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THE IMPORTANCE OF DEVELOPING TEACHERS' ASSESSMENT LITERACY COMPETENCE

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THE IMPORTANCE OF DEVELOPING TEACHERS' ASSESSMENT LITERACY COMPETENCE

ANNOTATION

The following article is based on the action research done among English as foreign language (EFL) educators to identify the language assessment literacy level; hence, educational assessment has always been an integral element of teaching. The principle aim in undertaking the following research was to investigate the language assessment level of EFL teachers at Higher Educational Institutions (HEI) and mitigate the barriers to success in gaining procedural/conceptual level of assessment literacy. There are many studies on language assessment literacy, taking the definition of assessment literacy as the root and focusing on the competence of language teachers, there exist several definitions. They will include a range of skills related to the test production, test score analysis, and the roles/functions of assessment in education and society. The following research was undertaken with the help of two data collection methods: qualitative and quantitative. Qualitative method helped to identify the perception of teachers the language testing and assessment and generate the answers. Test with authentic and contextualized scenarios was used as quantitative method. Both data helped to identify the level of teachers' assessment literacy. A total of 103 EFL educators from three language universities: Uzbekistan state university of world languages, Samarkand state institute of foreign languages and Nukus state pedagogical institute named after Ajiniyaz, were involved in the study. The result showed that the gap between

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БАҲОЛАШ КОМПЕТЕНЦИЯСИНИ ТАКОМИЛЛАШТИРИШДА ПЕДАГОГЛАРНИНГ ИМКОНИЯТЛАРДАН ФЙДАЛАНИШЛАРИ ЗАРУРЛИГИ ХУСУСИДА

АННОТАЦИЯ

Мазкур мақола педагогларнинг баҳолаш компетенцияси даражасини аниқлаш бўйича олиб борилган тадқиқотлар натижаларининг таҳлиliga бағишланган.

Талабаларнинг билим, кўникма ва малакаларини баҳолаш таълим тизимининг муҳим қисми ҳисобланади. Халқаро тажрибада педагогларнинг баҳолаш компетенцияси масаласига оид кўрлаб тадқиқотлар олиб борилган ва ушбу изланишларнинг барчаси педагогларнинг баҳолаш компетенцияси даражасини такомиллаштириш бўйича таклиф ва тавсияларни ишлаб чиқишга қаратилган.

Мазкур тадқиқотнинг асосий мақсади – олий таълим ўқитувчиларининг баҳолаш компетенцияси даражасини аниқлаш ҳамда концептуал даражани эгаллашда мавжуд камчиликларни таҳлил қилиш ҳамда таклифлар киритишдан иборат. Тадқиқотимиз натижалари сифат ва миқдор кўрсаткичларининг таҳлили асосида аниқланди. Сифат кўрсаткичи педагогларнинг баҳолаш жараёнидаги фикр-мулоҳазаларини билиш ҳамда натижаларни умумлаштиришга имкон берди. Миқдор кўрсаткичи тест ва сўровнома усуллари орқали амалга оширилди ва қўлланилган бу икки усул педагогларнинг баҳолаш компетенцияси даражасини аниқлашга ёрдам берди. Тадқиқот жараёнида республи-

subject matter knowledge and pedagogy of assessment can be bridged by aligning pre-service and in-service teacher programs. The consistency in developing teachers' language assessment competence can be reached if conducting a clear and well-developed assessment course in practicing classroom assessment.

Key words: language assessment literacy, competence, in-service program, pre-service program.

