| Course Code  | Course<br>Type | Regular<br>Semester  | Lecture<br>(hours/we<br>ek) | Seminar<br>(hours/we<br>ek) | Lab.<br>(hours/we<br>ek) | Credits | ECTS |  |
|--|----------------|--|-----------------------------|-----------------------------|--------------------------|---------|------|--|
| EDU 426  | В              | Spring   | 2.00                        | 2.00                        | 0.00                     | 3.00    | 6.00 |  |
|  |                |  |                             |                             |                          |         |      |  |
|  | Lecturer       | Ana Uka, PhD   |                             |                             |                          |         |      |  |
|  | Assistant      | Albana Cekrezi, PhD  |                             |                             |                          |         |      |  |
| Cour   | rse 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<br>and evaluation of knowledge and not only. They will understand the principles for<br>constructing reliable and valid forms of assessment, not only test. Through this<br>course students will understand the importance of the assessment of knowledge,<br>skills and competence. They will further their knowledge with the main principles<br>of assessment in order to achieve effective assessment. They will get an<br>understanding of the characteristics of standardized tests, new forms of<br>assessment and assessment based on types of intelligence. |                             |                             |                          |         |      |  |
| <b>Core Concepts</b><br>1.Assessment 2. Standardized tests 3. Principles of assessment 4.Assess<br>skills 5. Assessment of micro and macro skills 6. Forms of assessment |                |  |                             | sment of                    |                          |         |      |  |

## **Course Outline**

| Course Outline |  |  |  |  |
|----------------|--|--|--|--|
| Week           | Торіс  |  |  |  |
| 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, mucisal, 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. |  |  |  |

| Applying the principles of assessment. Using the principles of assessment to evaluate different<br>forms of assessment upon a variety of scenarios. Each scenario is assessed based on how much<br>practical it is, if it is reliable, valid, if it offers authenticity and washback.8Midterm ExamPEvaluation of language skills: Skills are classified into two main categories: those with receptive<br>performance and the ones with productive performance. The assessment of speaking skill<br>focuses on micro and macro level. Microskills refer to producing the smaller pieces of language<br>speaker's focus on larger elements like: fluency, discourse, function, style, cohesion, and<br>nonverbal communication. The assessment of speaking is done considering the five basic types :<br>imitative, intensive, responsive, interactive and extensive.10Assessment of reading. Genres of reading: academic, job-related, and personal. Macro skills<br>include: developing and using a battery of reading strategies such as skimming, scanning,<br>detecting discourse markers etc. Micro skills of listening. The importance of listening is<br>paramount because the quality of speaking depacing down the quality of listening are:<br>intensive, responsive, selective, and extensive.11Assessment of witting. Genres of written language are: academic writting, job related writing,<br>personal writting. Types of writting linvolve: distinguish between lineral ad implied<br>meaning of words. Macro skills of writing involve greating them and of words form context,<br>etc.12Assessment of writing. Genres of written language are: academic writting, job related writing,<br>personal writting. Types of writting linvolve: distinguish between literal ad implied<br>meaning when writing; convey links and connection distening theral ad iteral ad<br>exemplied and only work, peer-assessment of written work, curr   | 7         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. 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 speaking excluse, and extensive.           11         Assessment of writing. Genres of written language are: academic writing, job related writing, early requires. 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, etct.   |    |  |
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|  | 16 Final Exam  | 15 | 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   |
| 16 Final Exam  |  | 16 | Final Exam   |

| Pro          | erequisites  | The student must attend the course at a minimum rate of 75%.  |  |  |  |
|--------------|--|---|--|--|--|
| Literature   |  | <ul> <li>Popham, James W. (2011) Classroom Assessment: What Teachers Need to Know, 6th Edition, Allyn &amp; Bacon, Boston, MA.</li> <li>Brown, Douglas, H. (2003). Language Assessment: Principles and Classroom Practices, Longman.</li> <li>Dunn, L., OReilly, M., Parry, S., &amp; Morgan, C. (2004). The Students` Assessment Handbook. Routledge Falmer.</li> <li>Shaaba, K. A. (2001). Assessment of Young Learners. Forum, Vol 39 (4), 16-28.</li> <li>Malloy, A. (2021). Seven Essential Considerations for Assessing Young Learners. Retrieved from https://www.modernenglishteacher.com/media/5801/metjan15_malloy.</li> <li>McKay, P. (2006). Assessing Young Language Learners. Cambridge: Cambridge University Press.Shaaba, K. A. (2001). Assessment of Young Learners. Forum, Vol 3 (4), 16-28.</li> </ul> |  |  |  |
|              | References   | <ul> <li>Stiggins, R. &amp; Chappuis, J. (2008), "Enhancing Student Learning: Create profound achievement gains through formative assessments", The District Administrator.</li> <li>Stiggins, R. &amp; Chappuis, J. (2005), "Using student-involved classroom assessment to close achievement gaps", Theory Into Practice, 44(1), 11–18.</li> </ul>  |  |  |  |
| Course Outco | ome  |   |  |  |  |
| 1            | Students wi  | Il be able to use correctly a wide range of assessment tools.   |  |  |  |
| 2            | Students wi  | 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                        |          |            |  |
| Total                                     |          |            |  |
| ECTS Workload (Based on Student Workload) |          |            |  |

| Activities   | Quantity | Duration<br>(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  |          |                     |               |  |
| Total Work Load / 25 (hours)   |          |                     |               |  |
| ECTS   |          |                     |               |  |