

Student name _____

24/09	25/09	26/09	01/10	02/10	03/10	08/10	09/10	10/10	15/10
16/10	17/10	22/10	23/10	24/10	29/10	30/10	31/10	05/11	06/11
07/11	12/11	13/11	14/11	19/11	20/11	21/11	26/11	27/11	28/11
03/12	04/12	05/12	10/12	11/12	12/12	17/12	18/12	19/12	07/01
08/01	09/01	17/01	18/01	19/01					

READING DISCUSSION 1 (Readings 1 & 2)

1	Title	Date
	<p>Reading 1:</p> <p><u>Alternative assessment options</u> From: Brown, H.D. 2001. <i>Teaching by principles. An interactive approach to language pedagogy</i>. Longman</p> <p><u>Issues in designing authentic assessment</u> <u>Portfolio assessment</u> From: O'Malley, J.M. & Valdez Pierce, L. 1996. <i>Authentic assessment for English language learners</i>. Addison-Wesley.</p> <p><u>Portfolios and conferences</u> From: Genesee, F. & Upshur, J.A. 1996. <i>Classroom-based evaluation in L2 education</i>. Cambridge University Press.</p> <p>Reading 2:</p> <p><u>Testing</u> <u>Glossary</u> From: Bailey, K.M. 1998. <i>Learning about language assessment. Dilemmas, decisions, and directions</i>. Heinle & Heinle</p>	22/10/08
	Score	2%
	Grade obtained	
	Observations	

READING DISCUSSION 2 (Readings 3 & 4)

2	Title	Date
	<p>Reading 3:</p> <p><u>Testing reading</u> <u>Testing listening</u> From: Hughes, A. 2003. <i>Testing for language teachers</i>. Cambridge University Press.</p> <p><u>Teacher-developed pdf documents</u></p> <p>Reading 4:</p> <p><u>Testing vocabulary</u> From: Heaton, J.B.1988. <i>Writing English language tests</i>. Longman</p> <p><u>The design of discrete vocabulary tests</u> From: Read, J. 2000. <i>Assessing vocabulary</i>. Cambridge University Press.</p> <p><u>Tests of grammar and usage</u> From: Heaton, J.B.1988. <i>Writing English language tests</i>. Longman</p> <p><u>Designing test tasks to measure L2 grammar ability</u> From: Purpura, J.E. 2004. <i>Assessing grammar</i>. Cambridge University Press.</p>	12/11/08
	Score	2%
	Grade obtained	
	Observations	

READING DISCUSSION 3 (Readings 5 & 6)

3	Title	Date
	<p>Reading 5:</p> <p><u>Testing writing</u> From: Hughes, A. 2003. <i>Testing for language teachers</i>. Cambridge University Press.</p> <p><u>Scoring procedures for writing assessment</u> From: Weigle, S.C. 2002. <i>Assessing writing</i>. Cambridge University Press.</p> <p>Reading 6:</p> <p><u>Testing oral ability</u> From: Hughes, A. 2003. <i>Testing for language teachers</i>. Cambridge University Press.</p>	17/12/08

	Speaking tasks Developing speaking tasks From: Luoma, S. 2004. <i>Assessing speaking</i> . Cambridge University Press	
	Score	2%
	Grade obtained	
	Observations	

COURSE PRACTICALS

1	Basic concepts in SL/FL learning assessment: traditional vs alternative assessment methods. Comparison essay
GRADE ATTACHED	(3% out of 50%)
GRADE OBTAINED	
OBSERVATIONS	

2	Basic concepts in SL/FL learning assessment: validity, reliability, and practicality. Definition paragraphs (with illustrative example)
GRADE ATTACHED	(3% out of 50%)
GRADE OBTAINED	
OBSERVATIONS	

3	Practical steps to test construction. Outline
GRADE ATTACHED	(3% out of 50%)
GRADE OBTAINED	
OBSERVATIONS	

4	Test analysis: objectives and specifications
GRADE ATTACHED	(3% out of 50%)
GRADE OBTAINED	
OBSERVATIONS	

7	Assessing reading comprehension. Task development
GRADE ATTACHED	(3% out of 50%)
GRADE OBTAINED	
OBSERVATIONS	

8	Assessing listening comprehension. Task development
GRADE ATTACHED	(3% out of 50%)
GRADE OBTAINED	
OBSERVATIONS	

9	Assessing writing. Task development
GRADE ATTACHED	(3% out of 50%)
GRADE OBTAINED	
OBSERVATIONS	

10	Assessing writing. Scoring rubric development
GRADE ATTACHED	(3% out of 50%)
GRADE OBTAINED	
OBSERVATIONS	

11	Assessing writing. Student essay correction and marking
GRADE ATTACHED	(3% out of 50%)
GRADE OBTAINED	
OBSERVATIONS	

12	Assessing speaking. Task development
GRADE ATTACHED	(3% out of 50%)
GRADE OBTAINED	
OBSERVATIONS	

COURSE PAPER	Language test development
HAND IN	Portfolio (Friday 16 th Jan 2009)
GRADE ATTACHED	20% (out of 50%)
GRADE OBTAINED	
OBSERVATIONS	