канинг олий таълим муассасалари, жумладан, Ўзбекистон давлат жаҳон тиллари университети, Самарқанд давлат чет тиллари институти ва Ажиниёз номидаги Нукус давлат педагогика институтида фаолият юритаётган 103 нафар педагог иштирок этди. Тадқиқот натижасида педагоглар баҳолаш компетенцияси даражасининг пастиги аниқланди. Мазкур муаммонинг таҳлили бўлажак педагогларни тайёрлашда, яъни магистратура ҳамда малака ошириш курсларида талабаларнинг билим, кўникма ва малакаларини баҳолаш бўйича етарли даражада назарий ҳамда амалий билим берилмаслиги ҳамда мазкур муаммо бўйича фан блоклари мазмунини тўлдириш ва ўқув адабиётларини яратиш ҳамда уни муомалага киритиш муҳимлиги аниқланди ва бу борадаги таклифлар тақдим этилди.

Калит сўзлар: педагогларнинг баҳолаш компетенцияси, компетенция, бўлажак мутахассисларни тайёрлаш дастури, малака ошириш дастури.

INTRODUCTION

Assessment has been historically used as a prime indicator of students' success related to education and used to detect and highlight differences in students' learning in order to rank students according to their achievement [A. Davidheiser, 2013]. Russian scholar V.S. Avanesov [Avanesov, 2000] states, that every demand to find the beginning of tests implementation is equal to the demand to find out the beginning of the river. There are many evidences that evaluation and assessment have long history, however the methods of assessment did not stay still. As, the world development progressed, the evolution of assessment also continued to progress. Thus, the methods of testing the knowledge vary through the history, but besides the changes the outcome was developing and educating skillful specialists. Richard West mentioned that evolution of language testing inevitably lags behind that of language teaching, and while this may be true of those places where innovation is most vigorous and most readily accepted, it is by no means true everywhere in the world. Both language teaching and language testing, as they are interrelated, are falling into three stages since the Second World War: 1) grammar/translation approach; 2) audio-lingual/structural approach, 3) communicative approach. Each of these approaches has its own characteristics of the test items. The purpose of evolution of assessment techniques was to eliminate some shortcomings of the previous stage. Today in global era both teaching and testing are based on communicative approach, which is based on the replication of the reality. Implementation of various assessment techniques to evaluate and improve students' performance demands a clear perception and accurate use of assessment methodology. The fact that teachers are the key actors [R. Stiggins, 1991] in choosing, developing, administering, scoring and interpreting the assessment methods requires teachers to have basic understanding of high and low-

quality assessment techniques and apply the knowledge successfully in the process of measuring students' achievements. As, understanding and implementing effective classroom assessments are essential to increase students' achievements [R. Marzano, 2000]. The responsibilities in language testing and assessment placed upon language teachers increases the interest in developing teachers' assessment literacy. Thus, it is important to run the programs to increase the awareness and provide knowledge about assessment methodology before teachers start professional career.

When the Presidential decree 1875, "On further improvement of foreign language teaching and learning" was issued, aimed at bringing up a highly educated young generation with a broad outlook, a new system of education was established in Uzbekistan. The main objective of the system was – to improve the quality, accessibility, efficiency and strengthening the practical approach to education. All in-service and pre-service programs developed the curriculum based on the innovative ways of teaching methodology for future language teachers. However, the interrelation of teaching and assessment was missed. So, educators knew the best methods of teaching, but they failed in implementing the best methods of assessment. Existence of the gap of teachers' assessment literacy needs adequate guidance to build the capacity of both pre-service and in-service teachers. The following study will try to highlight the reasons of teachers not being prepared to use assessment effectively to promote students' learning, analyze the data and make decisions. The research was conducted with EFL teachers of language universities in Uzbekistan.

LITERATURE REVIEW

Language Assessment Literacy (LAL)

The discussions on the role of teachers in the assessment process and their competence in this area brought to the emergence of one of the concepts that we call "assessment literacy". This term was invented by Stiggins [Stiggins, 1991], which requires teachers to know "what they are assessing, why they are doing it, how best to assess the skill, knowledge of interest, how to generate good examples of students' performance, what can potentially go wrong with the assessment, and how to prevent that from happening" [Elcin, 2018]. The development and practical implementation of the language test is a complex process [John Pill and Luke Harding, 2013]. The impact of the test is, nevertheless, real and possibly far-reaching, not only for test takers, but also for a wide range of stakeholder groups. Those groups who use language test scores for further decisions, and are not actively involved in the construction of the test materials, may come to assumptions about tests, testing process and outcomes that are at odds with what is intended or can be endorsed by the language testing community. Such misconceptions may have serious consequences for decision making based on the test scores but have seldom been explored and, indeed, are rarely available for scrutiny [John Pill and Luke Harding, 2013].

