



**ETAS 32<sup>nd</sup> Annual Conference**  
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**So what do ETAS\* TEACHERS need**  
**to know about 'reading TEA'?**

**\*Examiners, testers, assessors.....and ???s**

# What is TEA?

- T is for Testing
- E is for Examining (and also for Evaluation)
- A is for Assessment

So what do we need for our TEA?

## **Why do we need all three, T, E and A?**

- What are the differences between T, E, E & A?
- In what ways is assessment better than testing?
- In what ways is testing better than assessment?
  
- Testing can be both formative & summative
- Assessment can be both formative & summative
- Exams are by definition summative - bigger, more significant, more stressful ( see Patten)

# The Wh-questions of TEA

- Who – target population
- Why – purpose
- What – test ‘content’
- How – test type, response format
- When – time, day, stage of learning cycle
- Where – location, resources needed

## The 'Who?' factors

- Size of target population
- Age
- Level (if known)
- L1
- Nationality (cultural norms of TEA)
- Learner type
- Gender

## The 'Why?' factors – test purpose

- Formative – assessment for learning
- Summative – assessment of learning

N.B. LOLA

- Placement
- Diagnostic
- Progress
- Proficiency
- Achievement/attainment
- Aptitude

## **‘What?’ – test focus**

,kompetenz-orientiert’ – i.e. not just knowledge, knowledge **and** skills, but we can only test and assess performance

Knowledge of:

Lexis, grammar, phonology, rules of form and rules of use, spelling, punctuation etc.

Skills: Listening, speaking, reading, writing and thinking (?integrated skills)

Strategic skills

Special skills (e.g. presentation, reading aloud)

## **‘How?’ – test types and response formats**

- Many different test types used around the world – how do we decide which to use when?
- ‘Horses for courses’ – what criteria can we apply to determine suitability for purpose?
- Coverage, test economy, markability, administrability, replicability, sustainability, validity, reliability, impact/washback, practicality



# Validity

‘A test is valid if it does what it’s meant to.’

Types of validity:

Construct

Content

Scoring – make the marks meaningful\*

Face

Concurrent

\*Criterion-referenced v norm-referenced grading

# Reliability

- Test-retest reliability
- Inter-rater reliability
- Intra-rater reliability

# How to improve reliability

- Make the test longer (more items, not more time)
- Improve the test instructions and rubric
- Make administration procedures more consistent
- Provide clear itemwriter guidelines/test specs.
- Make scoring criteria objective/more explicit
- Make scoring procedures more consistent
- Provide criteria open to common interpretation
- Train those responsible for assessment

# **Key issues of design and delivery in TEA**

- Authenticity
- Efficiency
- Speed
- Transparency to stakeholders
- Currency and transportability (the CEFR)
- Effective use of available evidence (e.g. EVP)
- Effective use of available technology (CATs)
- Trialling, piloting, pre-testing, validation
- The 'F-words' of TEA

# What about ‘Classroom Testing’? It can be...

- actively involving and fun to do
- a collaborative activity (pair and group tests)
- designed by learners
- for formative purposes, not (just) for marks
- involve learners in correction and feedback
- a positive part of the teaching-learning process
- a field of innovation and experiment, not a part of teaching that follows convention and ritual

## **What about the 'A' in TEA?**

- How can we best assess our learners?
- Regular/ongoing/continuous assessment
- Peer assessment
- Self assessment
- Portfolio assessment

# **What is portfolio assessment?**

‘An assessment portfolio is a principled collection and selection of a learner’s work, assembled over time, as accumulated evidence of learning and personal growth, of aptitude and attitude, progress and proficiency, commitment, organisation, presentation skills and potential.’

# **So what about testing, examining & assessing READING SKILLS? We need to**

decide if we need to test, assess or set an exam

identify the target group's context

be clear as to test purpose(s)

identify key principles & constraints

decide on level, topics, tasks, text types, test types

identify appropriate marking schemes

be clear as to the reading skills involved

be sure our judgements actually reflect reading skills