

**City University of Hong Kong**

**Information on a Course  
offered by Department of English  
with effect from Semester A in 2012 / 2013**

This form is for completion by the Course Co-ordinator/Examiner. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the Explanatory Notes attached to this Form on the various items of information required.

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**Part I**

Course Title: Testing and Evaluation in Language Studies

Course Code: EN5466

Course Duration: 1 semester

No. of Credit Units: 3

Level: P5

Medium of instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

**Part II**

**1. Course Aims:**

This course aims at helping students to identify key issues in language testing and evaluation. Students will learn to describe basic test statistics and analyse the characteristics of good language assessments. They will apply this knowledge to the construction, revision, and administration of valid and reliable language assessments.

## 2. Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

*Upon completing the course, students should be able to:*

No.	CILOs	Weighting (if applicable)
1.	Designing standard procedures in assessment, and applying this knowledge of standard procedures to the construction, revision and administration of assessments	20%
2.	Critiquing and selecting appropriate assessment tools to assess different language skills	30%
3.	Analysing the validity, reliability and backwash effect of a language test / method of assessment	30%
4.	Analysing and interpreting test scores	20%

## 3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake in this course. Final details will be provided to students at the beginning of the semester.

CILO No	TLAs	Hours/week (if applicable)
CILOs 1 to 4	<b>Reading the course book and recommended readings</b> The course book supplemented by recommended readings contains information related to ALL topics dealt with in the course. Students are encouraged to have completed the reading assignment of the week before class.	5 hours / week over 13 wks
CILOs 1 to 4	<b>Interactive lecture and student in-class activities</b> There will be one 2.5 hours lecture every week over 11 weeks. In the lectures, key concepts related to language testing and evaluation will be introduced and explained. Students will analyse different assessments by applying the key concepts in language assessment, and relate the concepts to actual test/ assessment constructions and administrations that they are familiar with.	2.5 hours / week over 11 wks
CILOs 1 to 4	<b>Online discussion</b> A set of questions/issues related to each and/or the following lecture will be posted online after each class. Students need to complete the reading assignment of the week and post their response to the questions/issues before the following class. The discussion allows students to share their own language testing and assessment practice and viewpoints on the issues with their classmates. They can practise applying, analysing, interpreting and evaluating concepts covered in the course.	0.5 hr/ week over 11 weeks

CILO No	TLAs	Hours/week (if applicable)
CILOs 1 to 4	<p><b>Conferencing</b></p> <p>Individual/ small group consultations will be conducted in the middle and at the end of the course to provide feedback on students' application of the concepts to their own test development.</p>	45 mins in 2 meetings

#### 4. Assessment Tasks/Activities

*(designed to assess how well the students achieve the CILOs)*

This section is indicative of likely assessment tasks students will undertake in this course. Final details will be provided to students during the semester.

CILO No	Type of assessment tasks/activities	Weighting (if applicable) & Remarks
CILOs 1 to 4	<p><b>Online discussion posting</b></p> <p>Questions/issues related to language testing and evaluation will be posted on the online discussion board to help students identify, describe and apply the concepts covered in the course. Students are encouraged to do continuous revision throughout the course and to read and comment on their classmates' questions and viewpoints.</p>	<p>10% of course total</p> <p>(Individual work; to be assessed individually)</p>
CILOs 1 to 4	<p><b>Individual Assignment</b></p> <p>One individual assignment will be given to students to help them apply concepts covered in the course to the development and revision of an assessment. To complete the assignment, students need to follow two key steps that a classroom test/assessment developer needs to go through before re-administering a test/method of assessment to another group of students. In following both steps, students need to apply concepts learnt in the course to generate their own assessment.</p> <p>Step 1—Critique an existing test paper/ assessment &amp; suggest how it can be improved</p> <p>Stage 2—Revise/Construct the test paper/ assessment &amp; pilot it</p> <p>At the end of the two steps, students need to submit a 15-page report describing, explaining and evaluating the processes taken to revise and develop the assessment.</p> <p>In Step 1, students need to apply concepts learnt in the first few lessons of the course to evaluate the test/ assessment they have chosen. After completing Step 1, students need to submit their comments briefly in bullet points.</p> <p>In Step 2, students need to implement the revision plan they have suggested in Step 1, interpret and analyse the pilot findings and evaluate the final assessment using all concepts learnt in the course. After completing Step 2, students need to submit the final version of the assessment with annotations of piloting findings.</p>	<p>90% of course total</p> <p>(Individual work; to be assessed individually)</p>

CILO No	Type of assessment tasks/activities	Weighting (if applicable) & Remarks
	After each step, students will receive comments on their work in a face-to-face consultation. Students will also receive suggestions on their individual test development practice related to the assignment.	