There are many studies on language assessment literacy, taking the definition of assessment literacy as the root and focusing on the competence of language teachers, there exist several definitions. They will include a range of skills related to the test

production, test score analysis, and the roles/functions of assessment in education and society [Inbar-Lourie, 2013]. According to Fulcher [Fulcher, 2012; 125] “the knowledge, skills and abilities required to design, develop, maintain or evaluate large-scale standardized and/or classroom based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice. The ability to place knowledge, skills, processes, principles and concepts within wider historical, social, political and philosophical frameworks in order to understand why practices have arisen as they have, and to evaluate the role and impact of testing on society, institutions, and individuals”. Taylor [Taylor, 2009; 24] emphasizes language assessment literacy as “the level of knowledge, skills and understanding of assessment principles and practice that is increasingly required by other test stakeholder groups, depending on their needs and contexts”. Malone [Malone, 2013; 329] also defined it as “language teachers’ familiarity with testing definitions and application of this knowledge to classroom practices in general and specifically to issues related to assessing language”. On the other hand, Scarino [Scarino, 2013; 310] defined LAL as “the assessment of student achievements, teacher knowledge, understanding and practices of assessment”. Finally, LAL may be regarded as additional competencies when compared to assessment literacy and added that it is the combination of assessment literacy skills and language specific skills [Inbar-Lourie, 2017].

Five stages of literacy are identified and described in Achieving scientific literacy: From purposes to practices [Bybee, 1997]: illiteracy, nominal literacy, functional literacy, procedural and conceptual literacy and multidimensional literacy. A brief description of each – transformed to relate to language assessment – is given below, based on Bybee’s categories as expanded and applied by Kaiser and Willander 2005 [John Pill and Luke Harding, 2013; 383].

Illiteracy:	Ignorance of language assessment concepts and methods
Nominal literacy:	Understanding that a specific term relates to assessment, but may indicate a misconception
Functional literacy:	Sound understanding of basic terms and concepts
Procedural and conceptual literacy:	Understanding central concepts of the field, and using knowledge in practice
Multidimensional literacy:	Knowledge extending beyond ordinary concepts including philosophical, historical and social dimensions of assessment

Focusing on each level descriptors we may reasonably expect English as foreign language (EFL) teachers at the Higher Educational Institutions (HEI) to master assessment literacy level at the “procedural and conceptual literacy level”, as teachers should be skilled in choosing, developing, administering, scoring and interpreting the results of both externally-produced and teacher-produced assessment methods. Thus, the following research is based on identifying whether the EFL teachers at HEI gain suitable level of LAL, and through this diagnostic, investigate the empirical evidence

of the gaps that influence the professional engagement.

For these two major reasons, there is an urgent need for the investigation of Uzbekistan HEI teachers' language assessment literacy level considering teachers' assessment needs. This study utilized a professional learning community context to probe the development of Uzbekistan language teachers' assessment literacy through the following research questions:

1. Do EFL teachers have professional competence in language assessment literacy?
2. What are the barriers to the success in gaining procedural and conceptual literacy level in Uzbekistan HEI?

PROBLEM STATEMENT

Given the importance of a teacher's assessment literacy, higher educational institutions need sufficient guidance to build this capacity for both pre-service and in-service teachers. This is the main reason why assessment literacy is most likely absent or missed in teachers' professional development program and master department curriculum.

