Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
"Амурский государственный университет"

УТВЕРЖДАЮ
Проректор по учебной и научной работе
_____ Лейфа _____ А.В. Лейфа
_14 июня 2024 г._____

РАБОЧАЯ ПРОГРАММА

«ТЕСТИРОВАНИЕ И ОЦЕНИВАНИЕ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ / TESTING AND ASSESSMENT IN TEACHING FOREIGN LANGUAGES»

Направление подготовки 45.04.02 Лингвистика

Направленность (профиль) образовательной программы – Современные технологии преподавания английского языка (на английском языке) Modern technologies in teaching English

Квалификация выпускника – Магистр

Год набора – 2024

Форма обучения – Очная

Курс ____2____ Семестр ____3____

Экзамен 3 сем

Общая трудоемкость дисциплины 180.0 (академ. час), 5.00 (з.е)

Составитель Н.В. Маковей, доцент, канд. пед. наук

Факультет международных отношений

Кафедра перевода и межкультурной коммуникации

2024

Рабочая программа составлена на основании Федерального государственного образовательного стандарта ВО для направления подготовки 45.04.02 Лингвистика, утвержденного приказом Министерства науки и высшего образования Российской Федерации от 12.08.20 № 992

Рабочая программа обсуждена на заседании кафедры перевода и межкультурной коммуникации

_____ 01.04.2024 г. _____ , протокол № 8

Заведующий кафедрой _____ Ма _____ Т.Ю. Ма

СОГЛАСОВАНО

Учебно-методическое управление

_____ Чалкина _____ Н.А. Чалкина

_____ 14 июня 2024 г. _____

СОГЛАСОВАНО

Научная библиотека

_____ Петрович _____ О.В. Петрович

_____ 14 июня 2024 г. _____

СОГЛАСОВАНО

Выпускающая кафедра

_____ Ма _____ Т.Ю. Ма

_____ 14 июня 2024 г. _____

СОГЛАСОВАНО

Центр цифровой трансформации и технического обеспечения

_____ Тодосейчук _____ А.А. Тодосейчук

_____ 14 июня 2024 г. _____

1. ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Цель дисциплины:

The overall purpose of this course is to offer participants an introduction to main principles of educational evaluation and language testing and to raise awareness of the mechanics of designing evaluations and developing language tests.

Задачи дисциплины:

By the end of the course students will:

· be able to distinguish the concepts of assessment, testing, research and evaluation;
· develop an understanding of the principles and purposes underlying evaluation;
· become familiar with the variety of procedures to be used for an evaluation;
· be able to identify and use criteria for the evaluation of textbooks and materials; understand the purposes and procedures of teacher evaluation;
· be able to discuss uses of language tests for different purposes and contexts;
· develop basic competence in writing classroom tests and evaluating published tests;
· become familiar, at a basic level, with the concerns of professional test writers;
· become familiar with the stages and activities in language test development;
· understand the nature and purpose of alternative methods of second language assessment such as oral interviews, portfolios and self assessment;
· become aware of issues related to second language assessment such as reliability, validity, fairness, rater's bias, test taker's characteristics, holistic versus analytical assessment;
· be able to identify different types of tests (both teacher-prepared and standardized) and various types of test items;
· be able to design different testing exercises to measure students' learning and competence;
· use testing terminology to describe test elements; · be able to distinguish between well and poorly written test items.

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

This course is an integral part of the curriculum in the field of study 45.04.02 Linguistics and it is compiled by the participants of the educational process. To do the course successfully, students have to study interconnected courses: Elementary pedagogy and psychology, English for specific purposes, Modern educational technologies in teaching foreign languages. The knowledge obtained as a result of studying this course can help to undertake academic internship and work experience internship.

