



Language Assessment Literacy: What, Why, and How?

Dina Tsagari



What?



Classroom-based Language Assessment?

.. refers to those activities undertaken by **teachers** and/or by their **students**, which provide information to be used as feedback to **modify** the teaching and learning activities in which they are engaged

(Black and Wiliam, 1998)



**Summative
Assessment**

**Formative
Assessment**



Formative & Summative Assessment

Formative assessment, is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. ... It is commonly contrasted with **summative assessment**, which seeks to monitor educational outcomes, often for purposes of external accountability.

https://en.wikipedia.org/wiki/Formative_assessment



**Most
Formative**

**More
Formative**

**More
Summative**

**Most
Summative**

Minute to Minute
Classroom
Assessments

Teacher
developed
assessments
for learning

Grade-level
team
developed
common
assessments

District-
developed Mid-
Year
Benchmark
Assessments

Whiteboard
responses to key
questions

Teacher
developed
quizzes and
curriculum
based
assessments

Screening,
diagnostic,
ongoing
monitoring

Teacher
developed End
of Unit
Assessments

**End of the year exams,
University entrance,
etc**

Teacher/Student
and
Student/Student
Questions in Class

Exit Tickets


Performance-
based
assessments

Placement
Assessments

Cognitive Labs
with Diagnostic

Assessment challenges for teachers

Teachers need to:

- Maintain balance/respond to mandates for formative and summative assessment,
 - Design and administer classroom tests themselves,
 - Offer exam courses that prepare learners for high-stakes international tests,
 - Be able to critically evaluate standardized tests they have to administer,
 - Employ self-/peer-assessment,
 - Consider the assessment needs of minority students (YLL/adult, SpLD, multilingual), etc etc
- 

How?



'Assessment Literacy'

Stiggins (1991)

'Assessment Literacy' - AL

“... the ability to understand, analyze and apply information on student performance to improve instruction”

(Falsgraf, 2005, p. 6)

‘Language Assessment Literacy’ - LAL

“Having the capacity to ask and answer critical questions about the purpose for assessment, about the fitness of the tools being used, ... and about what is going to happen on the basis of the [assessment] results.”

(Inbar-Lourie, 2008: 389)

‘Language Assessment Literacy’ - LAL

“The ability to design, develop and critically evaluate tests and other assessment procedures, as well as the ability to monitor, evaluate, grade and score assessments on the basis of theoretical knowledge.”

(Vogt & Tsagari, 2014: 377)



Conceptualising and defining LAL

A word cloud of academic references related to LAL. The text is arranged in a roughly triangular shape, with names and years in various orientations and colors (black, dark red, and light grey). The references include:

- Pill
- Harding2013
- Harding
- O'Loughlin2013
- Brindley2001
- Taylor2009
- Stiggins1991
- Scarino2013
- Kremmel2016
- Malone2011
- Inbar-Lourie2008
- Davies2008
- Fulcher2012

LAL Research with Teachers

Mede
Vogt Kvasova Kavytska2014
Hasselgreenetal2004 Tsagari20142017
KiomrsAbdolmehdiNaser2011 Munro2017
Malone2013 Fulcher2012BerrySheehan
Atay2017

