

Course Name : Assessment and Evaluation in Upper Secondary Education							
Course Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab. (hours/week)	Credits	ECTS
EDU 426	B	Spring	2.00	2.00	0.00	3.00	6.00
Lecturer		Ana Uka, PhD					
Assistant		Albana Cekrezi, PhD					
Course language		English					
Course level		Master					
Description		This course offers knowledge on different forms and strategies of assessment in order to improve learners` knowledge, skills and competence. The emphasis falls on authentic assessment, standardized testing and recent developments. Moreover, students will be familiarized with assessment of students with special needs, students with different types of intelligence and students with different linguistic and cultural background.					
Objectives		Through this course students will understand the importance of the assessment and evaluation of knowledge and not only. They will understand the principles for constructing reliable and valid forms of assessment, not only test. Through this course students will understand the importance of the assessment of knowledge, skills and competence. They will further their knowledge with the main principles of assessment in order to achieve effective assessment. They will get an understanding of the characteristics of standardized tests, new forms of assessment and assessment based on types of intelligence.					
Core Concepts		1.Assessment 2. Standardized tests 3. Principles of assessment 4.Assessment of skills 5. Assessment of micro and macro skills 6. Forms of assessment					
Course Outline							
Week	Topic						
1	Introduction to the course. Explanation of the syllabus, books, materials and assessment of the course.						
2	The linkage between assessment and learning, the aim and roles of assessment. The importance of the assessment of knowledge, skills and competence in English language teaching. Types of assessment, formal and informal assessment, formative and summative.						
3	Approaches to language testing, a brief history. The history of assessment has been in line with the history of teaching methodology. Integrative testing, communicative testing and assessment based on performance.						
4	Influences on assessment. Theories of intelligence, growing popularity of computer-based assessment, alternative assessment. Assessment based on different types of intelligence: linguistic, mathematical, musical, emotional, etc. The influence of intelligence types on assessment. The influence of computer-based assessment. Traditional and alternative assessment, similarities and differences.						
5	Assessment of educational objectives. Bloom`s taxonomy, applying the new taxonomy. Assessing young learners.						
6	Principles of language assessment. The five main principles of the assessment of learning: practicality, reliability, validity, authenticity, and washback. Main elements that influence practicality: time, money and human resources. Reliability of forms of assessment, external factors that influence reliability. Different types of validity, the authenticity of forms of assessment and the importance for learners.						

7	Applying the principles of assessment. Using the principles of assessment to evaluate different forms of assessment upon a variety of scenarios. Each scenario is assessed based on how much practical it is, if it is reliable, valid, if it offers authenticity and washback.
8	Midterm Exam
9	Evaluation of language skills: Skills are classified into two main categories: those with receptive performance and the ones with productive performance. The assessment of speaking skill focuses on micro and macro level. Microskills refer to producing the smaller pieces of language such as phonemes, morphemes, words, collocations and phrasal units. Macroskills imply the speaker's focus on larger elements like: fluency, discourse, function, style, cohesion, and nonverbal communication. The assessment of speaking is done considering the five basic types : imitative, intensive, responsive, interactive and extensive.
10	Assessment of reading. The bottom-up and top-down types of reading. Formative and summative assessment of reading. Genres of reading: academic, job-related, and personal. Macro skills include: developing and using a battery of reading strategies such as skimming, scanning, detecting discourse markers etc. Micro skills include: detection of word classes like nouns, verbs and so on.
11	Assessment of listening: micro and macro skills of listening. The importance of listening is paramount because the quality of speaking depends on the quality of listening. Speaking is a receptive skill and its assessment may require multiple measures. The assessment of listening must be made because we neither observe the actual act of listening nor the product (invisible, audible). The four main types of listening are: intensive, responsive, selective, and extensive. Micro skills refer to attending to the smaller bits and chunks of language like : recognize reduced forms of words. Macro skills focusing on the larger elements of a listening task, such as develop listening strategies such as detecting keywords or guessing the meaning of words from context, etc.
12	Assessment of writing. Genres of written language are: academic writing, job related writing, personal writing. Types of writing performance: imitative, intensive, responsive, extensive.
13	Assessment of writing. Some micro skills of writing involve production of core of words, use appropriate word order patterns. Macro skills involve: distinguish between literal and implied meaning when writing; convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. The assessment of writing is done considering this division.
14	Beyond assessment. Forms of assessment. There are many forms that can be used in assessment like: assessment of group work, peer-assessment, assessment of debates, self-assessment, interviewing, portfolio, oral presentation, assessment of written work, curricular project.
15	Grading and student evaluation. It is essential for all components of grading to be consistent with institutional philosophy or regulations. All of the components of a final grade need to be explicitly stated in writing to students at the beginning of a term of study, with a designation of percentages or weighting figures for each component. Relatively small weights should be allocated to items (oral participation in class) through (punctuality and attendance) so that a grade primarily reflects achievement.
16	Final Exam

Prerequisites	The student must attend the course at a minimum rate of 75%.
Literature	• Popham, James W. (2011) Classroom Assessment: What Teachers Need to Know, 6th Edition, Allyn & Bacon, Boston, MA. • Brown, Douglas, H. (2003). Language Assessment: Principles and Classroom Practices, Longman. • Dunn, L., O'Reilly, M., Parry, S., & Morgan, C. (2004). The Students' Assessment Handbook. Routledge Falmer. • Shaaba, K. A. (2001). Assessment of Young Learners. Forum, Vol 39 (4), 16-28. • Malloy, A. (2021). Seven Essential Considerations for Assessing Young Learners. Retrieved from https://www.modernenglishteacher.com/media/5801/metjan15_malloy. • McKay, P. (2006). Assessing Young Language Learners. Cambridge: Cambridge University Press. • Shaaba, K. A. (2001). Assessment of Young Learners. Forum, Vol 39 (4), 16-28.
References	• Stiggins, R. & Chappuis, J. (2008), "Enhancing Student Learning: Create profound achievement gains through formative assessments", The District Administrator. • Stiggins, R. & Chappuis, J. (2005), "Using student-involved classroom assessment to close achievement gaps", Theory Into Practice, 44(1), 11-18.
Course Outcome	
1	Students will be able to use correctly a wide range of assessment tools.
2	Students will be able to prepare formal and informal forms of assessment.
3	Students will be able to reflect on policies of assessment.
4	Students will be able to use a wide variety of micro and macro skills for each main skill: reading, writing, listening and speaking.
5	Students will analyze the advantages and disadvantages of online assessment.
6	Students will be able to prepare forms of assessment according to principles of assessment.

Course Evaluation			
In-term Studies	Quantity	Percentage	
Midterms	1	30	
Quizzes	0	0	
Projects	0	0	
Term Projects	1	30	
Laboratory	0	0	
Class Participation	1	10	
Total in-term evaluation percent			70
Final exam percent			30
Total			100
ECTS Workload (Based on Student Workload)			
Activities	Quantity	Duration (hours)	Total (hours)
Course duration (Including the exam week: 16x Total hours of the course)	16	4	64
Study hours outside the classroom (Preparation, Practice, etc.)	14	7	98
Duties	1	0	0
Midterms	1	0	0
Final Exam	1	0	0
Other	0	0	0
Total Work Load			162
Total Work Load / 25 (hours)			6.48
ECTS			6.00