3. КОМПЕТЕНЦИИ ОБУЧАЮЩЕГОСЯ, ФОРМИРУЕМЫЕ В РЕЗУЛЬТАТЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ И ИНДИКАТОРЫ ИХ ДОСТИЖЕНИЯ

3.1 Профессиональные компетенции и индикаторы их достижения

Код и наименование профессиональной компетенции	Код и наименование индикатора достижения профессиональной компетенции
PC-2. The participant of the educational process is able to assess the knowledge of students effectively using tests and other controlling methods in accordance with their real capabilities.	IPC-1 PC-2 The participant of the educational process knows how to assess the knowledge of English effectively using tests and other controlling methods in accordance with the real studying capabilities of students. IPC-2 PC-2 The participant of the educational process is able to assess the knowledge of English effectively using tests and other controlling methods in accordance with the real studying capabilities of students. IPC-3 PC-2 The participant of the educational process has a good command of methods for assessment of the

knowledge of English in students.

4. СТРУКТУРА ДИСЦИПЛИНЫ

Общая трудоемкость дисциплины составляет 5.00 зачетных единицы, 180.0 академических часов.

1 – № п/п

2 – Тема (раздел) дисциплины, курсовая работа (проект), промежуточная аттестация

3 – Семестр

4 – Виды контактной работы и трудоемкость (в академических часах)

4.1 – Л (Лекции)

4.2 – Лекции в виде практической подготовки

4.3 – ПЗ (Практические занятия)

4.4 – Практические занятия в виде практической подготовки

4.5 – ЛР (Лабораторные работы)

4.6 – Лабораторные работы в виде практической подготовки

4.7 – ИКР (Иная контактная работа)

4.8 – КТО (Контроль теоретического обучения)

4.9 – КЭ (Контроль на экзамене)

5 – Контроль (в академических часах)

6 – Самостоятельная работа (в академических часах)

7 – Формы текущего контроля успеваемости

1	2	3	4									5	6	7
			4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9			
1	Testing, assessing, and teaching	3			5								10	Discussion, exercises, tests
2	Principles of language assessment	3			5								10	Discussion, exercises, tests
3	Designing classroom language tests	3			5								10	Discussion, exercises, tests
4	Standardized testing	3			5								10	Discussion, exercises, tests
5	Standards-based assessment	3			5								10	Discussion, exercises, tests
6	Assessing listening	3			6								10	Discussion, exercises, tests
7	Assessing speaking	3			6								10	Discussion, exercises, tests
8	Assessing reading	3			6								10	Discussion, exercises, tests
9	Assessing writing	3			6								10	Discussion, exercises, tests
10	Beyond tests: alternatives in	3			7								7	Discussion, exercises, tests

	assessment											
11	Exam	3								0.3	26.7	
	Итого		0.0	56.0		0.0	0.0	0.0	0.3	26.7	97.0	

5. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

5.1. Практические занятия

Наименование темы	Содержание темы
Testing, assessing, and teaching	Assessment and teaching: informal and formal assessment, formative and summative assessment, normreferenced and criterion- referenced tests. Approaches to language testing: a brief history: discrete-point and integrative testing, communicative language testing, performance- based assessment. Current issues in classroom testing, new views on intelligence, traditional and "alternative" assessment, computer-based testing.
Principles of language assessment	Practicality. Reliability: Student-related reliability. Rater reliability. Test administration reliability. Test reliability. Validity: Content- related evidence. Criterion-related evidence. Construct- related evidence. Consequential validity. Face validity. Authenticity. Washback. Applying Principles to the Evaluation of Classroom Tests.
Designing classroom language tests	Language aptitude tests, proficiency tests, placement tests, diagnostic tests, achievement tests. Practical steps to test construction: assessing clear, unambiguous objectives, drawing up test specifications, devising test tasks, designing multiple- choice test items. Scoring, grading, and giving feedback.
Standardized testing	Advantages and disadvantages of standardized tests. Developing a standardized test. Standardized language proficiency testing. Four standardized language proficiency tests. Test of English as a Foreign language (TOEFL). Michigan English Language Assessment Battery (MEIAB), International English Language Testing System (lELTS) Test of English for International Communication (TOEIC).
Standards-based assessment	ELD Standards. ELD Assessment. CASAS and SCANS. The consequences of standards- based and standardized testing. Ethical issues: critical language testing.
Assessing listening	Basic types of listening. Micro- and macroskills of listening. Designing assessment tasks: intensive listening, responsive listening, selective listening, extensive listening.
Assessing speaking	Micro- and macroskills of speaking. Designing Assessment Tasks: imitative speaking, intensive speaking, responsive speaking, interactive speaking, extensive speaking.
Assessing reading	Microskills, macroskills, and strategies for reading.

