



Universidad
de Alcalá

GUÍA DOCENTE

ASSESSMENT

**Máster Universitario en Enseñanza del Inglés
como Lengua Extranjera**

Universidad de Alcalá

Curso Académico 2022/23

2º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Assessment
Código:	201769
Departamento:	Filología Moderna
Área de Conocimiento:	Filología Inglesa
Carácter:	Obligatoria / optativa
Créditos ECTS:	4
Cuatrimestre:	2º
Profesorado:	Jesús García Laborda
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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

General competences:

CB10 – Students should possess learning skills that will enable them to continue studying in a largely self-directed or autonomous manner.

CG1 – Acquire the basic didactic knowledge characterizing foreign language's teaching and learning processes.

CB8 – Students should be able to integrate knowledge and handle the complexity of making judgments based on information that, while incomplete or limited, includes a series of reflections on the social and ethical responsibilities connected to applying knowledge and judgments.

Specific competences:

CE1.4 – Learn technical resources and strategies that foster the development of linguistic and communicative competence and their assessment.

CE2.1 – Plan, develop and assess the teaching and learning process by encouraging educational processes that facilitate the acquisition of competences specific to the English language in bilingual teaching environments and other settings where English is taught as a second language.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Subject aims:

- To create a greater awareness of the basic concerns which underlie the assessment of language in EFL and bilingual contexts.
- To provide an understanding of the principles of language assessment and how they can be applied in practice.
- 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).
- To give specific examples of assessment techniques that can later be adapted to individual teaching contexts.
- To understand what is entailed in "Assessment for learning", using assessment to promote and monitor learning for the benefit of the students.

Learning outcomes:

By the end of the course, participants are expected to:

- Make principled decisions on why, what, when, and how we should assess.
- Choose the appropriate material for different kinds of tests and find practical and reliable types of questions.
- Use practical techniques and strategies for carrying out the assessment of speaking and writing skills.
- Use alternative ways to assess listening and reading comprehension skills.
- Choose from a range of assessment approaches, such as formal assessment, informal assessment, self-assessment, and portfolio assessment.
- Set precise standards and criteria for assessment.

3. MODULE CONTENTS

Units	Credits
1. Introduction to assessment 1.2. Introduction: prejudices and problems 1.2. Why do we assess? 1.3. Assessment objectives 1.4. Formal assessment vs. informal assessment 1.5. Types of assessments 1.6. Intro to technology-based language assessment 1.7. Qualities of a "good" test	<ul style="list-style-type: none"> • 0.75 credit

2. Receptive skills 2.1. Introduction 2.2. Formal assessment of reading 2.3. Formal assessment of speaking 2.4. Oral and written assessment criteria 2.5. The CEFR 2.6. Self-assessment / peer assessment	<ul style="list-style-type: none"> • 1 credit
3. Productive skills 3.1. Introduction 3.2. Assessing Speaking and Writing 3.3. Test formats: Speaking and Writing 3.4. Rating 3.5. Marking compositions 3.6. Additional resources	<ul style="list-style-type: none"> • 1 credit
4. Grammar and vocabulary 4.1. General issues 4.2 Ways of assessing students' Grammar and Vocabulary 4.3. Designing Grammar and vocabulary tasks 4.4. Additional Resources	<ul style="list-style-type: none"> • 0.75 credit
5. Computer testing and High-stakes testing 5.1 High-stakes testing and washback 5.2 Computer based testing	<ul style="list-style-type: none"> • 0,5 credit

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Study of theoretical content	15 hours
Activities Online discussions	20 Hours
Tasks, activities and Readings	65 Hours

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 marking 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.

Continuous assessment process. In order to pass the subject, students will have to obtain a pass mark (5 points over 10) in all these elements.

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.

IMPORTANT:

Final assessment. Should a student, for some reason, need to opt for final assessment, s/he will have to ask for permission in writing to the director of the programme of study.

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

Compulsory readings (choose only one)

- Shohamy, E., Or, L.G. & May, S. (2017). Language Testing and Assessment. Encyclopedia of Language and Education. New York: Springer.
- Douglas, D. (2010). Understanding Language Testing. Routledge.
- Chen, L & Fox, J. (2017). Assessment in the Language Classroom: Teachers Supporting Student Learning.

