# ET9C1-10 Assessment in TESOL

## 23/24

**Department**
> Applied Linguistics

**Level**
> Taught Postgraduate Level

**Module leader**
> Jason Anderson

**Credit value**
> 10

**Module duration**
> 8 weeks

**Assessment**
> 100% coursework

**Study location**
> University of Warwick main campus, Coventry

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## Description

## Introductory description

Assessment is an essential component of the teaching-learning process. Without it, we cannot know what learning has happened, nor can we plan for future teaching or evaluate our own practice as teachers. In order to teach effectively, we therefore need to understand the theory and practice behind both classroom-based assessment acts and larger-scale standardised assessments in TESOL, as well as the relationship between these. By doing so, we develop both our assessment literacy to manage and monitor learning more effectively and our research literacy by understanding the role that assessment of proficiency and/or learning may play in research.

[Module web page](#)

## Module aims

This module aims to build English language teacher assessment literacy and assessment ability. It is designed for both experienced and novice teachers with no prior knowledge of the field.

It aims to:

1. introduce students to a wide range of practical assessment and feedback activities that can be incorporated into a TESOL curriculum to facilitate effective learning
2. provide a comprehensive understanding of how, when and why teachers can and should

carry out assessment
3. raise student awareness of how differing constructs of language ability, proficiency and competence underpin and influence different approaches to carrying out assessment
4. familiarise students with large-scale standardised assessments in TESOL, the influences that these have on our classrooms and learners, and how teachers can manage these influences appropriately
5. raise student awareness of recent developments and innovations in the field of language teaching assessment
6. develop student literacy in key terminology used to describe and evaluate both formal and informal assessment acts and testing procedures

# Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This indicative module outline offers an overview of the typical topics that are covered each week; actual sessions may differ:

1. Key questions in assessment, including definitions and reasons for carrying out assessment
2. How to assess: an overview of means and an introduction to the informal-formal assessment continuum
3. What to assess: an overview of the constructs (e.g. concepts of proficiency) underpinning assessment acts
4. Analysing assessment activities: classifying and evaluating example activities
5. Classroom-based assessment: structuring assessment within the curriculum and providing effective feedback on learning
6. Standardised assessment: understanding key concepts underpinning large-scale assessment, its uses and how we can help learners to prepare for large-scale tests and examinations
7. Assessing a module on assessment: turning the focus onto how this module is being assessed, evaluating the assignment tasks and assessment criteria themselves
8. Assessment case study: an insight into how an assessment tool was designed, implemented and evaluated for a specific context

# Learning outcomes

By the end of the module, students should be able to:

- Describe a wide range of both classroom-based and large-scale assessment acts and their role in teaching and learning
- Explain how assessment and feedback activities can be incorporated meaningfully into TESOL curricula
- Identify how, when and why teachers can and should carry out acts of assessments
- Use appropriate terminology to describe, compare and evaluate assessment acts along the informal-formal continuum
- Discuss critically the relationship between constructs of language ability or proficiency and

tools designed to assess these
- Identify recent developments in the field of language assessment theory and how these may impact on TESOL practice
- Justify choices of, or changes to, assessment acts in context
- Critically evaluate the value and role of language and learning assessment activities, both classroom-based acts and large-scale standardised testing

## Indicative reading list

Brown, H. D., & Abeywickrama, P. (2019). Language assessment: principles and classroom practices (3rd ed). Pearson.
Douglas, D. (2017). Understanding language testing. Routledge.
Jones, N., & Saville, N. (2016). Learning oriented assessment: a systemic approach. Cambridge University Press.
Murray, N. (2014). Reflections on the implementation of post-enrolment English language assessment. Language Assessment Quarterly, 11(3), 325-337. https://doi.org/10.1080/15434303.2013.824975
Shohamy, E., Or, I. G., & May, S. (2017). Language testing and assessment. Springer.
Wiliam, D. (2011). What is assessment for learning? Studies in Educational Evaluation, 37, 3-14. https://doi.org/10.1016/j.stueduc.2011.03.001

[View reading list on Talis Aspire](#)

## Research element

A number of research approaches in applied linguistics involve assessment of language proficiency or learning. By strengthening students' underlying assessment literacy, this module prepares learners for conducting such research. Students may also opt to investigate aspects of assessment for their dissertations in term 3 (e.g., evaluate a standardised test or formative feedback approach).

## International

The module will incorporate analysis and evaluation of a number of large-scale tests used both in specific national contexts (e.g., the Gaokao exams in China) and internationally (e.g., the IELTS test). It will also encourage reflection of assessment practices and culture in specific national and curricular contexts with which the students are familiar.

## Subject specific skills

- Describe, analyse, compare and evaluate classroom-based and large-scale assessment acts
- Incorporate assessment and feedback activities meaningfully into TESOL curricula so as to facilitate appropriate learning
- Discuss critically the relationship between constructs of language ability or proficiency and tools designed to assess these

- Discuss contemporary theoretical issues in language assessment appropriately
- Justify choices of, or changes to, assessment acts in context

# Transferable skills

- Participate constructively in group discussions
- Structure and communicate ideas effectively in writing
- Plan and manage time and workload to meet deadlines
- Synthesize information from a range of sources
- Make use of assessment acts appropriately, in the light of relevant theories and concepts
- Reflect critically on personal experience and professional practice and relate to relevant theory

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# Study

## Study time

| Type | Required |
|------|----------|
| Lectures | 8 sessions of 2 hours (16%) |
| Private study | 84 hours (84%) |
| Total | 100 hours |

## Private study description

Lectures are interactive, with discussions, tasks and student involvement throughout.
Private study includes guided independent study and reading for assignment, equivalent to around 80 hours.

## Costs

No further costs have been identified for this module.

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# Assessment

You must pass all assessment components to pass the module.

**Assessment group A2**

| | Weighting | Study time | Eligible for self-certification |
|---|---|---|---|
| **Assessment component** | | | |
| 2000 word written assignment | 100% | | Yes (extension) |

Students are offered a number of assignment options, including evaluating current assessment tools, identifying appropriate assessment tools for a specific context and group of learners and proposing potential assessment tools for a pre-designated case study.

**Reassessment component is the same**

## Feedback on assessment

Students will receive written feedback on their assignment through both criteria-referenced assessment (consistent with faculty criteria) and qualitative, discursive evaluation of task achievement with constructive suggestions for how future comparable work could be strengthened.

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# Availability

# Courses

This module is Optional for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research
- Year 1 of TETS-X9PR Postgraduate Taught TESOL
- TETS-X9PS Postgraduate Taught TESOL (Part-time - 2 years)
    - Year 1 of X9PS TESOL (Part-time - 2 years)
    - Year 2 of X9PS TESOL (Part-time - 2 years)