APPL8240

Language Testing and Evaluation

Session 2, Fully online/virtual 2020

Department of Linguistics

Contents

General Information 2

Learning Outcomes 2

General Assessment Information 3

Assessment Tasks 3

Delivery and Resources 6

Unit Schedule 7

Policies and Procedures 9

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and ot her small group learning activities on campus for the second half-year, while keeping an online ver sion available for those students unable to return or those who choose to continue their studies onli ne.

To check the availability of face-to-face and onlin e activities for your unit, please go to timetable vi ewer. To check detailed information on unit asses sments visit your unit's iLearn space or consult yo ur unit convenor.

General Information

Unit convenor and teaching staff Mehdi Riazi mehdi.riazi@mq.edu.au Margaret Wood margaret.wood@mq.edu.au
Credit points 10
Prerequisites Admission to MAppLing or MAppLingTESOL or MTransInterMAppLingTESOL or MEd
Corequisites
Co-badged status
Unit description This unit covers key concepts and issues in language testing and provides students with principles and techniques for designing and evaluating language tests and assessment tasks. Functions of language tests, models of language proficiency, assessment of language skills and components, and frame of reference for interpreting test scores are among the topics discussed in this unit. The unit also focuses on other issues such as test usefulness framework and language tests in social contexts. Overall, the aim of the unit is to develop assessment literacy in current or future teachers.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Explain key terms and concepts in language testing and assessment including a range of purposes for assessment

ULO2: Critically evaluate issues and challenges in assessing language skills and components

ULO3: Identify and communicate key features of quality assessment to a professional audience

ULO4: Apply quality assessment features to a language tests and assessment tasks to evaluate their usefulness

ULO5: Demonstrate an in-depth understanding of the main concepts, purposes, and procedures in language testing

General Assessment Information

Late submission

- If assignments are submitted after the due date without an approved extension, they are deemed late. Late submissions will receive a 5% per day penalty and will not be marked if more than 2 weeks late.
- All assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor.
- Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.
- Extensions will only be given in special circumstances and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the required supporting documentation.

For more information on Special Consideration, see the university website https://students.mq.edu.au/study/my-study-program/special-consideration

For more detailed information about assessment tasks please refer to the Unit Guide in iLearn.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment Task 1: Annotated bibliography	25%	No	Sunday August 23 at 23:55 Sydney Time
Review paper	30%	No	Sunday September 20 at 23:55 Sydney Time
Final test	25%	No	Tuesday November 10 at 4 pm Sydney Time
Group oral presentation	15%	No	Week 2, 3, 5, 10, 11, 12, 13
Active participation	5%	No	All through the semester

Assessment Task 1: Annotated bibliography

Assessment Type [1]: Annotated bibliography

Indicative Time on Task [2]: 15 hours
Due: **Sunday August 23 at 23:55 Sydney Time**
Weighting: **25%**

Choose an issue or challenge related to a module in a language test; search the databases and prepare an annotated bibliography

On successful completion you will be able to:

- Explain key terms and concepts in language testing and assessment including a range of purposes for assessment
- Critically evaluate issues and challenges in assessing language skills and components
- Apply quality assessment features to a language tests and assessment tasks to evaluate their usefulness

Review paper

Assessment Type [1]: Essay
Indicative Time on Task [2]: 20 hours
Due: **Sunday September 20 at 23:55 Sydney Time**
Weighting: **30%**

Students will change their first assessment task (annotated bibliography) into an essay.

On successful completion you will be able to:

- Explain key terms and concepts in language testing and assessment including a range of purposes for assessment
- Critically evaluate issues and challenges in assessing language skills and components
- Identify and communicate key features of quality assessment to a professional audience
- Apply quality assessment features to a language tests and assessment tasks to evaluate their usefulness
- Demonstrate an in-depth understanding of the main concepts, purposes, and procedures in language testing

Final test

Assessment Type [1]: Examination
Indicative Time on Task [2]: 15 hours

Due: **Tuesday November 10 at 4 pm Sydney Time**
Weighting: **25%**

Students will be assessed on the content of the unit to make sure they have read the unit materials and have mastered key concepts and procedures.

On successful completion you will be able to:

- Explain key terms and concepts in language testing and assessment including a range of purposes for assessment
- Demonstrate an in-depth understanding of the main concepts, purposes, and procedures in language testing

Group oral presentation

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 5 hours
Due: **Week 2, 3, 5, 10, 11, 12, 13**
Weighting: **15%**

Students will prepare and present a group oral presentation on their chosen topics for the first assessment task

On successful completion you will be able to:

- Explain key terms and concepts in language testing and assessment including a range of purposes for assessment
- Critically evaluate issues and challenges in assessing language skills and components
- Identify and communicate key features of quality assessment to a professional audience
- Apply quality assessment features to a language tests and assessment tasks to evaluate their usefulness

Active participation

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 8 hours
Due: **All through the semester**
Weighting: **5%**

Students will take part in the online classes and discussion forum to consolidate their learning.

