به نام ایزد دانا

(کاربرگ طرح درس) تاریخ به­روز رسانی:

دانشکده علوم انسانی نیمسال اول سال تحصیلی-1399-1400

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| مقطع: کارشناسی□ کارشناسی ارشد\* دکتری□ | | | تعداد واحد: نظری2 عملی... | | فارسی: سنجش و ارزشیابی | | نام درس |
| پیش­نیازها و هم­نیازها: | | | | | لاتین: Testing and assessment | |
| شماره تلفن اتاق: | | | | مدرس/مدرسین:هادی فرجامی | | | |
| منزلگاه اینترنتی: | | | | پست الکترونیکی: hfarjami@semnan.ac.ir | | | |
| برنامه تدریس در هفته و شماره کلاس:یک شنبه 10-12؛ دوشنبه 8-10 | | | | | | | |
| اهداف درس: : آشنایی با مفاهیم بنیادین ازمون سازی- ـتوانش زبانی در متون تخصصی حوزه ارزشیابی- انواع آزمون - آزمون های معروف- فرایند تهیه ازمون | | | | | | | |
| امکانات آموزشی مورد نیاز: اینترنت- کامپیوتر- پلتفرم | | | | | | | |
| امتحان پایان­ترم | امتحان میان­ترم | ارزشیابی مستمر(کوئیز) | | فعالیت­های کلاسی و آموزشی | | نحوه ارزشیابی | |
| 5 |  | 5 | | 10 | | درصد نمره | |
| 1. HD Brown (20. Language Assessment: Principles and Classroom Practice- 2. L. F. Bachban. 1990. Fundamental consideration n language testing. Oxford. | | | | | | منابع و مآخذ درس | |

**بودجه­بندی درس**

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| **توضیحات** | **مبحث** | **شماره هفته آموزشی** |
| Important Notes: Each session will be divided into 3 sections: 1) textbook study (mainly Brown & Bachman)- this is like a classic textbook reading activity-- understanding and discussion, 2) practical projects and exploration, which can be based on internet addresses, activities and further readings in LAPCP or projects and readings assigned by the teacher, where students will visit, study and report back in writing, 3) student short presentations, in which a student will be assigned a topic or reading and report to the class or teach with Farjami taking the role of a facilitator. The other student will also have the same task to prepare for participating in the discussion, except that they will not present. | Introduction and orientation—The general nature of the language construct—ACTFLE Guidelines  Further Exploration: Other guidelines and band descriptors | **1** |
|  | A) Chapter 1. in Brown ( Narrow Reading)/ visit addresses on pp. 15.  B) follow-ups to Ch 1 (Exercises, exploring Further reading, a survey of Bachman’s book (table of contents and likely more) | **2** |
|  | A) Chapter 2 in Brown  B) Chapters 2&3 in Bachman | **3** |
|  | Chapter 3 Chapter 3 Designing Classroom Language Tests | **4** |
|  | Chapter 4 Standards-Based Assessment  Chapter 5 Standardized Testing | **5** |
|  | Chapter 6 Assessing Listening | **6** |
|  | Chapter 7 Assessing Speaking | **7** |
|  | Chapter 8 Assessing Reading | **8** |
|  | Chapter 9 Assessing Writing | **9** |
|  | Chapter 10 Assessing Grammar and Vocabulary | **10** |
|  | Chapter 11 Grading and Student Evaluation | **11** |
|  | Chapter 12 Beyond Letter Grading | **12** |
|  | Further Language teaching concepts and issues | **13** |
|  |  | **14** |
|  |  | **15** |
|  |  | **16** |