Kurdistan Regional Government- Iraq Ministry of Higher Education and Scientific Research

Salahaddin University

Module Description

**( Issues in language assessment )**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Information** | | | | |
| Title | Issues in language assessment | | Type |  |
| Code |  | | ECTS Credits |  |
| Level | MA | | Semester | Second |
| Department | English | | Faculty | Basic Education |
| Module Leader | Qismat M. Hussein | | E-mail | [qismat.hussin@su.edu.krd](mailto:qismat.hussin@su.edu.krd) |
| Academic  Title | Instructor | | Qualification |  |
| Tutor |  | | E-mail |  |
| Peer Reviewer |  | | E-mail |  |
| Confirmation Date | |  | | |

|  |  |
| --- | --- |
| **Relation with other Modules** | |
| Pre-requisites |  |
| Co-requisites |  |

|  |  |
| --- | --- |
| **Module Aims, Learning Outcomes and Indicative Contents** | |
| Aims | **Assessment is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. The goal of assessment is to make improvements, as opposed to simply being judged. In an educational context, assessment involves describing, collecting, recording, scoring, and interpreting information about learning. Currently, different forms of assessment are being utilized by educators. This course is important for MA students since it familiarizes them with the current trends in assessment and introduces them to the practical implementation of these new forms.**  **The aim of language assessment issues is to promote a principled approach to testing and assessment-related concerns by encouraging enquiry into the relationship between theoretical and practical aspects of assessment. It also provides them with a historical background of assessment in addition to teaching them how to design, administer and grade a test.** |
| Learning Outcomes | **Upon completion of this course, students should be able to:**  **1. Distinguish among the confusing words: testing, assessment, measurement, and evaluation.**  **2. Prepare and interpret alternative forms of assessment including their own portfolio.**  **3. Apply testing knowledge to a practical context in resolving the issues related to test design, administration and scoring.**  **4. Critically evaluate tests and diagnose strong and weak points.** |

|  |  |
| --- | --- |
| Indicative Contents |  |

**Data show and power point presentations.**

**White board.**

**Lecturing**

**Students’ presentations**

**Practically implementing the alternative forms of assessment**

**Learning and Teaching Strategies**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Delivery** | | | | | | |
| Lecture (hr/w) | |  | | | | |
| Lab. (hr/w) |  | | Practical (hr/w) |  | Tutorial (hr/w) |  |
| SSWL (hr/sem) | |  | | | | |
| USSWL (hr/sem) | |  | | | | |
| Total workload (hr/sem) | |  | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation** | | | |
| **Task** | **Weight (Marks)** | **Due Week** | **Relevant Learning Outcome** |
| Term paper |  |  |  |
| Assignments |  |  |  |
| Project/Lab. |  |  |  |
| Midterm Exam |  |  |  |
| Final Exam |  |  |  |
| Total |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Resources** | | |
| **Materials** | **Text** | **How to access? / e-link** |
| Required Texts | - Brown, D. (2010). Language assessment: principles and classroom practices.  - Brown, D. (2011). Teaching by principles.  - Celce-Murcia, M., Brinton, D. and Snow, M. (2014). Teaching English as a second or a foreign language. –  Davies, A. and Elder, C. (ed.). (2006). The Handbook of Applied Linguistics. Oxford: Blackwell Publishing.  - Hedge, T. (2000). Teaching and learning in the language classroom. |  |
| Recommended Texts | - Different articles from the net. |  |
| Websites |  |  |

|  |  |  |
| --- | --- | --- |
| **Weekly Syllabus** | | |
| **Weeks** | **Subject(s)** | **Short Description** |
| W1 | Introduction (testing, assessment, measurement, and evaluation) |  |
| W2 | types of tests   * Formal & informal * Formative & summative * Large scale & small scale * Norm-referenced & criterion-referenced |  |
| W3 | functions of testing, assessment, and evaluation |  |
| W4 | \_principles of tests  \_observation-driven assessment  \_Phases of teacher observation  \_advantages & dis |  |

|  |  |  |
| --- | --- | --- |
| W5 | designing, administering and grading a test |  |
| W6 | historical background of assessment  (behavioural, integrative, communicative)  testing and assessment  (the structuralist and communicative influence) |  |
| W7 | the role of classroom assessment (purposes and procedures) |  |
| W8 | assessment and learning |  |

|  |  |  |
| --- | --- | --- |
| W9 | the usefulness of a test (claims and evidences) |  |
| W10 | 10, 11, 12, 13 alternative forms of assessmen ++ practice   * Portfolio… * Self-assessment… * Peer-assessment… * Rubrics… * Journal writing… * Open book exams. ... * Take home exams. ... * Collaborative testing. ... * Retake policies… |  |
| W11 |  |  |
| W12 |  |  |
| W13 |  |  |
| W14 |  |  |
| W15 |  |  |