



Universidad
de Alcalá

GUÍA DOCENTE

EVALUACIÓN

ASSESSMENT

Máster en Formación del Profesorado

Universidad de Alcalá

Curso Académico 2020/2021

GUÍA DOCENTE

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|------------------------------|------------------------------|
| Nombre de la asignatura: | Evaluación |
| Código: | 200994 |
| Departamento: | Filología Moderna |
| Área de Conocimiento: | Filología Inglesa |
| Carácter: | Obligatoria |
| Créditos ECTS: | 4 |
| Cuatrimestre: | 2º |
| Profesorado: | Alberto Lázaro |
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| Idioma en el que se imparte: | Inglés |

1. MODULE DESCRIPTION

This course will explore the principles of language assessment and provide participants with opportunities to develop assessment skills and a variety of techniques within a foreign language classroom.

2. COMPETENCES¹

Basic competences:

- CB7 – Know how to apply the acquired knowledge and problem-solving skills in new or little-known environments within broader (or multidisciplinary) contexts related to their field of study.
- CB9 – Know how to communicate conclusions, knowledge and final reasoning in front of both specialist and non-specialist audiences clearly and unambiguously.
- CB10 – Acquire the learning skills that will enable the students to continue studying in a largely self-directed or autonomous manner.

Generic competences:

- CG2 - Plan, develop and evaluate the learning and teaching process with a view towards enhancing educational processes that facilitate the acquisition of the competences of the teaching of English as a foreign language, all based on the level and previous training of students as well as the orientation of the same, both individually and in collaboration with other teachers and school professionals.
- CG3 – Seek, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

¹ Adapted from the *Memoria de Verificación* of the Master's Degree.

- CG8 – Design and carry out formal and informal activities that contribute to making the center a place of participation and culture within the environment where it is located.
- CG8 – Develop the functions of mentoring and guiding students in a collaborative and coordinated manner.
- CG8 – Participate in the evaluation, research and innovation of the learning and teaching processes.

Specific competences:

On completion of the course participants will be expected to be able to:

- CE21 – Know assessment strategies and techniques.
- CE21 – Understand assessment as an instrument of regulation and stimulus to effort
- CE22 – Know and apply innovative teaching proposals in the field of teaching English as a foreign language.
- CE24 – Identify problems related to the teaching and learning of English as a foreign language and suggest alternatives and solutions.

3. MODULE CONTENTS

| Units | Credits |
|--|---|
| 1. Assessment vs. evaluation 1.1. Key terms 1.2. Evaluating the learning and teaching processes 1.2. Prejudices and problems 1.3. Needs analysis 1.4. Why do we assess? 1.5 Assessment objectives | <ul style="list-style-type: none"> • 0.5 |
| 2. Language assessment: key issues 1.1. Formal assessment vs. informal assessment 1.2. Mixed-ability classes 1.3. Peer and self-assessment possibilities 1.4. Assessment for learning 1.5. Qualities of a “good” test 1.6. Computer-based testing | <ul style="list-style-type: none"> • 0.5 |
| 2. Assessing oral skills 2.1. Introduction 2.2. The importance of informal assessment 2.3. Formal assessment of speaking 2.4. Oral assessment criteria 2.5. Self-assessment and peer assessment | <ul style="list-style-type: none"> • 1 |

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|---|---|
| 3. Assessing written work 3.1. Introduction 3.2. Assessing grammar and writing 3.3. Test formats 3.4. Ways of reducing marking 3.5. Marking compositions 3.6. Self-assessment and peer assessment of writing | <ul style="list-style-type: none"> • 1 |
| 4. Assessing receptive skills 4.1. General issues 4.2. Ways of assessing students' listening and reading skills informally 4.3. Designing listening and reading tasks for assessment 4.4. Reading and listening performance criteria 4.5. Hearing Tests 4.6. Self-assessment and peer assessment | <ul style="list-style-type: none"> • 1 |

A week-by-week schedule of face-to-face session topics and activities will be provided at the start of the course.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

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| Class-contact hours: 25 hours | There will be <ul style="list-style-type: none"> • 21 scheduled face-to-face sessions • 4 group tutorials |
| Guided independent learning: 75 hours | This time includes studying class notes, reading materials, critical writing and materials design. |

Nota: Si las autoridades sanitarias consideraran necesaria la suspensión de la actividad docente presencial, ésta continuaría con la metodología online hasta que se levantara la suspensión, momento en el que se volvería a la modalidad presencial.

4.2. Learning activities

It will be an interactive classroom. An experiential, hands on approach, will be used to involve the participants in real materials development tasks. The emphasis will be on techniques and resources, though essential theoretical questions will be raised and discussed.

