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"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

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. Students will have a chance to collaborate in leading a discussion for one topic in class. 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 creative and effective school-based assessment tools in a written group project. Students will also demonstrate ethical awareness of issues linked to professional judgements when designing assessment tasks.

2. **Course Intended Learning Outcomes (CILOs)**

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

   CILO$_1$ Apply the theoretical underpinnings, key approaches from a global perspective and current issues related to language assessment in designing various creative and effective assessment tasks in a group project using oral and written skills.

   CILO$_2$ Critically evaluate a range of assessment tools designed for promoting learning in the English language classroom, and demonstrate ethical awareness of issues linked to professional judgements when designing assessment tasks; and

   CILO$_3$ Demonstrate a critical understanding of how to use assessment as a resource to plan for effective students' learning and further language development.

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

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

   CILLO$_1$ Write ELT assessment criteria in accurate and appropriate language.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
(1) Introduction to language assessment from a global perspective: critically evaluate assessment and testing, types of assessment, purposes of assessment.	*CILO$_1$*	Lecture, Tutorial, Online learning activities
(2) Evaluation of language assessment: Key principles of validity, reliability, authenticity, practicality and	*CILO$_1$*	Lecture, Tutorial, Online learning activities

washback.		
(3) Techniques of test construction: developing creative and effective ELT assessment items with ethical considerations, constructing specific criteria for various assessment tasks.	*CILO₂*	Lecture, Tutorial, Online learning activities
(4) Critical analysis of specific language assessment 1: assessing reading and writing.	*CILO₂*	Lecture, Tutorial, Oral presentations, Online learning activities
(5) Critical analysis of specific language assessment 2: assessing speaking and listening.	*CILO₂*	Lecture, Tutorial, Oral presentations, Online learning activities
(6) Assessment for learning: principles of assessment for learning, implementing creative and effective learning-supported assessment, such as portfolios, journals, self and peer assessment in schools.	*CILOs 1 & 2*	Lecture, Tutorial, Oral presentations, Online learning activities
(7) Understanding the quality of assessment and student performance through item analysis and score analysis: Basic statistics in language testing and assessment	*CILOs 1 & 2*	Lecture, Tutorial, Oral presentations, Online learning activities
(8) Territory-wide System Assessment (TSA) and School-based Assessment (SBA): understand and critically evaluate the rationale, principles and approaches, similarities and differences between AoL and AfL.	*CILOs 1 & 2*	Lecture, Tutorial, Oral presentations, Online learning activities
(9) Understand and critically evaluate the reporting and feedback strategies in the assessment process: using effective feedback strategies to enhance learning.	*CILO₃* *CILLO₁*	Lecture, Tutorial, Oral presentations, Online learning activities
(10) New directions in language assessment. Technology-mediated assessment, ethics of fair assessment, and professional judgements.	*CILO₁*	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 to generate creative, ethical and effective approaches and ideas.	10%	*CILOs 1,2 & 3*
(b)	Two individual critiques: Analyze two selected assessment tasks from the online item bank through the lens of key language assessment concepts (e.g. validity, authenticity and washback),evaluate how the selected tasks can be applied in school contexts to assess students ethically and effectively (around 300 words in each entry).	20%	*CILOs 1,2 & 3*
(c)	Group project Part 1. 20%. As a group, design an English language test or assessment portfolio with four papers targeting the four language skills as well as grammar and vocabulary use. Provide marking schemes and rubrics (with level descriptors) for your test paper. Try your test/assessment portfolio with a small sample of target students, and conduct analysis of the results. Part 2. 10%. In groups, present your design and findings (or initial analysis, if possible) to the class. 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, practicality, and ethical concerns. More details about this assignment will be given later during the course. _The group project will be assessed both as a group and at an individual basis._ Group assessment: 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.	70%	*CILOs 1,2 & 3* *CILLO1*

Individual assessment: 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. 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.		

6. Required Text(s)

Nil

7. 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.

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.

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.

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.

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. (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.

Davison, C. (2013). Innovation in assessment: Common misconceptions and problems. In K. Hyland & L. L. C. Wong (Eds.), Innovation and change in English language education (pp. 263–275). Abingdon: Routledge.

Davison, C., & Hamp-Lyons, L. (2010). The Hong Kong Certificate of Education: School-based assessment reform in Hong Kong English language education. In L. Cheng & A. Curtis (Eds.), English language assessment and the Chinese learner (pp. 248–264). New York, NY: Routledge.

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. (2013). *Practical language testing*. New York: 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.

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 valuate peer feedback. *TESL Canada Journal, (27)*2, 114 – 127.

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

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.

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

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

http://Assesslang.eduhk.hk

The online English Language Assessment Item Bank developed for this course.

9. Related Journals

Language Testing
Language Assessment Quarterly
Second and Foreign Language Assessment

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.

30 Dec 2018