On successful completion you will be able to:

- Explain key terms and concepts in language testing and assessment including a range of purposes for assessment
- Identify and communicate key features of quality assessment to a professional audience
- Demonstrate an in-depth understanding of the main concepts, purposes, and procedures in language testing

---

[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

This unit is offered fully online. There will be weekly online lectures that students must attend. The online lectures cover the same topics as listed in the unit schedule. Students must read unit materials and perform learning activities from the textbook and reading list. Students are encouraged to participate in group and online discussions and post their reflections in the general “Forum”. They are also urged to use “Glossary” to post concise definition of key terms and concepts related to language testing and assessment.

3c. Required and Recommended Texts and/or Materials

The required textbook for this unit is:

Brown, D. (2004). *Language assessment: Principles and classroom practices*. NY: Longman.

This book provides a general introduction to the field of language testing and is aimed at language teaching practitioners.

In addition to the required textbook, some journal articles and book chapters related to the topics covered in the unit are recommended.

As a Macquarie University student, you are entitled to access a variety of sources including journal articles through the library’s page: http://www.mq.edu.au/on_campus/library/

Recommended other texts:

References with asterisks will be available on Leganto.

Hughes, A. (2008) (7th printing). *Testing for language teachers*. Cambridge: Cambridge University Press.

Alderson, J. C. (2000). *Assessing reading*. Cambridge: CUP. (Chapter 3)

*Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press. (Chapter 3)

Bachman, L., & Palmer, A. (1996). *Language testing in practice: Designing and developing useful language tests.* Oxford: Oxford University Press.

Brown, J.D. (2005). *Testing in language programs*. Upper Saddle River, NJ: Prentice Hall Regents.

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

Gottlieb, M., & Nguyen, D. (2007). *Assessment and accountability in language education programs.* Philadelphia, PA: Caslon Publishing.

Henning, G. (1987). *A guide to language testing*. Cambridge, MA: Newbury House.

Luoma, S. (2004). *Assessing speaking*. Cambridge: CUP. (Chapter 7)

*McNamara, T. (2000). *Language testing.* Oxford: Oxford University Press. (Chapter 7)

*McNamar, T., & Roever, C. (2006). *Language testing: The social dimension.* Malden, MA: Blackwell. (Chapter 2)

*Weigle, S. C. (2002). *Assessing writing*. Cambridge: CUP. (Chapter 5)

Unit Schedule

Week	Topic	Presenter	Readings	Tasks
1 July 28	Introduction to the unit (Review of the unit outline & assessment tasks) + Participants' backgrounds & interests	Mehdi Riazi	--	Overall introduction to the unit Forming groups
2 Aug. 4	Contexts of language tests Students' experiences with language tests in their contexts	Group Oral Presentations	Brown's (2004) Chapter 1	GOP

3 Aug. 11	Contexts of language tests Students' experiences with language tests in their contexts	Group Oral Presentations	Brown's (2004) Chapter 1	GOP
4 Aug. 18	Principles of language assessment: Quality features of language tests	Mehdi Riazi	Brown's (2004) Chapter 2	**Assignment 1 is due on Sunday August 23th at 23:55 Sydney time**
5 Aug. 25	Designing tests: Purposes of language tests	Mehdi Riazi	Brown's (2004) Chapter 3	
6 Sept. 1	Standardized testing: Stages in test construction + Test specifications	Mehdi Riazi	Brown's (2004) Chapter 4	
7 Sept. 8	Interpreting test scores: Norm-referenced vs. Criterion-referenced tests	Mehdi Riazi	Bachman (1990) Chapter 3 (pp. 72-80)	
Recess (Sept. 14-27) **Assignment 2 is due on Sunday, September 20 at 23:55 Sydney Time**				
Week	Topic	Presenter	Readings	Tasks
8 Sept. 29	Task-based Language Assessment (TBLA)	Mehdi Riazi	McNamara (2000) Chapter 7 Hamp-Lyons (2000) *Brindley (2013) *Language Testing* (2002). The special issue on TBLA	

9 Oct. 6	Language testing and assessment in social contexts	Mehdi Riazi	McNamara & Roever (2006) Chapter 2	
10 Oct. 13	Assessing Listening	Group Oral Presentations	Brown's (2004) Chapter 6	GOPs
11 Oct. 20	Assessing Speaking	Group Oral Presentations	Brown's (2004) Chapter 7 *Ginther (2013)	GOPs
12 Oct. 27	Assessing Reading	Group Oral Presentations	Brown's (2004) Chapter 8 *Koda (2013) *Brindley (1998) *Ockey (2013)	GOPs
13 Nov. 3	Assessing Writing	Group Oral Presentations	Brown's (2004) Chapter 9 *Weigle (2002) Chapter 5 *Weigle (2013)	GOPs

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy

- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.