	Types of reading. Designing Assessment Tasks: perceptive reading, selective reading, interactive reading, extensive reading.
Assessing writing	Types of writing performance. Micro- and macroskills of writing. Designing Assessment Tasks: imitative writing. Intensive (controlled) writing. Issues in assessing responsive and extensive writing. Responsive and extensive writing
Beyond tests: alternatives in assessment	Performance- based assessment. Portfolios. Journals. Conferences and interviews. Observations. Self- and peer-assessments.

6. САМОСТОЯТЕЛЬНАЯ РАБОТА

№ п/п	Наименование темы (раздела)	Содержание темы (раздела)	Трудоемкость в академических часах
1	Testing, assessing, and teaching	Reading references, summary of main ideas, learning basic terms, watching a video (https:// languagetesting.info [https:// languagetesting.info/]), writing a report	10
2	Principles of language assessment	Reading references, summary of main ideas, learning basic terms, watching a video (https:// languagetesting.info [https:// languagetesting.info/]), writing a report	10
3	Designing classroom language tests	Reading references, summary of main ideas, learning basic terms, watching a video (https:// languagetesting.info [https:// languagetesting.info/]), writing a report	10
4	Standardized testing	Reading references, summary of main ideas, learning basic terms, watching a video (https:// languagetesting.info [https:// languagetesting.info/]), writing a report	10
5	Standards-based assessment	Reading references, summary of main ideas, learning basic terms, watching a video (https:// languagetesting.info [https:// languagetesting.info/]), writing a report	10
6	Assessing listening	Reading references, summary of main ideas, learning basic terms, watching a video (https:// languagetesting.info [https:// languagetesting.info/]), writing a report	10
7	Assessing speaking	Reading references, summary of main ideas, learning basic terms, watching a video (https:// languagetesting.info [https:// languagetesting.info/]), writing a report	10
8	Assessing reading	Reading references, summary of main ideas, learning basic terms, watching a video (https:// languagetesting.info [https:// languagetesting.info/]), writing a report	10

| 9 | Assessing writing | Reading references, summary of main ideas, learning basic terms, watching a video (https:// languagetesting.info [https:// languagetesting.info/]), writing a report | 10 | |
| 10 | Beyond tests: alternatives in assessment | Reading references, summary of main ideas, learning basic terms, watching a video (https:// languagetesting.info [https:// languagetesting.info/]), writing a report | 7 | |

7. ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

1. Flipped Classroom. The Flipped Classroom Model basically involves encouraging students to prepare for the lesson before the class starts. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity

2. Design Thinking. This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although "Design Thinking" is a structured method, in practice it can be quite messy as some cases may have no possible solution. However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity.

3. Self-learning. Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. The key is to let students focus on exploring an area which interests them and learn about it for themselves.

8. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Questions and tasks to do at the exam

1) What is the difference between norm-referenced tests, criterion-references tests, and performance tests? Match decision types (placement, admission, achievement, and diagnosis) to test types.

2) Examine various language test item formats critically, and create test items in at least one format.

3) Calculate the mean, mode, median, and standard deviation for test score datasets.

4) Interpret and calculate standardized test scores.

5) Construct histograms representing test score data and interpret the histograms for the purpose of test improvement.

6) Demonstrate practical knowledge of Pearson Product Moment and point biserial correlation coefficients by interpreting coefficients, and calculating them.

7) Develop a basic working knowledge of constructing test items and item scoring strategies for the four skills of writing, speaking, reading, and listening.

8) Define test reliability, and successfully calculate test reliability for norm-referenced tests and performance tests.

