.	Buck, G. (2001). *Assessing listening.* Cambridge, UK: Cambridge University Press.
8.	Carless, D., Joughin, G., Liu, N.F. and Associates (2007). *How assessment supports learning: Learning-oriented assessment in action*. Hong Kong: Hong Kong University Press.
9.	Davidson, F., & Lynch, B. K. (2002). *Testcraft: A teacher's guide to writing and using language test specifications.* Yale: Yale University Press.
10.	Davies, A., Brown, A., Elder, C., Hill, K., Lumley, T. and McNamara, T. (1999). *Dictionary of language testing.* Cambridge, UK: Cambridge University Press.
11.	Falk, B., Ort, S.W. and Moirs, K. (2007). Keeping the focus on the child: Supporting and reporting on teaching and learning with a classroom-based performance assessment system. *Educational Assessment, 12*(1), 47-75.
12.	Fulcher, G. & Davidson, F. (2007). *Language testing and assessment- An advanced resource book.* New York: Routledge.
13.	Grellet, F. (1981). *Developing reading skills.* Cambridge, UK: Cambridge University Press.
14.	Henning, G. (1987). *A guide to language testing: Development, evaluation and research.* Rowley, Mass.: Newbury House.
15.	Kehoe, J. (1995). Writing multiple-choice test items. *Practical Assessment, Research & Evaluation, 4*(9). Retrieved February 4, 2008 from http://PAREonline.net/getvn.asp?v=4&n=9
16.	Luoma, S. (2004). *Assessing speaking.* Cambridge, UK: Cambridge University Press.
17.	McNamara, T.F. (1996). *Measuring second language performance.* New York: Longman.
18.	McNamara, T.F. (2000). *Language testing.* Oxford, UK: OUP.
19.	Mertier, C.A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation, 7*(25). http://PAREonline.net/getvn.asp?v=7&n=25.
20.	Moskal, B.M. (2003). Recommendations for developing classroom performance assessments and scoring rubrics. *Practical Assessment, Research & Evaluation, 8*(14). http://PAREonline.net/getvn.asp?v=8&n=14.
21.	Purpura, J.E. (2004). *Assessing grammar.* Cambridge, UK: Cambridge University Press.
22.	Read, J. (2000). *Assessing vocabulary.* Cambridge, UK: Cambridge University Press.
23.	Read, J. and Chapelle, C.A. (2001). A framework for second language vocabulary assessment. *Language Testing, 18*(1), 1-32.
24.	Wiegle, S.A. (2002). *Assessing writing.* Cambridge, UK: Cambridge University Press.
25.	Wolf, D.F. (1993). A comparison of assessment tasks used to measure FL reading comprehension. *The Modern Language Journal, 77,* 473-489.