



Department of English

College of Basic Education

University of Salahaddin

Subject: Language Testing & Assessment (1st Semester)

Course Book – *For* 3rd Grade

Lecturers' name: Ihsan Saber (MA in ELT)

Academic Year: 2023-2024

Coursebook

1. Course name	Language Testing & Assessment
2. Lecturer in charge	Ihsan Saber
3. Department/ College	English/Basic Education
4. Contact	e-mail: ihsan.shafiq@su.edu.krd Tel: (optional)
5. Time (in hours) per week	4 hours
6. Office hours	Tuesday & Thursday
7. Course code	
8. Teacher's academic profile	I am Ihsan Saber, an English Language Teaching (ELT) professional with an M.A. degree from the University of Sussex, in the U.K. I am currently an English lecturer within the College of Basic Education, Salahaddin University-Erbil.
9. Keywords	Test design, test criteria, good test, test type, rubric, scoring
10. Course Overview:	
<p>Our department students are supposed to be future school teachers, so they have to have a good understanding about testing, types of tests, criteria of a good test, etc.</p> <p>First of all, students should differentiate between some concepts like test vs. exam, measurement and assessment vs. evaluation as this is the basics of this module. So, they should master this, then we move on to the content of the course.</p> <p>Moreover, having a clear understanding over backwash (the effect of teaching on exams) and washback (the effect of exams on teaching), will be the course fundamentals and this shows whether teachers they prepare students for exams or they prepare competent, informative, active learners.</p> <p>The substantial areas of testing are characteristics of a good test, guidelines for constructing questions, testing the language skills (reading, writing, listening and speaking) and systems (vocabulary and grammar), marking tests papers and the criteria for evaluating test samples.</p> <p>Being a qualified teacher does not mean you are a qualified examiner too, because you need to have certain skills. Besides, since students' success and failure largely depending</p>	

on the quality of the test they take, hence our future teachers should be trained on designing tests and what they need to consider before and while designing test questions.

11. Course Objective:

The objective of this module is to give invaluable, up-to-date information about test design and evaluation. On successful completion of the course, you will be able to:

- Explain reasons for testing and assessment
- Differentiate between different types of tests and assessment
- Discuss test-question components and construction
- Determine characteristics of good tests
- Compose and evaluate question instructions
- Compare and contrast between test questions

12. Student's Obligation

Attendance is obligatory. Students are expected to be seated in their positions before the instructor enters the class. Only for the classes which start on 8.30 a.m. students may enter the class up to 8.40, or else they will be deprived from the class. The classes last for 50 minutes. Students should avoid hammering on the instructor to leave unless s/he chooses to dismiss the class earlier than the scheduled time.

Preparation for class: Students should prepare themselves for each class beforehand according to the schedule that comes with this guide. They are expected to read the class assignment in advance and participate in class discussions actively. The students are required to jot down notes during class time since questions raised during that period are also required.

Homework: Students must bring with them the assignments that the instructor may ask them during the course. The students should take the homework seriously and make sure they present their seminars on time or they will lose marks.

13. Forms of Teaching

All the classes throughout the academic year will be in the form of seminars and workshops not lectures. To this end, a topic is often introduced in the class very shortly,

and then many questions will be raised for the rest of the class and students should provide answers for them. To add, sample test question papers will be provided for evaluation and/or students will redesign a given test task in a different way (using a different task).

Furthermore, PowerPoint Presentations, and white board will be mainly the teaching aids to get their interest and motivation to the classes.

14. Assessment Scheme

Students are given assignments regularly and they will be asked to write and evaluate tests of the languages skills and systems to find out how much they understood.

Marking system: 40 marks for during term assessment

Monthly exam: 30 marks

Class participation: 5 marks

In-class tasks or quizzes: 5 marks

Portfolio: 20 Marks

Final exam: 40 marks

15. Student Learning Outcome:

By the end of the semester, you will be able to:

- Discuss tips for constructing test paper and test-question components
- Compose and evaluate question instructions
- Compare and contrast between test questions

16. Course Reading List and References:

Harmer, J. (2007) How to teach English. Harlow: Pearson Longman, 2nd edition.

Harmer, J. (2007) The practice of English language teaching. London: Longman, 4th edition.

Hughes, A. (2013) Testing for language teachers

Johnson, K. (2001) An introduction to foreign language learning and teaching. Harlow: Pearson Education.

Scrivener, J. (2011) Learning Teaching: The essential guide to English language teaching. Oxford: Macmillan Education, 3rd edition.

Ur, P. (2012) A course in English language teaching. Cambridge: Cambridge University Press, 2nd edition.

17. The Topics

Week 1	<ul style="list-style-type: none"> • Induction • Introducing course guide: course goal, objectives, outline, teaching style, • assessment scheme • Needs assessment
Week 2	<ul style="list-style-type: none"> • Defining basic concepts: testing, assessment, measurement and evaluation Reasons for assessment • Teaching & Testing • For whom are tests important? • Reasons for Assessment • The Purpose of Assessment • The Importance of Assessment • The Old & Modern Paradigm of Assessment in the Classroom • The Principles of Effective Assessment • Tips for Ethical Assessment • Types of assessment: • Assessment of learning (formative & summative) • Assessment according to form (formal, informal, self-assessment)
Week 3	<ul style="list-style-type: none"> • Assessment literacy • Components (test purpose, test takers, construction, tasks, reliability and impact) • Assessment literacy in practice

	<ul style="list-style-type: none"> • Alternatives to Testing (continuous assessment, portfolio, self-assessment, teacher assessment) • Tests shouldn't be used for... • Tests should be used for...
Week 4	<ul style="list-style-type: none"> • Types of Tests • According to purpose • According to scoring • Mode of constructor • Mode of response • Mode of administration
Week 5 & 6	<ul style="list-style-type: none"> • Characteristics of good tests
Week 7	<ul style="list-style-type: none"> • First mid-term exams
Week 8	<ul style="list-style-type: none"> • Test design/construction: • Things need to be considered before and while writing a test paper • Considerations when selecting questions for an exam
Week 9	<ul style="list-style-type: none"> • Common mistakes that teachers make when writing tests • Guidelines for writing instructions for questions
Week 10	<ul style="list-style-type: none"> • Assessing young learners
Week 11	<ul style="list-style-type: none"> • Second mid-term exams
Week 12	<ul style="list-style-type: none"> • Practice: Evaluating test question papers
18. Practical Topics (If there is any)	
19. Examinations:	
Here are some sample questions:	
1. How teachers/professional people can overcome marker subjectivity?	

2. Does it make any difference if we bring a 4-item question or a 12-item question in a test

question? How?

3. Why it is recommended for teachers to do a diagnostic test before start teaching students?

4. Imagine that it is the day when new students arrive at your school. When you chat to them, they

seem to be very different in level. Therefore, you give them a placement test in order to decide which level class they should go into. Everyone gets a mark between 52 and 56.

Can you call this type of test a valid one? Why?

5. How a test will be a valid one?

6. What examiners need to do to make direct test items valid and reliable?

20. Extra notes

21. Peer review

This course book has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section.

(A peer is person who has enough knowledge about the subject you are teaching, he/she has to be a professor, assistant professor, a lecturer or an expert in the field of your subject).