This study aims at developing assessment literacy of pre-service and in-service language teachers during masters' department program and a program of teachers' professional development. Research on teachers' advanced training programs has shown that ongoing, sustained professional development is more effective than ad-hoc, one-shot workshops designed to improve teachers' classroom practices [Kim Koh etl, 2018]. As Tierney [Tierney, 2006; 259] suggests, "Rather than one-shot training session delivered by assessment experts, more collaborative professional development projects that significantly involve educators at the local level will be needed".

Eventually in-service teachers (especially novice teachers) are expected to have already basic acquired knowledge and skill in assessment. Thus, a foundation course should be required at Masters training department for students specializing as future language teachers. Also, ongoing, sustainable advanced training courses to improve and update classroom practices should be held for in-service teachers. Establishing this mechanism will offer continuous input for educators and provide the needed level of assessment literacy.

METHOD

Study design

This study adopted qualitative and quantitative research methods to investigate the level of assessment literacy at HEI in Uzbekistan, and curriculum/program design assessment literacy for pre-service and in-service language teachers.

In the next section we introduce the Uzbekistan's educational system with the focus on language curriculum reforms at HEI.

The Educational System in Uzbekistan

The decree of the first President of the Republic of Uzbekistan on "Measures for Improvement of Foreign Languages Learning System" was declared under the Law of the Republic of Uzbekistan "On Education" and the National Program of Personnel Training.

As a result, a comprehensive system of teaching foreign languages, aimed at upbringing of harmoniously developed, highly educated, modern-thinking young generation, the further integration of the republic into the world community was established in the country. To ensure the implementation of measures for the further development of learning foreign languages, and to upgrade and improve the quality of training of qualified teachers of foreign languages for secondary schools, vocational colleges, academic lyceums and HEI in line with international standards the following reform was acknowledged. Uzbekistan State University of World Languages was determined as the state basic educational and scientific-methodological institution for the system of continuous education in foreign languages, which was assigned the following tasks and functions:

- training of qualified foreign language teachers for secondary schools, vocational colleges, academic lyceums and higher educational institutions, possessing modern pedagogical and information-communication technologies of teaching foreign languages;

- development and continuous improvement of the state educational standards, curricula, textbooks and teaching aids for foreign languages for the entire system of continuous education in accordance with international standards, involving, as appropriate, international consultants;

- development and implementation of modern methods of teaching foreign languages at all educational institutions of continuous education as well as institutions of training and retraining of teachers in foreign languages with regard to international experience;

- training and retraining of teachers and methodologists of foreign languages, especially of specialized universities and institutions of training and retraining of teachers.

The university is one of the workplaces where teachers are expected to fix these functions effectively: train future foreign language teachers and assess their knowledge in each skill. Teachers are responsible for all assessment related activities, but how knowledgeable and competent they are in assessing their learners is open to discussion [Elcin Olmezer-Ozturk & Belgin Aydin, 2018]. Thus, as a starting point the level of assessment literacy of teachers should be determined. This identification is vital because by detecting the strength and weaknesses of language teachers, the need for developing assessment literacy could be specified. Based on these needs language testing and assessment (LTA) course in pre-service education and teachers' professional development programs related to LTA can be designed and developed.

Participants

The participants of the study included 103 EFL teachers from three language universities of Uzbekistan: Uzbekistan State University of World Languages, Samarkand State Institute of Foreign Languages and Nukus State Pedagogical Institute. As Uzbekistan State University of World Languages is the state basic educational university, the major number of teachers was from this university. The teachers were selected from the same faculties thus, the number of participants depended on the engagement to the same faculty, Table 1. The universities were selected with the approval of the Ministry of Higher and Secondary Specialized Education.

