

Course Description

MEDD6052 Chinese (L2) Assessment and Reporting

Course description		
<p>This module focuses on the integral role of assessment and reporting for L2 Chinese learning and teaching in the international/IB school context. It will provide an overview of norm and criterion-based assessment and referencing, formative and summative assessment and the relationship between reporting, feedback and improved student learning. It will also introduce a range of assessment mechanisms, tools, reporting strategies and analyze their role in promoting assessment for learning.</p>		
<p>Coursework / Examination ratio: <u> 100 </u> % Coursework, <u> 0 </u> % Examination</p>		
Course learning outcomes (CLOs)		
<ol style="list-style-type: none">1. To enhance students' understanding of the integral role of assessment and reporting for L2 Chinese learning and teaching2. To keep students up to date with the latest development of assessment and reporting in the field of teaching Chinese as a second language3. To enable students to develop effective assessment strategies and reporting mechanisms for L2 learners of different age groups and learning objectives4. To apply the key assessment and reporting requirements of the IB Programme		
Course assessment methods		
Assessment method	Weighting (%)	Aligned course learning outcome(s)
Classroom interaction	25	
Group Presentation	25	
Essay	50	
Course content and topics		
<ul style="list-style-type: none">• Introduction and Basic Concepts of Assessment• Primary School: IB PYP• Middle Secondary: IB MYP• High/Senior Secondary: IBDP• Middle Secondary: IGCSE• Key Issues in Middle Year Program Assessments• Presentation, Sharing and Discussion		
Required / recommended readings and online materials		
<p>Part of Books: Bachman, L., & Damböck, B. (2018). <i>Language assessment for classroom teachers</i>. Oxford University Press. Bailey, K. M. (2004), <i>Learning about Language Assessment: Dilemmas, Decisions and Directions</i>. Beijing: Foreign Language Teaching and Research Press. Brown, H. D., & Abeywickrama, P. (2010). <i>Language assessment: Principles and classroom practices</i>. White Plains, NY: Pearson Education. Hidri, S. (2020). <i>Changing Language Assessment</i>. Cham: Springer International Publishing AG. O'Sullivan, B., & Stoyhoff, S. (2012). <i>The Cambridge guide to second language assessment</i>. Cambridge University Press.</p>		
<p>IB documents (Please refer to the Moodle) Language scope and sequence Teaching and learning informed by assessment in the Diploma Programme Assessment principles and practices—Quality assessments in a digital age</p>		
Other additional course information		

[Conducted in Putonghua]

Impermissible: MEDD8852 Chinese L2 Curriculum Design and Assessment