Faculty of Education and Arts  
School of Humanities & Social Science  

LING6040 – Language Testing and Evaluation  

Important Additional Information  

Written Assignment Presentation and Submission Details  

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **On-campus students** should submit a hard copy of each assignment **in class** on the due date, unless otherwise arranged with the lecturer before the due date, in addition to the electronic submission which is also required.
- **Please do not submit assignments for LING6040 to the Student Hubs.**

- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work**: Because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages**: of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet**: All hard copy assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/), **signed** and **dated**.
- **Do not fax or email assignments**: For on-campus students, only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin

In addition to hard copy submission by on-campus students, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available at [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Take-home assignment - 20%, due **23 March 2010**
- Test specifications – 20%, due **13 April 2010**
- Individual test construction project - 30%, due **11 May 2010**
- Trial administration and critical analysis of test - 30%, due **1 June 2010**

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. For on-campus students, assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.
Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes:

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online.

Refer to ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available at http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result, in the course to which the assessment item contributes, has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer to http://www.newcastle.edu.au/study/forms/).
Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker, whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer to ‘Re-marks and Moderations - Procedure 000769’ available at [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer to ‘Infoskills’ available at [www.newcastle.edu.au/services/library/tutorials/infoskills/index.html](http://www.newcastle.edu.au/services/library/tutorials/infoskills/index.html)

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available at http://www.newcastle.edu.au/currentstudents/index.html

Assessment Details

1. Take-home assignment (20%), due Tuesday, 23 March 2010
In this assignment you will reflect on your own experiences with testing, in the light of what you are learning about concepts and issues in language testing (detailed guidelines will be given on Blackboard).

2. Test specifications (20%), due Tuesday, 13 April 2010
Write a set of Test Specifications for a comprehensive ESL proficiency OR achievement test, including: (1) Test specifications; (2) Instructions to candidates; (3) Criterial levels of performance. For the purpose of this assignment, you should consult Chapter 7 of the course textbook (Hughes 2003).

3. Test construction (30%), due Tuesday, 11 May 2010
Write a set of between 20 and 30 test items for each of the following principal language skills: listening, reading, writing, speaking, grammar/vocabulary. For the purposes of this assignment, you should consult the respective chapters of the course textbook (Hughes 2003).

4. Test administration and analysis (30%), due Tuesday, 1 June 2010
Integrate your test items from Assignment 3 into a comprehensive ESL test, after revision on the basis of feedback in class. Do a trial test administration and collect the test data, using at least one non-native speaker and one native speaker of English. Analyse the results, in about 1000-1200 words (detailed guidelines for analysis will be given on the course Blackboard site).

Assignments in this course will normally be submitted to the lecturer in class on the due date, as well as electronically as described above.

Additional Details

While every effort is made to ensure the accuracy of this information prior to printing, please note that important information regarding assessment, including possible changes and updates, will be announced by the Course Coordinator during the semester, in lectures and via the course Blackboard site.

The table on the following page summarises the marking criteria applied within the School of Humanities and Social Science.
Grading guide

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
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<td></td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
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<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<td>65% to 74%</td>
<td>Credit (C)</td>
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<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
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<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
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<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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Schedule of Lectures

<table>
<thead>
<tr>
<th>Week</th>
<th>Date (Tue)</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2 Mar</td>
<td>Overview of course and language testing issues</td>
</tr>
<tr>
<td>2</td>
<td>9 Mar</td>
<td>Types and purposes of tests</td>
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<tr>
<td>3</td>
<td>16 Mar</td>
<td>Aspects of measurement in language testing</td>
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<tr>
<td>4</td>
<td>23 Mar</td>
<td>Stages of test development; Assignment 1 due</td>
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<tr>
<td>5</td>
<td>30 Mar</td>
<td>Testing methods and types of test questions</td>
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<td></td>
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<td><strong>Mid-Semester Recess: Friday 2 April – Friday 9 April</strong></td>
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<tr>
<td>6</td>
<td>13 Apr</td>
<td>Testing specific skills: reading, listening; Assignment 2 due</td>
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<tr>
<td>7</td>
<td>20 Apr</td>
<td>Testing specific skills: writing, speaking</td>
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<td>8</td>
<td>27 Apr</td>
<td>Validity in language testing</td>
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<td>9</td>
<td>4 May</td>
<td>Reliability; subjective and objective scoring</td>
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<td>10</td>
<td>11 May</td>
<td>Analysing test data; Assignment 3 due</td>
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<td>11</td>
<td>18 May</td>
<td>Testing overall ability; communicative language testing</td>
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<td>12</td>
<td>25 May</td>
<td>Language proficiency tests</td>
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<tr>
<td>13</td>
<td>1 June</td>
<td>No lecture; Assignment 4 due</td>
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Examination period: Tuesday 8 June – Friday 25 June (no final exam for LING6040)