

Course Description

MEDD8854 Assessment in Chinese Language Education

Course description	
<p>This course introduces important concepts of assessments including norm-referenced and criterion-referenced tests, formative assessment, and summative assessment, adaptive assessment, assessment of learning, assessment for learning, and assessment as learning. Students are encouraged to adopt inquiry modes to investigate the relationship between these concepts in the field of Chinese language education. The course also provides practical modes and strategies, including constructing and evaluating Chinese language tests, interpretation and applications of test scores, peer and self-assessment, portfolio building, rubrics design, etc. This course gives practices school-based assessment and qualitative feedback system to focus more on individual students' development progress in learning Chinese language.</p>	
Course objectives	
<p>This course aims at equipping students to be knowledgeable on the following three aspects of learning assessment:</p> <ul style="list-style-type: none">• Framework of language assessment• Quantitative analysis of language assessment data• Development of classroom assessment for learning of writing, reading, listening, and speaking	
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. Demonstrate critical understanding of key concepts and up-to-date knowledge of assessment and communicate with stakeholders of language education about Chinese language assessment.	PLOs 1, 4
2. Apply theories of assessment to design classroom assessments to measure and evaluate students' learning Chinese language.	PLOs 1-4
3. Conduct in-depth analysis for various assessments to understand students' development progress in learning Chinese language.	PLOs 2-4
4. Develop critical thinking skills for social justice and responsible use of public resources in the field of Chinese assessment in Hong Kong	PLOs 1, 4
5. Demonstrate awareness of professional ethics for using classroom	PLO 5
Course assessment methods	
<ul style="list-style-type: none">• Application of Assessment Framework in daily life• Item Analysis 1• Item Analysis 2• Individual essay	
Course content and topics	
<ul style="list-style-type: none">• Framework for Language Assessment• Reliability and Validity Revisited• Measurement & Classical item analysis• Developing assessment of / for Chinese Speaking and Listening• Developing assessment of / for Chinese Writing• Developing assessment of / for Chinese Reading• Basic concepts of Item Response Theory	
Required / recommended readings and online materials	
<p><u>Framework for Assessment</u></p> <p>Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Rath, J. & Wittrock, M.C. (2001). Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of</p>	

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Bachman, L.F. (1990). Fundamental Considerations in Language Testing. Oxford, Oxford University Press.

*Bachman, L.F. & Palmer, A. (1996). Language Testing in Practice. Oxford, Oxford University Press.

*Bachman, L.F. & Palmer, A. (2010). Language Assessment in Practice. Oxford, Oxford University Press.

**McNamara, T. (2000). Language Testing. Oxford: Oxford University Press

*Hughes, A. (2020). Testing for language teachers (3rd ed.). Cambridge, Cambridge University Press.

Lambert, D., & Lines, D. (2000). Understanding assessment: Purposes, perceptions, practice. London, UK: Routledge Falmer.

Brown, H. Douglas (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education.

**Douglas, D. (2010). Understanding language testing. New York: Routledge.

張凱編 (2013)。語言測試概論。北京：華夏出版社。

Assessment for Learning/ Classroom Assessment/ Assessment in Hong Kong

Airasian, P.W. (2007). 課堂評估：理論與實踐（徐士強譯）。上海：華東師範。

**Bachman, L.F. & Demböck, B. (2018). Language Assessment for Classroom Teachers: Assessment for Teachers. Oxford, Oxford University Press.

Banks, S.R. (2012). Classroom assessment: Issues and practices (2nd ed.). Illinois, USA: Waveland.

McMillan, J. H. (2018). Classroom assessment: Principles and Practice That Enhance Student Learning and Motivation (7th ed.). Boston, USA: Pearson.

Mok, M. M. C. (2010). Self-directed learning oriented assessment. Hong Kong: Pace Publishing Limited.

Classroom assessment: What teachers need to know (8th ed.).

Berry, R. (2008). Assessment for Learning. Hong Kong: Hong Kong University Press.

Biggs, J. (Ed.). (1996). Testing: to educate or to select? Education in Hong Kong at the crossroads. Hong Kong: Hong Kong Education Publishing Co.

Earl, L. M. (2013). Assessment as learning: Using classroom assessment to maximize student learning (2nd ed.). California, USA: Corwin.

岑紹基、羅燕琴、林偉業、鍾嶺崇編 (2011)。中國語文評估理論與實踐。香港：香港大學出版社。

羅燕琴編 (2016)。閱我深意：文言作品學與教的理論與實踐。香港大學出版社。

Assessment Specification/ Item Writing

Davidson, F. & Lynch, B. (2002). Testcraft: a teacher's guide to writing and using language test specifications. New Haven: Yale University Press.

Quantitative Analysis

Bachman, L.F. & Kunnan, A.J. (2004). Statistical Analyses for Language Assessment. Cambridge, Cambridge University Press.

*McNamara, T., Knoch, U & Fan, J. (2019). Fairness, Justice and Language Assessment. Oxford: Oxford University Press.

M. Miller (Author), David Miller (Author), Robert Linn (Author), Norman Gronlund (Author) (2012). Measurement and Assessment in Teaching (11th ed.). Pearson.

張凱 (2002)。標準參照測驗理論研究。北京：北京語言文化大學出版社。

張凱 (2002)。語言測驗理論與實踐。北京：北京語言文化大學出版社。

Software

Zaiontz, C. (2022 Published). Real Statistics Resource Pack for Excel

<https://www.real-statistics.com/>

R & R Studio

<<https://cran.r-project.org/>>

<<https://www.rstudio.com/>>

Other additional course information
[Conducted in Cantonese] Note: Students should be major in Chinese Language or Chinese Literature and have experience in teaching Chinese language