Table 1. Number of participants from each HEI

№	Higher Educational Institutions	Number of Participants
1.	Uzbekistan State World Languages University	52 EFL teachers
2.	Samarkand State Institute of Foreign Languages	26 EFL teachers
3.	Nukus State Pedagogical Institute	25 EFL teachers
Total:		103 EFL teachers

Data Collection

Data collection was undertaken from December 2018 to May 2019. Official letter was provided from the Ministry of Higher and Secondary Specialized Education to the research institutions to gain the permission for research. The data for this study were collected in line with two research methods: qualitative and quantitative. Qualitative method helped to identify the perception of teachers on language testing and assessment and generate the answers. The adopted version of the Fulcher's (2012) LAL survey (Appendix A) was chosen as a qualitative method. This survey deals with the issue of "What are the assessment needs of language teachers?" [Fulcher, 2012; 118].

The LAL survey includes three sections and can be found in Appendix A. The first part of the survey requires respondents to answer whether they have ever taken a course on LAL and decide what are the skills they need to develop, and which topics should be included in a language testing/assessment course. The second part of the survey included several language testing and assessment topics, where participants had to rate their level of satisfaction with the knowledge they have. The rate descriptors were organized in the following scale: very dissatisfied, dissatisfied, neutral, satisfied, and very satisfied. The third part was asking participants to provide any comments that would help to understand their needs in language testing and assessment.

The second research method was quantitative. This tool was designed to provide objectivity. At the quantitative research method we have used 10 test questions. To provide the authenticity of each question, they were contextualized and designed in the form of the scenario. Participants had to read the scenarios and choose the answer which will meet their action (Appendix B). Each correct answer deserved 1 point. Both data were collected in paper-pencil manner, participants were given time to complete both data. The demographic features of participants are presented in the following Table 2.

Table 2. Participants' demographic features

Demographic features of participants	Uzbekistan State World Languages University	Samarkand State Institute of Foreign Languages	Nukus State Pedagogical Institute	
Age	25-30	13	12	6
	30-40	27	10	11
	40-50	9	3	6
	50+	3	1	2

Number of teaching courses	One	5	9	6
	Multi	47	17	19
Level of teaching courses	Year 1		6	10
	Year 2	16	9	8
	Year 3	19	7	4
	Year 4	17	4	3

RESULTS AND DISCUSSIONS

The first research method was the survey adopted from Fulcher's [Fulcher, 2012] LAL survey. This method helped to identify "What are the assessment needs of language teachers?" Here teacher's ideas per each question are analyzed and the results presented below. The first question is "Have you ever taken an entire course on language assessment as a part of your teacher training program?" The analysis showed 44% of respondents have taken a course on language assessment and 56% of them have never taken, this settles that 56% of teachers do not have knowledge on LTA.

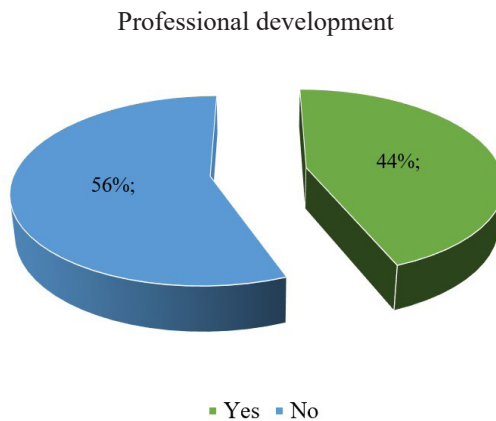


Figure 2. Percentage of involvement in professional development programs on LTA (N=103)

The second question: "When have you last studied a language testing, which parts of your course have you considered most relevant to your teaching?" The answers were calculated out of 44% (=45 teachers) of respondents who took part in professional development programs (based on the 1 question result). Table presents the responses and number of respondents in rank.