Optional readings

- Bachman, Lyle F. (1995) Language Testing in Practice: Designing and Developing Useful Language Tests. Oxford: Oxford UP.
- Butler, Y. G., & Zeng, W. (2014). Young foreign language learners' interactions during task-based paired assessments. *Language Assessment Quarterly*, 11(1), 45-75.
- Chapelle, C. A., Enright, M. K. & Jamieson, J. M. (Eds.) (2007). Building a Validity Argument for the Test of English as a Foreign Language. Routledge.
- Clifford, R. (2016). A rationale for criterion-referenced proficiency testing. *Foreign Language Annals*, 49(2), 224-234.
- Council of Europe (2001) Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge: Cambridge UP. Also available on line at <https://www.coe.int/en/web/common-european-framework-reference-languages>
- Fulcher, G. (2010). Practical language testing. London: Hodder Education.
- Fulcher, G. and Davidson, F. (2012) (Eds.) The Routledge Handbook of Language Testing. London: Routledge
- Fernandez Alvarez, M., García Laborda, J. G. L., & Magal-Royo, T. (2022). Subrepresentación del constructo en exámenes estandarizados de lengua extranjera en España: propuesta de examen asistido por ordenador. *Porta Linguarum Revista Interuniversitaria De Didáctica De Las Lenguas Extranjeras*, 27-45. <https://doi.org/10.30827/portalin.vi.21393>
- García Laborda, J., & Fernández Álvarez, M. (2021). Multilevel Language tests: Walking into the land of the unexplored. *Language Learning & Technology*, 25(2), 1–25. <https://www.iltjournal.org/item/10125-73428/>
- Huang, S. (2015). Understanding learners' self-assessment and self-feedback on their foreign language speaking performance. *Assessment & Evaluation in Higher Education*, 41(6), 803-820.
- Lázaro, Alberto, et al. (1996) Acquisition and Assessment of Communicative Skills.

Madrid: Servicio de Publicaciones de la Universidad de Alcalá.
Tsagari, D., & Csepes, I. (Eds.). (2012). Language testing and evaluation: Vol. 26.
Collaboration in language testing and assessment. Frankfurt,: Peter Lang.
Weir, Cyril, (2005) Language Testing and Validation: An Evidence-based Approach
Research and Practice in Applied Linguistics. Palgrave Macmillan.
[https://vulms.vu.edu.pk/Courses/ENG518/Downloads/%5BCyril_Weir%5D_Language_Testing_and_Validation_An_E\(BookFi\).pdf](https://vulms.vu.edu.pk/Courses/ENG518/Downloads/%5BCyril_Weir%5D_Language_Testing_and_Validation_An_E(BookFi).pdf)

Websites & Databases

ACTFL Proficiency Guidelines 2012 <https://www.actfl.org/resources/actfl-proficiency-guidelines-2012>
ACTFL Oral Proficiency Interview (OPI)
<https://education.ky.gov/curriculum/conpro/Worldlang/Documents/World%20Languages%20Assessments.pdf>
Assessment and Evaluation Language Resource Center
<https://aelrc.georgetown.edu/resources/assessment-testing/cal-resources/>
Cambridge Exams Suite <https://www.cambridgeenglish.org/exams-and-tests/>
Computer Assisted Language Testing
<https://onlinelibrary.wiley.com/doi/epdf/10.1002/9781118411360.wbcla083>
ERIC <https://eric.ed.gov/>
PISA 2025 Foreign Language Assessment Framework
<https://www.oecd.org/pisa/foreign-language/PISA-2025-FLA-Framework.pdf>
Young Learners Exams (Cambridge) <https://www.cambridgeenglish.org/es/exams-and-tests/young-learners-english/>

Writing style Guide (APA & MLA)

https://owl.purdue.edu/owl/purdue_owl.html

Educational databases are freely available online and in the UAH online library. Students are recommended to use ERIC, MLA and the Web of knowledge frequently. 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.

7. ADDITIONAL PROVISION

The University of Alcalá guarantees that if, due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.