9) Define test validity, and discuss the use of item content validation for the purposes of developing an argument for test validity.

10) Identify alternative approach currently used in our secondary education system.

9. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

а) литература

1. International Language Standard. Teaching IELTS : учебно-методическое пособие / составители Я. П. Филиппова. — Барнаул : Алтайский государственный педагогический университет, 2016. — 90 с. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: https:// www.iprbookshop.ru/102704.html (дата обращения: 27.03.2024). — Режим доступа: для авторизир. пользователей

2. Khusnulina, R. R. The Guide to TOEFL IBT (Reading tests) : учебник / R. R. Khusnulina. — Казань : КНИТУ, 2016. — 88 с. — ISBN 978-5-7882-2049-9. — Текст : электронный // Лань : электронно- библиотечная система. — URL: https:// e.lanbook.com/ book/102160 (дата обращения: 27.03.2024). — Режим доступа: для авториз. пользователей.

3. Приходько, В. С. Academic English for International Exams. Parts 1 and 2 : учебное пособие / В. С. Приходько ; под редакцией С. Г. Николаев. — Ростов- на- Дону : Издательство Южного федерального университета, 2015. — 257 с. — ISBN 978-5-9275-1749-7. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: https:// www.iprbookshop.ru/78647.html (дата обращения: 27.03.2024). — Режим доступа: для авторизир. пользователей

б) программное обеспечение и Интернет-ресурсы

№	Наименование	Описание
1	Google Chrome	Бесплатное распространение по лицензии google chromium http:// code.google.com/ intl/ ru/ chromium/ terms.html на условиях https:// www.google.com/ chrome/ browser/privacy/eula_text.html.
2	LibreOffice	Бесплатное распространение по лицензии GNU LGPL https://ru.libreoffice.org/about-us/license/
3	Electronic library «IPRbooks» www.iprbookshop.ru	This electronic library has an access to different books and manuscripts in all main scientific fields (science, technology, medicine, social and human sciences).
4	Electronic library «Uright» https://urait.ru/	This electronic library has more than 4000 books, most of which are textbooks and study guides for all levels of professional education.

в) профессиональные базы данных и информационные справочные системы

№	Наименование	Описание
1	https:// languagetesting.info	The purpose of the Language Testing Resources web site has always been to act as a reference guide to language testing related resources on the Internet by providing a history of, and links to, language testing related information, including publications that are freely available on other domains. The resources on language testing, such as articles, features, videos and audio, are made freely available for language teachers, language testers, and students of language testing, applied linguistics, and languages.
2	httpshttp:// haskinslabs.org/	Haskins Laboratories is an independent, international, multidisciplinary community of researchers conducting basic research on spoken and written language. Exchanging ideas, fostering collaborations, and forging partnerships across the sciences, it produces groundbreaking research that enhances our understanding of – and reveals ways to improve or remediate—speech perception and production, reading and reading disabilities, and human communication.
3	http://www.learner.org/	As part of its mission to advance excellent teaching in American schools, Annenberg Learner funds and distributes educational video programs – with coordinated online and print materials – for the professional

		development of K-12 teachers. Many programs are also intended for students in the classroom and viewers at home, with videos that exemplify excellent teaching. Annenberg Learner also partners with impactful organizations to provide other means of achieving this goal. As part of the Annenberg Foundation, Learner supports the Foundation's mission to encourage the development of more effective ways to share ideas and knowledge.

10. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

The lessons are conducted in special classrooms aimed for lectures, seminars, term projects, individual and class work as well as for continuous and midterm assessment. The classrooms are equipped with task-specific furniture and study aids which help to show information in a classroom with a lot of people. All the classrooms correspond to current fire and occupational health and safety regulations [https:// www.multitran.com/ m.exe? s=fire +and +occupational +health +and +safety +regulations&l1=1&l2=2]. Every student has an individual unlimited access to electronic libraries and information educational environment of the university. There is necessary licensed software. Students can work individually in the classrooms equipped with computers that have access to the Internet and the information educational environment of the university.