



## **Towards a Better Assessment Tool for Undergraduate Interpreting Courses: Status Quo in Mainland China and Beyond**

**WU Zhiwei**

**Guangdong University of Foreign Studies, Guangdong**

This paper discusses the reliability and validity issues of assessment methods in undergraduate interpreting courses offered in mainland China. Insofar as the end-of-term tests for different interpreting courses (e.g. consecutive interpreting, E-C/C-E interpreting, topic-based interpreting), the existing assessment tool is somewhat identical to one another, without placing the different purposes of courses into perspectives. They invariably adopt the C-E and E-C consecutive interpreting as the test tool. This one-size-fits-all assessment tool is problematic in evaluating the progress and achievement of students in the courses and do very little to provide feedbacks to students about where they are and where they should be, which should have been the central functions of achievement test and formative test of the courses. In light of this, this paper traces the reasons of this unanimous use of assessment method in the interpreting courses and explains how interpreting teachers have negotiated with the Grading Scheme stipulated in the colleges and universities in mainland China. Under this context, the paper reports a case study, which explores the possibilities of adopting portfolio assessment in undergraduate interpreting courses in mainland China. The case study focuses on the feasibilities of self-assessment and collaborative projects in the undergraduate courses and incorporating these assessment methods into the Grading Scheme in mainland China. Finally, the paper examines the reliability and validity of the existing end-of-term tests and points to the different constructs in different interpreting courses. Building on this, a set of revised end-of-term test components is proposed, for measuring students' achievement and offering on-going feedbacks to them, as a crucial part of the portfolio assessment.