

**NANYANG TECHNOLOGICAL UNIVERSITY
NATIONAL INSTITUTE OF EDUCATION
English Language and Literature**

**Full-time Advanced Diploma (English)
IEL 4408 (3 AUs)
Assessment and Evaluation in Language Learning**

(March – May, 2015)

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Course description

This course aims to link language assessment theories with assessment practices. To achieve this goal, this course focuses on three aspects of language assessment. First, it introduces contemporary assessment theories and identifies problematic issues in language assessment. Second, it discusses methods used in assessing listening, speaking, reading, and writing. Third, it discusses alternative assessment (e.g., portfolios) and assessment of multiliteracies.

Facilitator

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Resources

- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices*. New York: Pearson Education. [main text]
- Bibliography
- Google Site <http://bit.ly/assesslang>
- [Assessment Literacy](#) diigo group [ask to join]
- Course community online on Google+

Learning outcomes

By the end of the course, students will be able to

- Explain contemporary assessment theories and identify problematic issues in language assessment.
- Apply and evaluate methods used in assessing listening, speaking, reading, writing, grammar and vocabulary.
- Apply and evaluate methods used in alternative assessment (e.g., portfolios) and assessment of multiliteracies.

Assignment 1 (50%)

Assessment evaluation (individual) - due 13 May 2015

Choose an assessment you have used in the recent past with your students. Evaluate it and suggest how it could be improved. Use the following to organise your evaluation:

1. Context: Describe the assessment and its purpose. What were the intended learning outcomes?
2. Rationale: Why were the text types and item types chosen? How was it marked, what criteria were used, and why?
3. Analysis: Analyse the assessment in terms of validity, reliability, authenticity, practicality and washback. Did the students perform the way they were expected to? Were the items/tasks too difficult/easy (and how do you know)? Were any of the items/tasks problematic and in what way(s)? What were the problems in the marking, if any?
4. Suggested improvements: What improvements do you think need to be made to this assessment?
5. Reflection: What have you learned about classroom language assessment from doing this evaluation? What would you do differently for the next assessment?

Write no more than 1500 words, excluding the references and appendix. Use APA Style for in-text and end-of-text references. Include the complete assessment in the appendix.

We will work on this assignment in class weekly as we discuss the different topics, so choose your assessment before the first session and bring it to class every week.

Assignment 2 (50%)

Assessment design (group) - due 4 June 2015

In groups of 3, revise one of the assessments you evaluated in Assignment 1 or design one from scratch. Explain your design, using the following to organise your evaluation:

1. Context: Describe the assessment and its purpose. What are the intended learning outcomes?

2. Rationale: Why are the text types and item types chosen? How is it marked, what criteria are used, and why?
3. Likely strengths and weaknesses: What are they in terms of validity, reliability, authenticity, practicality and washback? How might the weaknesses be mitigated, if possible?

Write no more than 1000 words, excluding the references and appendix. Use APA Style for in-text and end-of-text references. Include the complete revised test in the appendix.

Decide how you want to do this assignment as early as possible so that you can work on it in class.

Schedule and readings

Week	Topic	Readings (most important <u>underlined</u>)
1	Introduction: Concepts & issues	<u>Brown & Abeywickrama (2010) Chapter 1</u> Alderson, Clapham & Wall (1995) Chapter 2 Hughes (2003) Chapters 1 and 3 McNamara (2000) Chapters 1 and 3
2	Principles of language assessment 1	<u>Brown & Abeywickrama (2010) Chapter 2</u> Alderson, Clapham & Wall (1995) Chapter 8 Hughes (2003) Chapters 1 and 4-6 McNamara (2000) Chapter 5
3	Principles of language assessment 2	"
4	Test design	<u>Brown & Abeywickrama (2010) Chapter 3</u> Alderson, Clapham & Wall (1995) Chapter 3 Hughes (2003) Chapters 7 and 8 Brown (2005) Chapter 3
5	Assessing reading and writing	<u>Brown & Abeywickrama (2010) Chapter 9</u> Alderson (2000) Hughes (2003) Chapter 11 <u>Brown & Abeywickrama (2010) Chapter 10</u> Cushing-Weigle (2002) Hughes (2003) Chapter 9
6	Assessing listening and speaking	<u>Brown & Abeywickrama (2010) Chapter 7</u> Brindley & Slatyer (2002) Buck (2001) Hughes (2003) Chapter 12

		<u>Brown & Abeywickrama (2010) Chapter 8</u> Fulcher (2003) Hughes (2003) Chapter 10 Luoma (2004)
	<i>RECESS WEEK</i>	
7	Assessing grammar & vocabulary	<u>Brown & Abeywickrama (2010) Chapter 11</u> Purpura (2004) Read (2000)
8	Assignment 1 discussion	
9	Formative assessment/Assessment for Learning	Broadfoot, et al. (2002) Black & Wiliam (1998) Black, et al. (2004) Tan (2011)
10	Alternative assessment	<u>Brown & Abeywickrama (2010) Chapter 6</u> Brown & Hudson (1998) Davison (2010)
11	Assessing multiliteracies	Lotherington & Ronda (2012) Tan, Bopry & Guo (2010)
12	Assignment 2 discussion	

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Sources: previous IEL4408 syllabus by Dr Shih Chih-Min; Classroom Language Assessment syllabus by Lancaster University & CUHK (MA in TESOL: Hong Kong).