

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

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#### **Part I**

<b>Programme Title</b>	:	Certificate in Professional Development Programme on Language Assessment Literacy for English Teachers
<b>Programme QF Level</b>	:	6
<b>Course Title</b>	:	Language Assessment Literacy for English Teachers
<b>Course Code</b>	:	ENG5439
<b>Department</b>	:	Department of English Language Education (ELE)
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	30
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	English
<b>Course Level</b>	:	5

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#### **Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **Professional Excellence;**
- **Ethical Responsibility; &**
- **Innovation.**

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

Language assessment is an integral part of teaching and learning. Thoughtfully designed assessment tasks provide the teacher with an accurate evaluation of students' English level and at the same time allow the teacher to understand students' needs. This course aims to help teacher participants develop knowledge of the role of assessment in the English Language curriculum, as well as the skills to design valid and reliable assessment tools. Teacher participants will first learn some key concepts on language assessment, and then based on these key concepts, they will examine how the four skills, vocabulary and grammar are assessed in the language classroom. They will also be given opportunities to evaluate various assessment tools and reflect on their own assessment practices. Finally, they will collaborate in groups in designing some effective school-based assessment tools and obtain feedback from the lecturer and peers. This course is suitable for all teachers who would like to improve their assessment practices and make professional judgements when designing assessment tasks.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

CILO <sub>1</sub>	Apply the theoretical underpinnings, key concepts, and current issues related to language assessment in designing various effective assessment tasks;
CILO <sub>2</sub>	Demonstrate critical reflection on how to use assessment tools as a resource to plan for effective learning and further language development; and
CILO <sub>3</sub>	Critically evaluate assessment tasks designed by peers and give recommendations on how the assessment tasks can inform students' needs in language learning and teaching.

## 3. Course Intended Language Learning Outcomes (CILLOs)

*Upon completion of this course, students will be able to:*

CILLO <sub>1</sub>	Demonstrate knowledge gained in this course precisely and coherently; and
CILLO <sub>2</sub>	Write English language assessment criteria in accurate and appropriate language.

## 4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Key concepts on language assessment, how to critically evaluate assessment, types of assessment, key principles of validity, reliability, authenticity, practicality, and washback	CILOs <sub>1,2</sub>	Lectures, Class activities, Group discussion
Critical analyses of language assessment targeting the four skills (i.e., reading,	CILOs <sub>1,2</sub> CILLO <sub>1</sub>	Lectures, Class activities, Group discussion

writing, speaking, and listening), as well as vocabulary and grammar, and self-reflection on assessment practices		
Collaborate in groups in designing some effective school-based assessment tools and obtain feedback from the lecturer and peers	<i>CILOs<sub>I, 2, 3</sub></i> <i>CILLOs<sub>I, 2</sub></i>	Group discussion, Group presentation

## 5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) As a group of 3-4, design (or adapt from existing language tests) a set of assessment papers with at least 2 papers (one on receptive skill and one on productive skill) for use with a class of primary or secondary English language learners. Explain the test development procedure and evaluate the quality of the test using the key concepts of assessment (validity, reliability, authenticity, practicality, and washback).	60%	<i>CILOs<sub>I, 2</sub></i> <i>CILLOs<sub>I, 2</sub></i>
(b) Orally present the design of the assessment papers including the test components and test development procedure.	20%	<i>CILOs<sub>I, 2</sub></i> <i>CILLO<sub>I</sub></i>
(c) Individually evaluate an assessment paper of another group based on the key concepts of assessment. Provide recommendation for how the assessment tasks can better inform students' needs in language learning and teaching.	20%	<i>CILOs<sub>I, 2, 3</sub></i> <i>CILLO<sub>I</sub></i>

## 6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 7. Required Text(s)

Nil

## 8. Recommended Readings

Bachman, L. F., & Palmer, A. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press.

Berry, R. (2011). Assessment trends in Hong Kong: Seeking to establish formative assessment in an examination culture. *Assessment in Education: Principles, Policy & Practice*, 18(2), 199–211.

Berry, R. (2008). *Assessment for Learning*. Hong Kong: Hong Kong University Press.

Broadfoot, P. (2007). *An introduction to assessment*. London: Continuum.

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Longman.

Carless, D. (2011). *From testing to productive student learning: Implementing formative assessment in Confucian-heritage settings*. New York: Routledge.

Carless, D. (2005). Prospects for the implementation of assessment for learning. *Assessment in Education*, 12(1), 39-54.

Coombe, C., Davidson, P., O'Sullivan, B., & Stoynoff, S. (Eds.) (2012). *The Cambridge guide to second language assessment*. Cambridge: Cambridge University Press.

Cumming, A. (2009). Language assessment in education: Tests, curricula, and teaching. *Annual Review of Applied Linguistics*, 29, 90-100.

Curriculum Development Council & the Hong Kong Examinations and Assessment Authority (2021). *English Language Curriculum and Assessment Guide (Secondary 4 – 6)*. Hong Kong: Education Bureau.

Davison, C., & Leung, C. (2009). Current issues in English language teacher-based assessment. *TESOL Quarterly*, 43(3), 393-415.

Fulcher, G. (2015). *Re-examining language testing: A philosophical and social inquiry*. New York, NY: Routledge.

Fulcher, G. (2012). Assessment literacy for the language classroom. *Language Assessment Quarterly*, 9(2), 113-132.

Harding, L. (2014). Communicative language testing: Current issues and future research. *Language Assessment Quarterly*, 11(2), 186-197.

Hughes, A. (2003). *Testing for language teachers* (2<sup>nd</sup> Edition). Cambridge: Cambridge University Press.

Lam, R. (2015). Language assessment training in Hong Kong: Implications for language assessment literacy. *Language Testing*, 32(2), 169-197.

Lee, I. (2009). Ten mismatches between teachers' beliefs and written feedback practice. *ELT Journal*, 63(1), 13-22.

Lee, I. (2017). *Classroom Writing Assessment and Feedback in L2 School Contexts*. Springer Singapore.

McKay, P. (2006). *Assessing young language learners*. Cambridge: Cambridge University Press.

Purpura, J.E. (2016). Second and foreign language assessment. *The Modern Language Journal*, 100(Suppl.), 190-208.

## 9. Related Web Resources

### Effective Assessment Practices in the English Language Curriculum

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/assessment.html>

### Assessment Literacy and School Assessment Policy booklet

[https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%204\\_en\\_20180831.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%204_en_20180831.pdf)

## **10. Related Journals**

Assessing Writing  
Language Testing  
Language Assessment Quarterly

## **11. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **12. Others**

Nil

7 July 2025