Table 4. Topics relevant to teaching (N=45)

Responses	Number of respondents (rank)
Assessing reading, writing, speaking and listening	12 (1)
How to make tests based on CEFR for EFL learners	11 (2)
Evaluating and criticizing language tests	6 (3=)
Rubric development	6 (3=)
Giving feedback	5 (5)
Methodology	4 (6)
Validity, reliability practicality of test designing	1 (7=)

The third question was aimed to identify the skills participants need to develop. The problem aroused with this question as teachers did not understand the conceptual meaning of this question. Participants provided answers connected with language skills they need to develop further assessment skills.

The second part of the survey included several language testing and assessment topics, where participants had to rate their level of satisfaction with the knowledge they had. The rate descriptors were organized in the following scale: very dissatisfied, dissatisfied, neutral, satisfied, and very satisfied. Table presents the results of participants' self-assessment.

Table 5. Participants self-assessment (N=103)

Assessment topics	Number of respondents				
	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
History of language testing	-	28	23	21	-
Design of language assessment for speaking and listening	-	15	20	38	-
Design of language assessment for reading and writing	-	15	17	39	-
Deciding what to test	-	14	18	40	-
Writing test items	-	10	23	42	-
Writing test specifications	-	19	16	37	-
Use of basic statistics	-	18	23	33	-
Rubric development	-	8	29	42	-
Principles of educational measurement	-	11	31	22	-
Authenticity in language assessment	-	8	32	40	-

The third part starts with the question 5 which asks "If you were to take a course in language assessment, what topics should be developed?" The data presented below helps to make a conclusion that 56% of teachers who did not take any course on language testing and assessment could not suggest any topics.

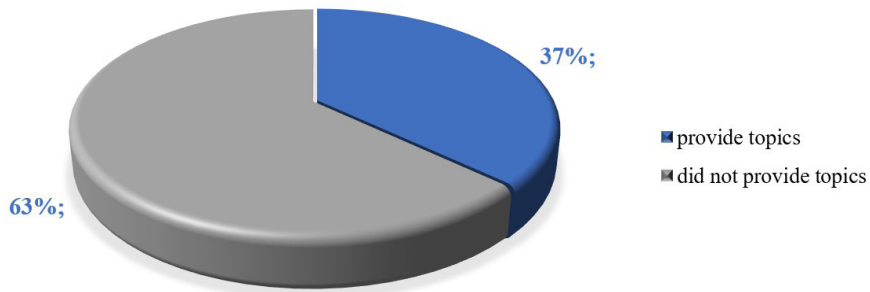


Figure 3. Percentage of teachers' suggestions (N=103)

Table 6 below shows teachers' understanding a language assessment by asking them to rate from "very prepared" to "very unprepared". Question 6 asks "Which of the following best describes your perception of your overall knowledge and understanding of a language assessment?" 16% of respondents answered 'very prepared', which we consider very low. Most, 64%, of the teachers answered 'somewhat prepared' and 18% 'somewhat unprepared'. Teachers are not confident on knowledge they have on language testing and assessment.

Table 6. Teachers self-assessment on LTA (N=103)

	Very prepared (%)	Somewhat prepared (%)	Somewhat unprepared (%)	Very unprepared (%)
Your perception of your overall knowledge and understanding of a language assessment	16	64	18	-

Question 7 of the survey asked respondents about the comments that would help to understand the needs in a language assessment. All the respondents gave comments to meet their needs. The highest percentage was based on providing in-service programs on LTA. So, we may conclude that teachers need ongoing assistance during their career to stay updated.

Table 7. Teachers' comments on developing knowledge

Comments	Responses (%)
Providing in-service program on LTA	51
Organizing workshops, conferences	25
Assistance for teachers and staff on LTA	18
Others	6

The second research method is the test and results of the data collected provided the following information. Table 8 presents the number of correct and wrong answers of the respondents. Each correct answer deserved 1 point, so that was easy to calculate

the results. This research method helped to identify the level of language teachers’ assessment literacy.

