SYNOPSIS
Teachers constantly have to make judgements about the proficiency levels of their students. With the present emphasis on the goals of second language teaching being more communicative, teachers have to develop skills beyond pen and paper tests to developing skills in oral and aural tests also. The present emphasis on outcomes-based education also emphasises the need for assessment. This course examines the current knowledge about second language testing. The course will introduce students to the different types of language tests and their purposes. It will look at how language proficiency is measured and the ways scores are interpreted. It will also discuss the criteria for good tests: reliability and validity. Students will have practice in devising their own tests in which they will demonstrate their understanding of the principles of second language testing.

OBJECTIVES
On successful completion of this course students will be able to:

- discuss different types of language tests and their purposes;
- describe different types of scales that are used in measurement;
- demonstrate their knowledge in scoring and interpreting test data;
- discuss the importance of reliability and validity in testing;
- demonstrate their understanding of test construction by developing tests of language proficiency.

TOPICS
Description                                      Weighting (%)
------------------------------------------------  ------------
1. Purposes and types of language measurement     10.00
2. Measurement scales 10.00
3. Scoring and interpreting data 15.00
4. Test reliability 10.00
5. Test validity 10.00
6. Preparing tests in four macroskills 35.00
7. Preparing tests of grammar and vocabulary 10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tr>
<td>Assessment</td>
<td>25</td>
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<tr>
<td>Directed Study</td>
<td>68</td>
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<tr>
<td>Private Study</td>
<td>50</td>
</tr>
<tr>
<td>Tutorial</td>
<td>28</td>
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# ASSESSMENT DETAILS

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<th>Marks Out of</th>
<th>Wtg(%)</th>
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<th>Due Date</th>
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<td>ASSIGNMENT</td>
<td>5.00</td>
<td>5.00</td>
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<td>04 Apr 2003</td>
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<tr>
<td>ESSAY ASSIGN (1500-2000 WORDS)</td>
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<td>REFLECTIVE JOURNALS</td>
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**NOTES:**

- Students must submit a Journal with each piece of assessment.

**OTHER REQUIREMENTS**

1. Over the three assignments and seminars presentation or keeping a reflective journal, students will be expected to achieve half the marks.
2. Students must submit all three assignments and the reflective journal (if option taken).