

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language) (Fiver-year Full-time)
Programme QF Level	: 5
Course Title	: Language Assessment
Course Code	: ENG4280
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 4

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 Undergraduate, Taught Postgraduate 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

This course focuses on developing students' knowledge of the role of assessment in realizing the goals of the English language curriculum and the skills to design and integrate different types of assessment tools for promoting learning in English language classrooms. Based on knowledge and skills gained in the Primary/Secondary ELT curriculum courses, students will further investigate issues relating to language assessment and critically analyse and design a range of school-based assessment tools.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Apply the theoretical underpinnings, key approaches and current issues related to language assessment in designing various assessment tasks **[PILO4 (SPK1)]**;
- CILO₂ Critically evaluate a range of assessment tools designed for promoting learning in the English language classroom; **[PILO6 (SPK3)]**; and
- CILO₃ Demonstrate a critical understanding of how to use assessment as a resource to plan for students' learning and further language development **[PILO4 (SPK1) & PILO5 (SPK2)]**.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Write ELT assessment criteria in accurate and appropriate language. **[PILO3 (SK3)]**.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Introduction to language assessment: assessment and testing, types of assessment, purposes of assessment, basic assessment principles.	CILO ₁	Lecture, Tutorial, Online learning activities
● Techniques of test construction: developing ELT assessment items, constructing specific criteria for various assessment tasks.	CILO ₂	Lecture, Tutorial, Online learning activities
● Specific language assessment 1: assessing reading and writing.	CILO ₂	Lecture, Tutorial, Oral presentations, Online learning activities

● Specific language assessment 2: assessing speaking and listening.	<i>CILO₂</i>	Lecture, Tutorial, Oral presentations, Online learning activities
● Task-based assessment: assessing language learning development in the task-based classroom and developing task-based assessment tasks for both formative and summative purposes.	<i>CILO₃</i>	Lecture, Tutorial, Oral presentations, Online learning activities
● Assessment for learning: principles of assessment for learning, implementing learning-supported assessment at secondary level.	<i>CILOs_{1 & 2}</i>	Lecture, Tutorial, Oral presentations, Online learning activities
● Alternative assessments: portfolios, journals, self and peer assessment, scaffolding students' learning with alternative assessments.	<i>CILOs_{1 & 2}</i>	Lecture, Tutorial, Oral presentations, Online learning activities
● Territory-wide System Assessment (TSA) and School-based Assessment (SBA): rationale, principles and approaches, similarities and differences between SBA and AfL.	<i>CILOs_{1 & 2}</i>	Lecture, Tutorial, Oral presentations, Online learning activities
● Reporting and giving feedback in the assessment process: using effective feedback strategies to enhance learning.	<i>CILO₃</i> <i>CILLO₁</i>	Lecture, Tutorial, Oral presentations, Online learning activities
● Round-up: future directions of language assessment and HKDSE.	<i>CILO₁</i>	Lecture, Tutorial, Oral presentations, Online learning activities

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Class participation: Each special interest group will take turn to lead the discussion for one topic.	10%	<i>CILOs_{1,2 & 3}</i>
(b) Two individual reflections on your own understanding of the language assessment theories, concepts, practices and how they can be applied in school contexts to assess students (around 300 words in each entry).	20%	<i>CILOs_{1,2 & 3}</i>
(c) Group project Part 1. 20%. As a group, design an English language test term-paper with four papers targeting the four language skills as well as grammar and vocabulary use. Provide marking scheme and rubrics (with level descriptors) for your test paper. Try your test with a small sample	70%	<i>CILOs_{1,2 & 3}</i> <i>CILLO₁</i>

<p>of target students, and conduct analysis of the results.</p> <p>Part 2. 10%. In groups, present your test (or initial analysis, if possible) to the class.</p> <p>Part 3. 40%. Write a report about your test development procedures and summarize your experience and evaluate the quality of your test using the key concepts of assessments, authenticity, validity, reliability, washback, and practicality.</p> <p>More details about this assignment will be given later during the course.</p> <p><u>The group project will be assessed both as a group and at an individual basis.</u></p> <p><u>Group assessment:</u> Part 1 and 2 will be assessed as a group in terms of the overall quality, rigor and thoroughness of the project, the coherence of the whole report. All group members will receive the same score.</p> <p><u>Individual assessment:</u> Part 3 will be assessed individually, although group members need to coordinate and put individual reports (e.g. of one test paper) in one group report, and having an overall introduction and conclusion to the project.</p> <p>Note: The length of this part will be in accordance to the number of group members (4-5): 4800-6000 words for a group of 4 persons; 6000-7500 for a group of 5 persons.</p>		
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6. Required Text(s)

Nil

7. Recommended Readings

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

Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2003). *Assessment for Learning: Putting it into practice*. Maidenhead: Open University Press.