Table 8. Results of the test

Test item	Answers of respondents	
	Correct	Wrong
1.	20	83
2.	63	40
3.	20	83
4.	21	82
5.	36	67
6.	21	82
7.	41	62
8.	34	69
9.	30	73
10.	29	4

To calculate the percentage of the right and wrong answers we used one-way Anova. This statistical calculation helped to identify the percentage of the answers.

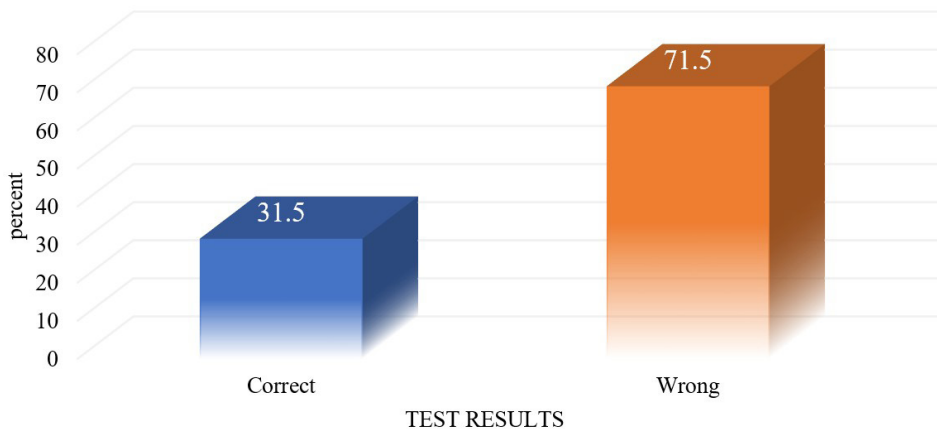


Figure 1. Test results in percentage (N=103)

From the results of test data collected we can see that 71.5% of EFL teachers gave incorrect answers. They have chosen wrong answers to evaluate the scenarios. Thus, we may conclude that the level of assessment literacy of teachers needs to be developed.

DISCUSSION

This study was an attempt to investigate the language assessment level of EFL teachers at HIEs and mitigate the barriers to success in gaining procedural/conceptual level of assessment literacy. To this aim, qualitative and quantitative research methods were applied and analyzed. Results indicated that participants were in lack

of knowledge on language assessment as they did not take part in any professional development programs on LTA. Moreover, the results indicated that teachers needed training both in the subject matter knowledge and in the pedagogy of assessment. The gap between subject matter knowledge and pedagogy of assessment can be bridged by aligning pre-service and in-service teacher programs. To bring the consistency in developing future teachers' language assessment literacy evolution, there is a crucial need for clear and well-developed assessment course in practicing classroom assessment. To remove or reduce the noted gap, teachers' assessment literacy must be improved through in-service and pre-service programs. Once this is taken care of, teachers' knowledge on subject and pedagogy of assessment will be trained. Given the above we decided to analyze the existence of assessment courses in pre- and in-service programs. The results were deplorable. There were no courses that would fully be based on teachers' competence in educational assessment of students. This gap in both programs was the reason of barriers to success in gaining assessment literacy of EFL teachers.

CONCLUSION

Research findings clearly indicate that there is a gap in language teachers' assessment literacy level, and the barrier to succeed in gaining the competence needed to be identified. The current study did a small effort in this direction. The qualitative and quantitative research analysis demonstrates that to bring the consistency in teachers' knowledge and pedagogy in assessment, there is a crucial need to develop courses that would fully be based on "teachers' competence in educational assessment of students". To make a cohesive bridge from knowledge on subject to pedagogy, the courses need to be developed hierarchically. Pre-service courses should cover the subject knowledge and in-service programs the pedagogy.

Appendix A

Survey for Language Teachers

Fill in and choose the appropriate point below				
1. Name of the Institution				
2. Teacher's age (not relevant to the title above!)	25-30	30-40	40-50	50 +
3. Gender	Female		Male	
4. Grade (year) of students	Year 1	Year 2	Year 3	Year 4
5. Subjects you teach				

- Have you ever taken an entire course on language assessment as a part of your teacher's training program?
Yes _____ No _____
- When have you last studied a language testing, which parts of your course have you considered most relevant to your teaching?

