

Course Description

MEDD6052 Chinese (L2) Assessment and Reporting

Course description	
<p>This course 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 analyse their role in promoting assessment for learning.</p>	
Course objectives	
<p>The course aims to develop participants' theoretical and practical understanding of the principles of assessment of L2 Chinese learning, with an emphasis on assessment as a tool to promote student learning and support diverse learning needs. The course is expected to achieve the following objectives: (1) To enhance students' understanding of the integral role of assessment and reporting for L2 Chinese learning and teaching, (2) To understand the key assessment and reporting requirements of the IB Programme, (3) To keep students up to date with the latest development of assessment and reporting in the field of teaching Chinese as a second language, and (4) To enable students to develop effective assessment strategies and reporting mechanisms for learners of different age groups and learning objectives.</p>	
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. understand assessment and reporting in the field of teaching Chinese as a second language	PLO 1
2. Analyze assessments using the theoretical frameworks	PLOs 1, 2
3. design effective assessment strategies and reporting mechanisms for L2 learners of different age groups and learning objectives	PLOs 1, 3
Course assessment methods	
<ul style="list-style-type: none">• Classroom interaction• Group Presentation• Individual essay	
Course content and topics	
<ul style="list-style-type: none">• Purposes, process and assessments of the course• Key concepts of assessment and reporting• Principles and practices of IBDP Language B assessments• L2 Chinese oral assessments• L2 Chinese writing assessments• L2 Chinese listening assessments• Reading frameworks and theories• L2 Chinese reading assessment analysis• Group practice on reading paper analysis• Designing a IBDP reading assessment paper• Principles and Practices of IGCSE• IGCSE assessments• Principles and practices of MYP assessments• IB MYP Language Acquisition assessments• Alignment from curriculum, teaching to assessment	
Required / recommended readings and online materials	

- Bachman, L., & Damböck, B. (2018). *Language assessment for classroom teachers*. Oxford University Press.
- Bailey, K. M. (2004). *Learning about Language Assessment: Dilemmas, Decisions and Directions*. Beijing: Foreign Language Teaching and Research Press.
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.
- Hidri, S. (2020). *Changing Language Assessment*. Cham: Springer International Publishing AG.
- IBO (2013). Diploma Programme Assessment procedures.
<https://isa.edu.gr/uploads/files/5adec6dc6ce90/DP%20Assessment%20Procedures.pdf>
- IBO (2011), Language and Learning in IB Program, Cardiff: IBO.
- IBO. IB assessment principles and practices: A guide to assessment for teachers and coordinators.
<https://www.ibo.org/contentassets/4d92e48d38a4415a87e11555e143a39f/assessment-guide-for-teachers-and-coordinators-en.pdf>
- IBO. International Baccalaureate Diploma Programme: A guide to assessment
https://www.ibo.org/globalassets/publications/recognition/assessmentbrief_web.pdf
- O'Sullivan, B., & Stoyanoff, S. (2012). *The Cambridge guide to second language assessment*. Cambridge University Press.

Other additional course information

[Conducted in Putonghua]

Impermissible: MEDD8852 Chinese L2 Curriculum Design and Assessment