GUÍA DOCENTE

EVALUACIÓN

ASSESSMENT

Máster en Formación del Profesorado de E.S.O., Bachillerato, F.P. y Enseñanza de idiomas

Curso Académico 2024/2025
2º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	**Evaluación**
Código:	**200994**
Titulación en la que se imparte:	Máster en Formación del Profesorado de E.S.O., Bachillerato, F.P. y Enseñanza de idiomas
Departamento y Área de Conocimiento:	**Filología Moderna** **Filología Inglesa**
Carácter:	**Obligatoria**
Créditos ECTS:	**4**
Cuatrimestre:	**2ª**
Profesorado:	**Alberto Lázaro**
Horario de Tutoría:	**Por determinar**
Idioma en el que se imparte:	**Inglés**

1.a PRESENTACIÓN

Esta asignatura explora los principios de la evaluación de la enseñanza de la lengua inglesa y proporciona al estudiantado oportunidades para desarrollar destrezas de evaluación y una variedad de técnicas para su uso en la clase de inglés como lengua extranjera.

1.b PRESENTATION

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This module 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. COMPETENCES AND LEARNING OUTCOMES

Basic and generic competences

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:

- CG1 - Know the content of the curriculum in the corresponding teaching specialty, and be familiar with relevant teaching and learning processes.
- 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.
- 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:

- CE21 – Know assessment strategies and techniques.
- CE21 – Understand assessment as an instrument of regulation and stimulus to effort.

Learning outcomes

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

- Know the theoretical and practical developments of teaching and learning English, with special attention to recent trends in language assessment.
- Acquire criteria for the selection and development of educational material, mainly tests, exams and assessment tasks.
- Foster a climate that facilitates learning and values student contributions.
- Integrate audiovisual and multimedia communication training into the teaching-learning process.
- Know assessment strategies and techniques and understand assessment as an instrument of regulation and stimulus to effort.

3. MODULE CONTENTS

This module covers all the contents included in the verification report approved by the National Agency for Quality Assessment and Accreditation of Spain (ANECA), which are the following:

- The evaluation of the teaching and learning process.
- Assessment in the English language classroom: Why do we assess? Some prejudices and problems.
- Formal" vs. "Informal" assessment.
- Peer and self-assessment.
- Qualities of a "good" test.
- Assessment of speaking.
- Assessment of written expression.
- Assessment of listening and reading comprehension.

These contents are structured in the following units, which also cover some other aspects of assessment according to current regulations:

Units	Credits
1. Assessment vs. evaluation 1.1. Key terms 1.2. Evaluating the learning and teaching process 1.3. Prejudices and problems 1.4. Possible solutions 1.5. Needs analysis	• 0,75
2. Language assessment: key issues 2.1. Why do we assess? 2.2. Assessment objectives 2.3. Techniques: peer and self-assessment possibilities 2.4. Procedures: formal assessment vs. informal assessment. Qualities of a good test. 2.5. Instruments: the value of rubrics	• 0,75
3. Assessing linguistic comprehension 3.1. General issues 3.2. Ways of assessing comprehension informally 3.3. Designing comprehension tasks for assessment 3.4. Oral and reading performance criteria 3.5. Peer and self-assessment possibilities	• 0,5
4. Assessing language production 4.1. Introduction 4.2. The importance of informal assessment 4.3. Formal assessment of oral and written production 4.4. Marking oral tasks and written compositions 4.5. Ways of reducing marking	• 0,5

5. Assessing the interactional competence
  5.1. Introduction
  5.2. Assessing oral and written interaction through learning situations
  5.3. Formal assessment of oral and written interaction
  5.4. Instruments for the assessment of interaction
  5.5. Peer and self-assessment possibilities
	• 0,5

6. How to assess mediation
  6.1. What is mediation?
  6.2. Implementing assessment tasks for mediation
  6.3. Mediating creative texts for formative assessment
  6.4. Oral and written mediation exams
  6.5. Designing written and oral mediation rubrics
	• 0,5

7. Assessing the plurilingual and the cultural competences
  7.1. Introduction
  7.2. The role of plurilingualism in language assessment: the European Language Portfolio
  7.3. The assessment of intercultural learning situations
  7.4. The challenge of designing suitable tests and rubrics
  7.5. Peer and self-assessment possibilities
	• 0,5

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

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Scheduled face-to-face sessions: 25 hours	There will be lectures, seminars and workshops, practical simulations, discussion sessions, case studies, as well as analysis of materials selected for practical sessions.
Guided independent learning: 75 hours	This time includes studying class notes, reading materials, critical writing and materials design.