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| Whole group activities | <ul style="list-style-type: none"> • Introduction and overview of concepts, techniques and strategies. • Analysis and discussion of selected materials. |
| Pair and group work | <ul style="list-style-type: none"> • Debate on diverse topics. |

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|--------------------------------|--|
| | <ul style="list-style-type: none"> • Analysis and discussion of selected assessment tasks, techniques and tools. • In-class correction of activities. • Identification of assessment problems. • Proposal for informed solutions to assessment problems. |
| Workshops | <ul style="list-style-type: none"> • Preparation and discussion of assessment tasks. • Critical viewing of case study videos. |
| Microteaching | <ul style="list-style-type: none"> • Practice of teaching and assessment skills in a simulated classroom. • Review of a teaching session in order to get constructive feedback from peers. |
| Group and individual tutorials | <ul style="list-style-type: none"> • Small group tutorials provide a valuable opportunity for individualized teaching and learning. • Interested students can attend individual tutorials by appointment to explore issues they find particularly challenging or interesting, to discuss problems with either course material or study strategy. |

Students will be supported through the University Virtual Learning Environment (VLE), which will be used as a supplement to the module, as a tool for self-study activities and independent revisions of module materials, as well as for class communication. It can be accessed via the [Aula Virtual](#).

Students are expected to read the set texts and materials in the VLE before they are discussed in class. It is the student's response to and knowledge of those materials that mainly matter.

5. ASSESSMENT

Assessment procedures

Due to the characteristics of this module, overall assessment of the student will be undertaken on a continuous basis; therefore, students cannot request assessment through the final assessment option for the "convocatoria ordinaria". This measure has been approved by the Master's Degree Academic Committee in its ordinary session of 17th February 2020.

Reassessment ("convocatoria extraordinaria"):

There will be a reassessment opportunity at the end of the second semester. This will take the form of a summative paper over the material covered during the module. This paper will include one single assignment: planning a test that should focus on the four skills discussed in this module (listening, speaking, reading and writing). It will constitute 100% of the resit mark.

Assessment criteria

Course assignments will be marked on the basis of:

- Thoroughness: accurate grasp of the requirements of the tasks (clear aims, appropriate correction criteria, ...).
- The quality of the assessment tasks: the activities are valid and adequately reflect the objectives, the length is appropriate for the time available ...
- Knowledge, understanding and appropriate application of the theoretical and practical principles discussed in this course.
- Originality, in going beyond simple reliance on material provided in the contents of the course, and creativity in bringing novel approaches and ideas to the work. Originality and creativity may be demonstrated in content and/or in presentation.
- High standards of presentation, in terms of written expression, and/or audiovisual material, if required, and in the combination of the two.

Assessment instruments

The assessment of the students' achieved learning outcomes will be based on a combination of participation in the classroom, written assignments and a final paper in the following proportions:

- Participation: 20%
- Written assignments: 40%
- Final paper: 40%

Students are required to attend all the face-to-face sessions. Attendance will be monitored and repeated absence without good reason (such as illness) may result in failure. A minimum of 80% attendance at teaching sessions will be required to achieve a pass in this module. The class participation component will be assessed in terms of the level of students' engagement in the face-to-face sessions, the quality of their contributions, their preparation for class activities and their attitude. A detailed rubric for participation in class will be provided by the teacher.

Students are warned that plagiarism will not be tolerated. Plagiarism consists of using someone else's ideas without acknowledging the author. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. It is the students' responsibility to make themselves aware of the University regulation on evaluation and plagiarism (see article 34 of *Normativa de evaluación de los aprendizajes*). Any plagiarism found in the final version of a paper will be penalised and could result in the failure of the module.

Grading descriptors

- **Outstanding (MH):** Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved to an exceptionally high level. Written assignments and the final paper show that students have read and thought at a level well beyond what is expected on the module. Students are always well-prepared for discussion in face-to-face-sessions and participate actively in all activities.

- **Excellent (SS):** Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved to a very high standard and most at an exceptionally high level. Written assignments and the final paper show all or most of the appropriate characteristics expected for this type of work. Students are practically always well-prepared for discussion in face-to-face sessions and participate actively in all activities.
- **Very Good (N):** Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Written assignments and the final paper have a good foundation in the prescribed reading and build on ideas put forward in contents of the module. Students participate actively in face-to-face sessions and activities, and have done most of the preparation.
- **Satisfactory (A):** Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Written assignments and the final paper show some of the appropriate characteristics expected for this type of work. Students sometimes participate in face-to-face sessions and occasionally contribute to discussions.
- **Fail (S):** Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Written assignments and the final paper show limited understanding of the basic principles, concepts and teaching strategies of the module. Students' participation is scarce and when they participate, they are often not prepared or they do not say much.

6. BIBLIOGRAPHY

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