Marking breakdown and CILOs		Weighting
<b>Online discussion posting</b> <ul style="list-style-type: none"> <li>Applying concepts covered in the course accurately throughout the course (CILOs 1-4)</li> </ul>		10%
<b>Individual assignment</b>		90%
<ul style="list-style-type: none"> <li>Constructing and administering assessments following standard development procedures</li> </ul> (CILO 1)	18%	
<ul style="list-style-type: none"> <li>Choosing appropriate assessment tools to assess different language skills</li> </ul> (CILO 2)	15%	
<ul style="list-style-type: none"> <li>Evaluating the validity of a test</li> </ul> (CILO 3)	10%	
<ul style="list-style-type: none"> <li>Evaluating the reliability of a test</li> </ul> (CILO 3)	10%	
<ul style="list-style-type: none"> <li>Evaluating the test scores of a test</li> </ul> (CILO 4)	18%	
<ul style="list-style-type: none"> <li>Evaluating the backwash effect of a test</li> </ul> (CILO 3)	7%	
<ul style="list-style-type: none"> <li>Revising a test effectively</li> </ul> (CILO 2)	12%	

**5. Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in assessment tasks/activities.

**Assessment form: Online discussion posting**

Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
<ul style="list-style-type: none"> <li>Shows full understanding of main concepts and their application;</li> <li>All relevant information is included in</li> </ul>	<ul style="list-style-type: none"> <li>The main concepts are competently discussed and applied;</li> <li>The information included in discussion and</li> </ul>	<ul style="list-style-type: none"> <li>The concepts selected for analysis are sufficient, and partially applied;</li> <li>Only partial information is included in</li> </ul>	<ul style="list-style-type: none"> <li>The concepts selected for analysis are sketchy and inadequate;</li> <li>Incomplete information is included in discussion and</li> </ul>	<ul style="list-style-type: none"> <li>The concepts selected for analysis are highly inadequate;</li> <li>Very limited or inaccurate information is incorporated in</li> </ul>

<p>discussion and analysis;</p> <ul style="list-style-type: none"> <li>◆ The topic is comprehensively analyzed and explained;</li> <li>◆ The purpose of the analysis of concepts is completely achieved;</li> <li>◆ Style and tone are highly appropriate</li> </ul>	<p>analysis of concepts is sufficient;</p> <ul style="list-style-type: none"> <li>◆ The topic is sufficiently analyzed and explained;</li> <li>◆ The purpose of the conceptual analysis is achieved;</li> <li>◆ Style and tone are appropriate</li> </ul>	<p>discussion and analysis of concepts;</p> <ul style="list-style-type: none"> <li>◆ Only partial analysis is provided;</li> <li>◆ The purpose of the conceptual analysis is partially achieved;</li> <li>◆ Style and tone are somewhat appropriate</li> </ul>	<p>analysis of concepts;</p> <ul style="list-style-type: none"> <li>◆ The analysis is not informative or comprehensive;</li> <li>◆ The purpose of the conceptual analysis is not adequately achieved;</li> <li>◆ Style and tone are inappropriate</li> </ul>	<p>conceptual analysis;</p> <ul style="list-style-type: none"> <li>◆ The analysis is not at all comprehensible ;</li> <li>◆ The purpose of the conceptual analysis is not achieved in any way;</li> <li>◆ Style and tone are completely inappropriate</li> </ul>
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**Assessment form: Individual assignment**

Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
<ul style="list-style-type: none"> <li>◆ The topic is extremely well-presented and analysed;</li> <li>◆ All relevant information is excellently covered;</li> <li>◆ The purpose of analysing and presenting the material is completely achieved;</li> <li>◆ Style and tone are highly appropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ The topic is competently presented and very well analysed;</li> <li>◆ The information is sufficiently covered;</li> <li>◆ The purpose of analysing and presenting the material is achieved;</li> <li>◆ Style and tone are appropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ The topic is adequately presented and is analysed reasonably well;</li> <li>◆ Only part of the information is covered;</li> <li>◆ The purpose of analysing and presenting the material is partially achieved;</li> <li>◆ Style and tone are somewhat appropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ The topic is sketchily presented and analysed inadequately presented;</li> <li>◆ Only limited information is included;</li> <li>◆ The purpose of analysing and presenting the material is not fully achieved at all;</li> <li>◆ Style and tone are inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ The topic is highly inadequate in its presentation and is very badly analysed;</li> <li>◆ Very limited or inaccurate information is included;</li> <li>◆ The purpose of analysing and presenting the material is not achieved in any way;</li> <li>◆ Style and tone are completely inappropriate</li> </ul>

