Overview:

This course provides students with an introduction to the basic concepts and principles of language testing and assessment, including how to develop valid and reliable tests, how to link assessments with instructional aims, how to develop test specifications, standards and rubrics. We will begin with fundamental theoretical concepts related to assessment and testing, and later move on to how these can be applied in practice with regard to each of the four language skills, both in conventional assessments as well as in alternative assessments. We will also be discussing some of the current issues related to language assessment and testing.

Objectives:

By the end of this course, students would have a deeper understanding of the principles and issues related to language testing and assessment. They would be able to apply these principles in the design of assessments that will appropriately address the needs of their learners, as well evaluate their students’ performance on these assessments. Students will also acquire the knowledge of alternative assessments and be able to apply this knowledge in the design of alternative assessments and rubrics. Using these rubrics, students will then be able to score their learners’ performance accordingly.

Text and Materials:

Textbooks


Reference (optional):


**Weekly Plan:**

**Week 1**

Introduction to the course, materials and assignments
A brief history of language testing (Second Language Assessment: Chapter 1)
Foreign & second language teacher assessment literacy (Second Language Assessment: Chapter 2)
Issues and students’ experiences with assessment and testing in the Korean context (discussion based on summer assignment; summer assignment due)

**Week 2**

Validity in language testing (Second Language Assessment: Chapter 3)
Principles of language assessment (Second Language Assessment: Chapter 4)
The assessment development process (Second Language Assessment: Chapter 5)

**Week 3**

Developing test specifications for language assessment (Second Language Assessment: Chapter 6)
Linking assessment with instructional aims (Second Language Assessment: Chapter 7)
Placement testing (Second Language Assessment: Chapter 15)

**Week 4**

Choosing the right type of assessment (Second Language Assessment: Chapter 3)
What teachers need to know about test analysis (Second Language Assessment: Chapter 12)
Alternative assessment in language education (Second Language Assessment: Chapter 17)

**Week 5**

Assessing reading (Second Language Assessment: Chapter 24)
Reading tests (Techniques in Testing: Chapter 5)
Week 6
Assessing writing (Second Language Assessment: Chapter 25)
Writing tests (Techniques in Testing: Chapter 6)

Week 7
Assessing listening (Second Language Assessment: Chapter 26)
Listening tests (Techniques in Testing: Chapter 7)

Week 8
Mid-term exam week

Week 9
Assessing speaking (Second Language Assessment: Chapter 27)
Speaking tests (Techniques in Testing: Chapter 8)

Week 10
Assessing students’ grammatical ability (Second Language Assessment: Chapter 28)
Grammar tests (Techniques in Testing: Chapter 3)

Week 11
Assessing vocabulary (Second Language Assessment: Chapter 29)
Vocabulary tests (Techniques in Testing: Chapter 2)

Week 12
Moving toward authentic assessment (Authentic Assessment for English Language Learners: Chapter 1)
Designing authentic assessment (Authentic Assessment for English Language Learners: Chapter 2)

Week 13
Portfolio assessment (Authentic Assessment for English Language Learners: Chapter 3)
Oral language assessment (Authentic Assessment for English Language Learners: Chapter 4)
Week 14

Reading and writing assessments (Authentic Assessment for English Language Learners: Chapter 5 & 6)

Week 15

Content area assessments (Authentic Assessment for English Language Learners: Chapter 7)
Examples from the classrooms (Authentic Assessment for English Language Learners: Chapter 8)
Presentations

Evaluation:

Assignments  30%
Mid-term exam 10%
Final exam   30%
Participation 20%
Presentation 10%