



## Testing, Evaluation and Assessment: Masters Level Course

**Credits**            30

### **Prerequisites:**

Satisfies admission criteria.

Normally, completion of the Core Module (although in certain circumstances – e.g. immediate individual/institutional need for specific skills in 'TEA'/a requirement from the candidate's employer, and providing the candidate has adequate relevant experience, the intending MA student might be permitted to follow this module prior to Module 1).

### **Learning Outcomes**

On completion of this module, students will:

- be fully aware of the key principles of evaluation in language education
- understand the full range of formative and summative purposes of testing and assessment in language education
- understand and be able to apply the key principles of language test design, construction and evaluation, including developing detailed specifications
- be able to create tests designed specifically for relevant institutional contexts
- be familiar with new perspectives in testing and assessment, including a variety of 'authentic'/'alternative' assessment procedures, including self-assessment, peer assessment and portfolio assessment
- be able to critically evaluate institutional, national and international language examinations
- understand and be able to use basic item analysis and test analysis
- have developed possible pathways into research in 'TEA'

### **Assessment**

Assessment will be by a portfolio of 4 assessed assignments designed to provide evidence of the candidates' learning outcomes and specifically of their ability to make what they have learned during the course relevant to their professional contexts as well as to possible future research. The portfolios will contain:

- A critical review of a test, exam, or a book on an aspect of testing, evaluation and assessment
- An INSET session or sessions for a group of colleagues, dealing with an aspect of TEA covered during the course and of relevance to their needs.
- A test or assessment procedure designed to meet a significant need in the candidate's workplace (50%)
- A main assignment of around 5,000 words, developing further an area covered in the course which is of particular interest for the candidate and/or of special relevance for the candidate's workplace/professional context (50%)

### **Indicative Curriculum Content**

- Key issues in evaluation in language education
- Principles of language test design and construction
- Historical and current perspectives on language testing and assessment
- Testing and assessment in the context of communicative approaches
- Key aspects of validity and reliability
- Practical issues in test design and construction
- Quantitative issues: item analysis and test analysis
- Testing and assessing grammar and vocabulary
- Testing and assessing communicative skills
- Critical review of test types and assessment procedures
- New trends in language assessment