## Part III

### Keyword Syllabus:

#### *Basic Concepts*

- Constructive alignment
- Proficiency tests and achievement tests
- Subjective testing and objective testing
- Norm-referenced testing and criterion-referenced testing
- Assessment of learning and assessment for learning
- Backwash
- Validity
- Reliability
- Fair testing practices
- Code of ethics for language testers

#### *Testing tools and testing procedures*

- Assessing different learning skills
- Evaluating with tests and without tests
- Performance assessments
- Standardised tests
- Writing multiple choice items
- Steps in test development
- Test specification
- Trialling and piloting
- Moderating items
- Setting assessment criteria
- Training markers

#### *Test evaluation and interpretation of test scores*

- Item analysis and content analysis
- Item facility, analysis of **distractors**, item discrimination
- Dichotomous scale
- Partial credit scoring
- Item-test correlation
- Classical testing theory
- Item response theory
- Inter-rater reliability and intra-rater reliability

### Course book:

Hughes, A. (2003). *Testing for language teachers*. Cambridge, UK: Cambridge University Press.

### Recommended References:

- Alderson, J.C. (2000). *Assessing reading*. Cambridge, UK: Cambridge University Press.
- Bachman, L.F. (2004). *Statistical analyses for language assessment*. Cambridge, UK: Cambridge University Press.
- Buck, G. (2001). *Assessing listening*. Cambridge, UK: Cambridge University Press.
- Davies, A., Brown, A., Elder, C., Hill, K., Lumley, T. and McNamara, T. (1999). *Dictionary of language testing*. Cambridge, UK: Cambridge University Press.
- Fulcher, G. & Davidson, F. (2007). *Language testing and assessment- An advanced resource book*. New York: Routledge.
- Henning, G. (1987). *A guide to language testing: Development, evaluation and research*. Rowley, Mass.: Newbury House.
- Luoma, S. (2004). *Assessing speaking*. Cambridge, UK: Cambridge University Press.
- Purpura, J.E. (2004). *Assessing grammar*. Cambridge, UK: Cambridge University Press.
- Read, J. (2000). *Assessing vocabulary*. Cambridge, UK: Cambridge University Press.
- Wiegler, S.A. (2002). *Assessing writing*. Cambridge, UK: Cambridge University Press.

### **Other Useful References:**

- Alderson, J. C., Clapham, C., & Wall, D. (1995). *Language test construction and evaluation*. Cambridge, UK: Cambridge University Press.
- Bachman, L.F. & Palmer, A.S. (1996). *Language testing in practice: Designing and developing useful language use*. Oxford, UK: Oxford University Press.
- Biggs, J.B. (1996) Enhancing teaching through constructive alignment. *Higher Education*, 32,347-364.
- Biggs, J.B. (2003). *Teaching for quality learning at university*. Buckingham, UK: Open University Press.
- Carless, D., Joughin, G., Liu, N.F. and Associates (2007). *How assessment supports learning: Learning-oriented assessment in action*. Hong Kong: Hong Kong University Press.
- Davidson, F., & Lynch, B. K. (2002). *Testcraft: A teacher's guide to writing and using language test specifications*. Yale: Yale University Press.

- Falk, B., Ort, S.W. and Moirs, K. (2007). Keeping the focus on the child: Supporting and reporting on teaching and learning with a classroom-based performance assessment system. *Educational Assessment*, 12(1), 47-75
- Grellet, F. (1981). *Developing reading skills*. Cambridge, UK: Cambridge University Press.
- Kehoe, J. (1995). Writing multiple-choice test items. *Practical Assessment, Research & Evaluation*, 4(9). Retrieved February 4, 2008 from <http://PAREonline.net/getvn.asp?v=4&n=9>
- McNamara, T.F. (1996). *Measuring second language performance*. New York: Longman.
- McNamara, T.F. (2000). *Language testing*. Oxford, UK: OUP.
- Mertier, C.A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). From <http://PAREonline.net/getvn.asp?v=7&n=25>.
- Moskal, B.M. (2003). Recommendations for developing classroom performance assessments and scoring rubrics. *Practical Assessment, Research & Evaluation*, 8(14). From <http://PAREonline.net/getvn.asp?v=8&n=14>.
- Read, J. and Chapelle, C.A. (2001). A framework for second language vocabulary assessment. *Language Testing*, 18(1), 1-32.
- Wolf, D.F. (1993). A comparison of assessment tasks used to measure FL reading comprehension. *The Modern Language Journal*, 77, 473-489.

**Returned by:**

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