# Universidad de Alcalá

# GUÍA DOCENTE

# ASSESSMENT

**Máster Universitario en Enseñanza del Inglés como Lengua Extranjera**
**Universidad de Alcalá**

**Curso Académico 2018/19**

**2º cuatrimestre**

# GUÍA DOCENTE

| Nombre de la asignatura: | Assessment |
|---|---|
| Código: | 200994 |
| Departamento: | Filología Moderna |
| Área de Conocimiento: | Filología Inglesa |
| Carácter: | Obligatoria / optativa |
| Créditos ECTS: | 4 |
| Cuatrimestre: | 2º |
| Profesorado: | Jesús García Laborda |
| Correo electrónico: | jesus.garcialaborda @uah.es |
| Idioma en el que se imparte: | Inglés |

## 1. MODULE DESCRIPTION

This online course will explore the principles of language assessment and provide participants with opportunities to develop assessment skills and a variety of techniques.

## 2. AIMS

**Generic competences**:

1. To create a greater awareness of the basic concerns which underlie the assessment of language in EFL and bilingual contexts.
2. To provide an understanding of the principles of language assessment and how they can be applied in practice.
3. To provide an introduction to a variety of methods of assessment of students' oral and written performance, as well as the so-called receptive skills (listening and reading).
4. To give specific examples of assessment techniques that can later be adapted to individual teaching contexts.
5. To understand what is entailed in "Assessment for learning", using assessment to promote and monitor learning for the benefit of the students.

**Specific competences**:

On completion of the course participants will be expected to be able to:
1. Make principled decisions on why, what, when, and how we should assess.
2. Choose the appropriate material for different kinds of tests and find practical and reliable types of questions.
3. Use practical techniques and strategies for carrying out the assessment of speaking and writing skills.

4. Use alternative ways to assess listening and reading comprehension skills.
5. Choose from a range of assessment approaches, such as formal assessment, informal assessment, self-assessment, and portfolio assessment.
6. Set precise standards and criteria for assessment.

## 3. MODULE CONTENTS

| Units | Credits |
|---|---|
| **1. Language assessment: key issues**<br>1.2. Introduction: prejudices and problems<br>1.2. Why do we assess?<br>1.3. Assessment objectives<br>1.4. Formal assessment vs. informal assessment<br>1.5. Mixed-ability classes<br>1.6. Peer and self-assessment possibilities<br>1.7. Qualities of a "good" test | • 0,5 |
| **2. Assessing oral skills**<br>2.1. Introduction<br>2.2. The importance of informal assessment<br>2.3. Formal assessment of speaking<br>2.4. Oral assessment criteria<br>2.5. Self-assessment / peer assessment | • 1 |
| **3. Assessing written work**<br>3.1. Introduction<br>3.2. Assessing grammar and writing<br>3.3. Test formats<br>3.4. Ways of reducing marking<br>3.5. Marking compositions<br>3.6. Self-assessment / peer assessment of writing | • 1 |
| **4. Assessing receptive skills**<br>4.1. General issues<br>4.2 Ways of assessing students' listening and reading skills informally<br>4.3. Designing listening and reading tasks for assessment<br>4.4. Reading and listening performance criteria<br>4.5. Listening Tests<br>4.6. Self-assessment / peer assessment | • 1 |
| **5.  Computer testing and High-stakes testing**<br>5.1 High-stakes testing and washback<br>5.2 Computer based testing | • 0,5 |

## Class timetable

| Week | Content |
|------|---------|
| 1st – 3rd | • Language assessment: key issues |
| 4th – 6th | • Assessing oral skills |
| 7th – 9th | • Assessing written work |
| 10th – 12th | • Assessing receptive skills |
| 13th -14th | • Computer based language testing<br>• High stakes testing<br>• New ways of assessment: Dynamic assessment |

You can expect the course to take approximately 100 virtual hours plus to complete, which will include reading the material online and taking a wide assortment of interactive exercises and assignments. You have 15 weeks to complete this course, from **February 2nd, 2015, to May 17th, 2015.**

## 4. TEACHING AND LEARNING METHODS

### 4.1. Student workload (100 hours)

| Independent study: | 26 |
|--------------------|----|
| Readings: | 28 |
| Online discussions: | 6 |
| Activities and assignments: | 40 |

### 4.2. Learning activities

This is a full online course that permits you to study in the privacy of your own home any time day or night. It will be an interactive classroom. You will receive personalized instruction online and you will be able to learn at your own pace, track your progress, and receive feedback from your teacher.

