



APPL8240

Language Testing and Evaluation

Session 2, In person-scheduled-weekday, North Ryde 2023

Department of Linguistics

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General Information

Unit convenor and teaching staff

Unit Convenor and Lecturer

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Lecturer

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Credit points

10

Prerequisites

Admission to MAppLing or MAppLingTESOL or MTransInter or MTransInterMApplLingTESOL or MEd and 40cp at 8000 level or above

Corequisites

Co-badged status

Unit description

This unit aims to develop and enhance students' assessment literacy. It introduces students to the field of language testing within TESOL. It provides insights into principles and techniques for designing and evaluating language tests and assessment tasks. The unit also focuses on other issues such as a test usefulness framework and language tests in social contexts. A unique feature of the unit is a language test and assessment project component, which enables students to establish links with educational and testing institutions and gain real-world experience in language testing and test development.

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 the main concepts, purposes, and procedures in language testing

ULO2: Apply the main concepts and procedures of language testing to a variety of assessment procedures, from informal classroom assessment to formal standardized tests

ULO3: Critically evaluate issues and challenges in assessing language skills and components as well as language testing in its social context

ULO4: Demonstrate effective communication and ethical professional practice

ULO5: Reflect on, appraise and plan for appropriate changes to your own assessment practices

General Assessment Information

Use of Generative AI

Please refer to instructions from your lecturer on the use and acknowledgement of use of Generative AI in your submitted assignments.

Students are encouraged to reflect on their experiences of teaching and learning, theoretical ideas they have encountered throughout their course and their future context as they move through the unit.

Requesting an extension to assignment due date

On occasion, you may be in a situation when you aren't able to submit an assessment task on time. Extensions are only given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see <https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submission of assignments

If you haven't been approved for an extension and you submit your assessment task late, penalties are applied. You should consult your unit convenor if you are in this position. Late submissions will receive a 5% per day penalty. If you submit the assessment task 10 days or more beyond the due date, without an approved extension, you will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included.

Assessment Tasks

Name	Weighting	Hurdle	Due
Annotated bibliography	30%	No	Week 6
Reflective presentation	50%	No	Week 12
Seminar tasks	20%	No	Week 13

Annotated bibliography

Assessment Type ¹: Annotated bibliography

Indicative Time on Task ²: 15 hours

Due: **Week 6**

Weighting: **30%**

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

On successful completion you will be able to:

- Explain the main concepts, purposes, and procedures in language testing
- Apply the main concepts and procedures of language testing to a variety of assessment procedures, from informal classroom assessment to formal standardized tests
- Critically evaluate issues and challenges in assessing language skills and components as well as language testing in its social context
- Demonstrate effective communication and ethical professional practice

Reflective presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 25 hours

Due: **Week 12**

Weighting: **50%**

Students take part in a language assessment project. They will prepare and present a reflective presentation on their experiences regarding the language assessment project, including ethical professional practice.

On successful completion you will be able to:

- Explain the main concepts, purposes, and procedures in language testing
- Apply the main concepts and procedures of language testing to a variety of assessment procedures, from informal classroom assessment to formal standardized tests
- Critically evaluate issues and challenges in assessing language skills and components as well as language testing in its social context
- Demonstrate effective communication and ethical professional practice
- Reflect on, appraise and plan for appropriate changes to your own assessment practices

Seminar tasks

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 10 hours

Due: **Week 13**

Weighting: **20%**

Students participate in seminar tasks throughout the semester, in class for internal students and online via discussion forums for external students. They submit three of their seminar tasks for assessment: two on item creation and one on item analysis.

On successful completion you will be able to:

- Explain the main concepts, purposes, and procedures in language testing
- Apply the main concepts and procedures of language testing to a variety of assessment procedures, from informal classroom assessment to formal standardized tests
- Critically evaluate issues and challenges in assessing language skills and components as well as language testing in its social context
- Demonstrate effective communication and ethical professional practice
- Reflect on, appraise and plan for appropriate changes to your own assessment practices

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

The delivery of this unit is by on-campus seminars for internally enrolled students. The sessions are interactive seminars. Students are expected to have read the set readings and to actively participate in class. Students are also expected to do independent research using academic sources. As Assessment Task 2, students are required to collaborate with an English language teaching institution on an assessment project.

Resources are available through the iLearn website for this unit. Technologies used include video, Echo360 and other online resources.

Active participation in the learning activities throughout the unit will require students to have

access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

[dents.mq.edu.au/support/](https://unitguides.mq.edu.au/support/)

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support](#) including information about finances, tenancy and legal issues
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and

flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.