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

Brown, H.D. (2004). *Language Assessment: Principles and Classroom Practices*. New

- York: Longman.
- Brown, J.D. and Hudson, T. (1998). The Alternatives in Language Assessment. *TESOL Quarterly*, 32(4), 653 – 675.
- Carless, D. (2005). Prospects for the implementation of assessment for learning. *Assessment in Education*, 12(1), 39 – 54.
- Carless, D., Joughin, G., Liu, N.F. and Associates. (2006). *How Assessment Supports Learning: Learning-oriented Assessment in Action*. Hong Kong: Hong Kong University Press.
- Curriculum Development Council. (2007). *English Language Curriculum and Assessment Guide (Secondary 4 – 6)*. Hong Kong: Government Logistics Department.
- Curriculum Development Institute. (2004). *Promoting Assessment for learning in English Language Education*. Hong Kong: Education and Manpower Bureau.
- Curriculum Development Institute. (2005). *Task-based assessment for English language learning at secondary level*. Hong Kong: Education and Manpower Bureau.
- Davison, C. (2004). The contradictory culture of teacher based assessment: ESL assessment practices in Australian and Hong Kong secondary schools. *Language Testing*, 21(3), 305 – 334.
- Davison, C. (2007). Views from the chalkface: English language school-based assessment in Hong Kong. *Language Assessment Quarterly*, 4(1), 37 – 68.
- Forster, M. and Masters, G. (1996). *Assessment Resource Kits*. Melbourne: Australian Council for Educational Research.
- Hasselgren, A. (2000). The assessment of the English ability of young learners in Norwegian schools: an innovative approach. *Language Testing*, 17(2), 261 – 277.
- House, J.D. (2003). Self-beliefs and reading achievement of elementary-school students in Hong Kong and the United States: Results from the PIRLS 2001. *Child Study Journal*, 33(4), 195 – 212.
- Hughes, A. (2003). *Testing for language teachers (2nd Edition)*. Cambridge: Cambridge University Press.
- Lam, R. (2008). Adopting effective portfolio-based assessment: an integrative approach. *Modern English Teacher*, 17(1), 36 – 41.
- Lam, R. (2010). A peer review training workshop: Coaching students to give and value peer feedback. *TESL Canada Journal*, (27)2, 114 – 127.
- Lam, R. and Lee, I. (2010). Balancing the dual functions of portfolio assessment. *ELT Journal*, 64(1), 54 – 64.
- Lee, I. (2009). Ten mismatches between teachers' beliefs and written feedback practice. *ELT Journal*, 63(1), 13 – 22.
- Ma, A. (ed.) (2008). *A Practical Guide to a Task-based Curriculum: Planning, Grammar Teaching and Assessment*. Hong Kong: City University of Hong Kong Press.
- McKay, P. (2006). *Assessing young language learners*. Cambridge: Cambridge University Press.
- McNamara, T. (2000). *Language testing*. Oxford: Oxford University Press. O'Malley, J.M. & Valdez-Pierce, L. (1996). *Authentic Assessment for English language learners: Practical approaches for teachers*. New York: Addison-Wesley.
- Stiggins, R. (2007). Assessment through the student's eyes. *Educational Leadership*, 64(8), 22 – 26.
- Tanner, H. and Jones, S. (2006). *Assessment: a practical guide for secondary teachers*. London: Continuum.
- Weigle, S.C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- Wragg, E.C. (2001). *Assessment and learning in the primary school*. London: Routledge

/ Falmer.

8. Related Web Resources

Nil

9. Related Journals

Nil

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

11. Others

This course is only offered to undergraduate students in their 3rd year of study or beyond.

7 May 2018