Course time will be mainly devoted to readings, critical writing, materials design, and online discussions. Two main forms of communication will be used during this course: the e-mail and the discussion board.

a) The Blackboard e-mail allows you to send, receive, reply, and forward mail messages to your teacher and to your fellow students. It is best if you restrict e-mail communication to those questions of a personal nature.

b) The Blackboard discussion board is divided into different topics which allow your instructor to create discussion groups around particular subjects. It is where you will discuss what you are learning.

Any general questions or comments you have about the course should be posted on the Discussion Board. Everyone will benefit from the answers. An experiential, hands on approach, will be used to involve the participants in the use of real materials. The emphasis will be on techniques and resources, though essential theoretical questions will be raised and discussed.

## 5. ASSESSMENT

### Assessment criteria

In order for students to pass the course, they are expected to show a thorough knowledge of evaluation and assessment in ELT or Bilingual Education, which means knowing the basic concepts and terminology used in the field; identifying, understanding and describing both practical and theoretical aspects and literature in this matter as well as being able to suggest solutions to problems and situations in language testing / evaluation.

### Assessment tools and procedures

The assessment process in this course will be totally online. Thus, it will be compulsory for students to participate in the Forum actively and submit all the requested activities.

The students' final grade will be based on the following elements:
- Active participation online activities: 20%.
- Preparation and submission of activities as required during the course 40%.
- Final paper 40%

All these aspects have to be completed with at least a 40% degree of success each.

In case students consider that they will not be able to follow continuous assessment, within the first two weeks of the course they will have to request the director of the program to be exempted from this assessment process and to be assessed through a final paper.

In both assessment processes (continuous assessment and final assessment), since this is a course that is taught in English and that deals with that language, it is expected that students perform at a minimum level of C1 according to the CEFR.

*Note: Plagiarism will be strictly punished in accordance with the Master's regulations. In this subject, students who cheat will be given 0 points in the assignment in which minimal traces of plagiarism can be detected. If you have queries about how to cite a paper or how to include important information in your papers, check with the teacher before you turn in your assignments.*

## 6. BIBLIOGRAPHY

Alderson, J. Charles, Caroline Clapham, and Dianne Wall (1995) *Language Test Construction and Evaluation*. Cambridge: Cambridge UP.

Bachman, Lyle F. (1995) *Fundamental Considerations in Language Testing*. 3rd. ed. Oxford: Oxford UP.

Clapham, Caroline, and David Corson, eds. (1997) *Encyclopedia of Language and Education*. Vol. 7. *Language Testing and Assessment*. Dordrecht: Kluwer Academic.

Council of Europe (1997) *European Language Portfolio: Proposals for Development*. Strasbourg: Council of Europe.

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge UP. Also available on line at http://www.coe.int or http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp

Fulcher, G. and Davidson, F. (2012) (Eds.) The Routledge Handbook of Language Testing. London: Routledge

Lázaro, Alberto, et al. (1996) *Acquisition and Assessment of Communicative Skills*. Madrid: Servicio de Publicaciones de la Universidad de Alcalá.

McNamara, Timothy Francis (2000) *Language Testing*. Oxford: Oxford UP.

Weir, Cyril, (2005) *Language Testing and Validation: An Evidence-based Approach Research and Practice in Applied Linguistics*. Palgrave Macmillan. Or its summary at http://www.cambridgeesol.org/rs_notes/offprints/pdfs/RN21p10-14.pdf

**Websites & Databases**

Resources in Language Testing
http://www.le.ac.uk/education/testing/ltr.html

Oral assessment http://www.lrc.cornell.edu/events/past/2008-2009/papers08/osull1.pdf

Computer assisted language testing
http://llt.msu.edu/vol11num2/pdf/net.pdf
http://onlinelibrary.wiley.com/doi/10.1002/9781118411360.wbcla083/pdf

Washback
http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/45/98/5e.pdf or
http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/30/b3/e2.pdf

*Educational databases are available online and in the UAH online library. Students are recommended to use ERIC, MLA and the Web of knowledge frequently. ERIC has a large collection of full text papers including conference papers, journal articles and other types of reports. The other databases can be used in at the university library.*