

Master of Arts in International Language Education (MILE)
School of Humanities and Social Science
Course syllabus

Course code: MILE5103
Course title: Testing and Assessment
Course offered: Spring 2019-2020, 1030 to 1320 hrs. (Monday) in Room 4502
Course instructors: Benjamin Leung, PhD (Benjamin.Leung@ust.hk)

Course description

The context and activities/tasks of this course are aimed at raising the students' awareness level of the rudiments of effective assessment of language related performance such as essential global concepts of language testing and assessment as well as practical skills for local language teachers to develop, use and evaluate language tests. Students will also be introduced alternative means for classroom language assessment. Advanced oral presentation as well as basic negotiation, project management, and cooperative teamwork skills are given an opportunity for further development through outside-class preparation and in-class practice in a supportive learning environment.

The teaching/learning approach adopted in this course is in line with the constructivist view and cooperative learning principles. There is a balance of individual efforts and cooperative inter-dependent learning. Hence, the assessment will be contributed equally by individual work and group activities.

Intended Learning Outcomes (ILOs)

At the end of the course, students are expected to be able to

1. Understand various types of language test and assessment
2. Develop classroom-oriented language assessment tools
3. Analyse the quality of language tests in terms of validity, reliability, and difficulty
4. Apply appropriate assessment tools for various purposes
5. Conduct classroom-based language assessment fairly and effectively

Course Schedule

Teaching Week	Lecture (Topic)	Seminars
1 (10 Feb.)	Introduction to assessment	N/A
2 (17 Feb.)	Validity and reliability	N/A
3 (24 Feb.)	Test construction and designs	Forming student-led seminar groups
4 (2 Mar.)	Alternative assessment	Quiz on assessment concept
5 (9 Mar.)	Evaluation of test quality	Seminars # 1
6 (16 Mar.)	Assessing specific language skills	Seminars # 2
7 (23 Mar.)	Feedback and reporting	Seminars # 3
8 (30 Mar.)	Assessing high-level thinking	Seminars # 4
9 (6 Apr.)	High-stake assessment	Seminars # 5
Week 10: No Class (Holiday)—Easter Monday (13 April, Monday)		
11 (20 Apr.)	Presentation of assessment rubric/scale (Individual)	
12 (27 Apr.)	Presentation of assessment rubric/scale (Individual) / Assessment task development/research (Group)	
13 (4 May.)	Assessment task development/research (Group)	

Assessments

There are four assessments for this course:

1. Participation in student-led seminars (15%)
2. Assessment task development/research (35%)
3. Quiz on assessment concepts (15%)
4. Presentation of assessment rubric/scale (35%)

Three samples of course readings

Davies, A. (2014). 1. Fifty years of language assessment. In A. J. Kunnan (Ed.), *The companion to language assessment* (1st ed., pp. 1-19). Hoboken, NJ: John Wiley & Sons.

Fulcher, G., & Davidson, F. (2007). *Language testing and assessment: An advanced resource book*. New York: Routledge.

Sato, M. (2014). Exploring the construct of interactional oral fluency: Second language acquisition and language testing approaches. *System*, 45, 79-91.