- Are there any skills that you need to develop?

4. Please look at the following language testing and assessment topics and rate your level of satisfaction with your knowledge of them.

Assessment topics	Number of respondents				
	Very dissatisfied	Dissatisfied	Neutral	Satisfies	Very satisfied
History of language testing					
Design of language assessment for speaking and listening					
Design of language assessment for reading and writing					
Deciding what to test					
Writing test items					
Writing test specifications					
Use of basic statistics					
Rubric development					
Principles of educational measurement					
Authenticity in a language assessment					

5. If you were to take a course in a language assessment, what topics should be developed?
-
6. Which of the following best describes your perception of your overall knowledge and understanding of a language assessment?
very prepared, somewhat prepared, somewhat unprepared, very unprepared
7. Do you have any other comments that would help you to understand your needs in a language assessment?
-
-

Appendix B

Test on Assessment Literacy for EFL teachers

Read each situation and decide which one is the best solution. Circle the letter of the best answer.

1. Evaluate the assessment scenario below. Choose the answer which indicates the principles that highly and lowly fulfill the situation.

A student gives a five-minute prepared oral presentation in class. A teacher evaluates by filling in a rating sheet indicating S's success in delivery, rapport, pronunciation, grammar, and content.

- A. Authenticity (high), rater reliability (low)
 B. Impact (high), authenticity (low)
 X. Validity (high), practicality (low)
 Δ. Authenticity (high), practicality (low)

2. Read the following situation and decide which generation does this speaking item belong?

A student reads a series of sentences aloud; the examiner gives marks for each minimal pair (eg. Ship/sheep) which is pronounced correctly and distinctly.

- A. Grammar/translation approach
 B. Audio-lingual approach
 X. Communicative approach
3. Which of the following characteristics will help you to define the proportion of the examinees that marked the item correctly?
 A. Item Difficulty
 B. Item Discrimination
 X. Distracter efficiency
4. Consider the following test item and decide what is wrong, which type of a mistake was done during designing this item?
I.....here since five o'clock.
 A. Am being C. will be
 B. Have been D. am be
- A. Trick question
 B. Redundant wording
 X. Negative wash-back
 Δ. Common knowledge
5. Which type of listening requires to process stretches of discourse such as monologues for several minutes in order to scan for certain information and be able to comprehend designated information in context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories)
 A. Selective
 B. Extensive
 X. Intensive
 Δ. Responsive
6. If a teacher is aimed to assess learners' use of appropriate styles, register, implicative, redundancies, pragmatic conversations, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations, which of the certain skills she/he is assessing.
 A. Micro-skill
 B. Imitative
 X. Intensive
 Δ. Macro-skill
7. Your institution has a number of campuses with expectations for common assessment. What is the best way to ensure that the students on each campus are assessed fairly?
 A. Write test specifications
 B. Utilize student-designed tests
 X. Recycle last year's tests
 Δ. Use exams from the textbook.
8. You are about to assess students' writing. What is the best strategy to ensure high reliability of your grading?
 A. Require students to write a draft.
 B. Give students very detailed prompt.
 X. Use multiple raters and a grading scale.
 Δ. Use free writing instead of guided writing.
9. You've heard the phrase, "Test what you teach and how you teach it" many times. Which principle of good assessment does it exemplify?
 A. Validity
 B. Reliability
 X. Wash-back
 Δ. Practicality
10. Read the learning objective below, and choose the answer that best describes it.

Upon successful completion of the required coursework, students should be able to make a presentation.

- A. Good (has all ABCD components; and uses active verbs)
- B. Bad (one component is missing; few active verbs)
- X. Ugly (2 or more components are missing; no active verbs)

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