4.2. Methods, materials and didactic resources

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.

Whole group activities	• Introduction and overview of concepts, techniques and strategies. • Analysis and discussion of selected materials.
Pair and group work	• Debate on diverse topics. • 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	• Preparation and discussion of assessment tasks. • Critical viewing of case study videos.
Microteaching	• Practice of teaching and assessment skills in a simulated classroom. • Review of a teaching session in order to get constructive feedback from peers.
Individual tutorials	• Interested students can attend individual tutorials by appointment to explore issues they find particularly challenging or interesting, to discuss problems with either module 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.

5. ASSESSMENT

Continuous and formative assessment

The overall assessment of the student will be undertaken on a continuous basis and in accordance with the UAH learning assessment regulations.[1] Due to the characteristics of this module, 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"):

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[1] Se the UAH *Normativa de evaluación de los aprendizajes* -
https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf

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 specific competences discussed in this module (comprehension, production, interaction and mediation). It will constitute 100% of the resit mark.

Assessment criteria

Students will be assessed on their ability to:

1) Show their understanding of assessment strategies and techniques.
2) Demonstrate their knowledge and awareness of formative assessment of English as a foreign language in secondary compulsory education and *Bachillerato*.
3) Prepare tasks that aim to assess language comprehension, production, interaction and mediation.
4) Apply innovative assessment proposals for the English classroom.
5) Identify problems related to the assessment of English as a foreign language and suggest alternatives and solutions.
6) Plan and prepare for seminars, keeping up with reading assignments, preparing appropriate materials, and selecting tasks for discussion activities in class.
7) Participate consistently and effectively in all learning activities.
8) Reflect on their performance, learn to accept feedback and take responsibility for their own learning.
9) Present a position, construct an argument and discuss issues, using coherent, accurate oral and written expression.

Assessment procedures

The assessment of the students' achieved learning outcomes will be based on the following components:

- Participation
- Written assignments
- Final paper

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. Plagiary 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.

Assessment activities must follow the guidelines set in the Universidad de Alcalá *Regulations on Coexistence Rules*. Regarding the implications of irregularities

committed during the assessment, there are consequences for committing academic fraud as outlined in the *Regulation of the Disciplinary Student Regime of Universidad de Alcalá*.

Marking 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 module.
- Originality, in going beyond simple reliance on material provided in the contents of the module, 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 criteria		Procedures	Weighting
An ability to: 6) Plan and prepare for seminars, keeping up with reading assignments, preparing appropriate materials, and selecting tasks for discussion activities in class. 7) Participate consistently and effectively in all learning activities. 8) Reflect on their performance, learn to accept feedback and take responsibility for their own learning.	**C o u r s e w o r k**	Participation and self-assessment rubrics	20%
An ability to: 1) Show their understanding of assessment strategies and techniques. 3) Prepare tasks that aim to assess language comprehension, production, interaction and mediation. 5) Identify problems related to the assessment of English as a foreign language and suggest alternatives and solutions. 9) Present a position, construct an argument and discuss issues, using coherent, accurate oral and written expression.		Written assignments	40%
An ability to: 1) Show their understanding of assessment strategies and techniques. 2) Demonstrate their knowledge and awareness of formative assessment of English as a foreign language in secondary compulsory education and *Bachillerato*. 3) Prepare tasks that aim to assess language comprehension, production, interaction and mediation. 4) Apply innovative assessment proposals for the English classroom. 5) Identify problems related to the assessment of English as a foreign language and suggest alternatives and solutions. 9) Present a position, construct an argument and discuss issues, using coherent, accurate oral and written expression.		Final paper	40%

Marking 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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