Other stakeholders & aspects

Davies2008

Lam2015

policy

matker

testusers

testinginstructors

O'Loughlin

Brown

Bailey2007

PillJin2010

universityinstructors

Harding
textbookcontent

Brown1996

Bailey

Implementing Assessment Reforms

East2015
Smith2014
Brindley2011b
Hamp-Lyons2016
Davison2013
Engelsen

Actual assessment practices

Rea-Dickins2001

Rea-Dickins
Mohan2004

Papakammenou2017

Tsagari201620142017Leung

Arkoudis O'Loughlin2004

McNamara20122017 Gu2014

Hill
Gardner20002006

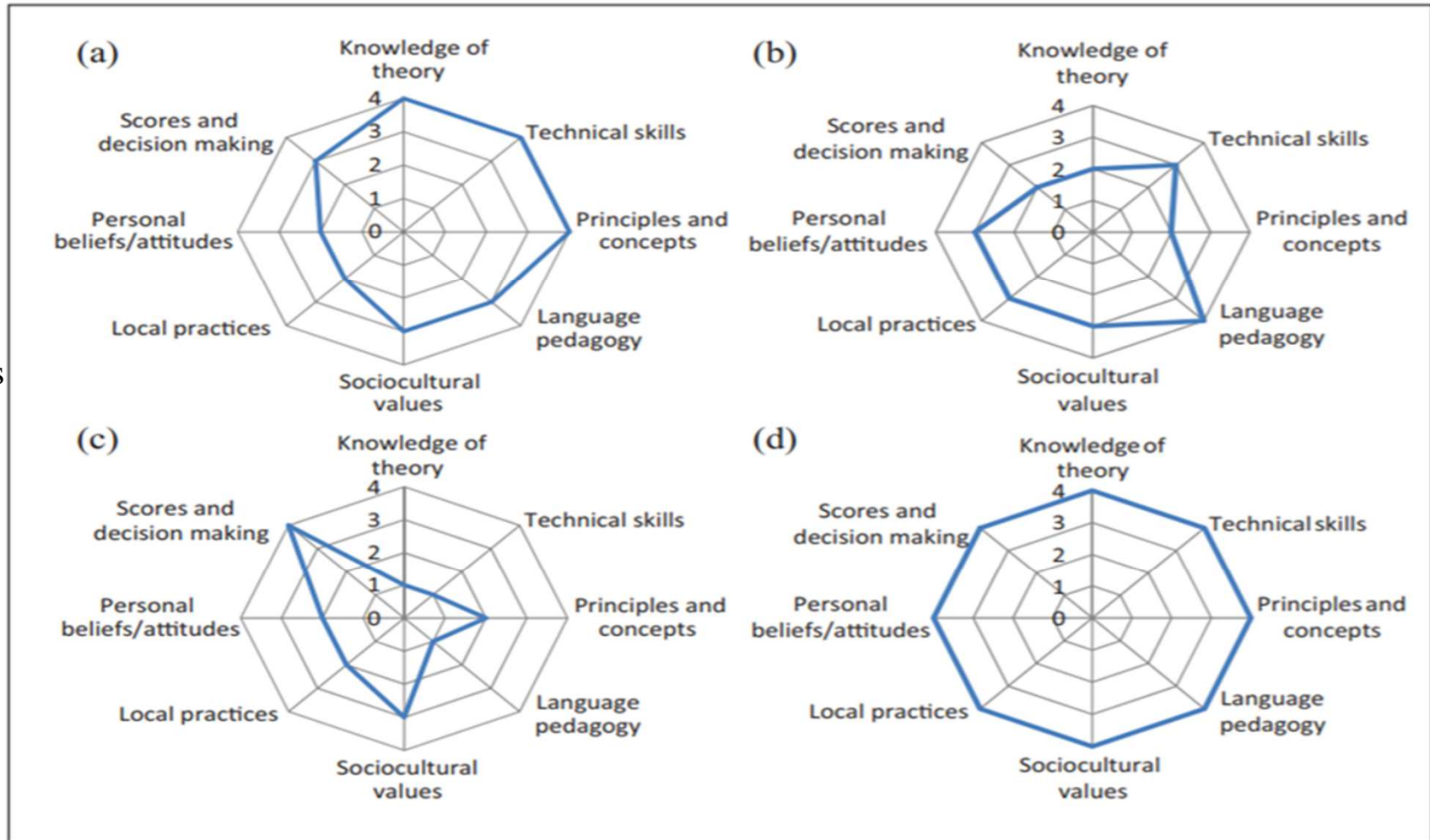
Methodology



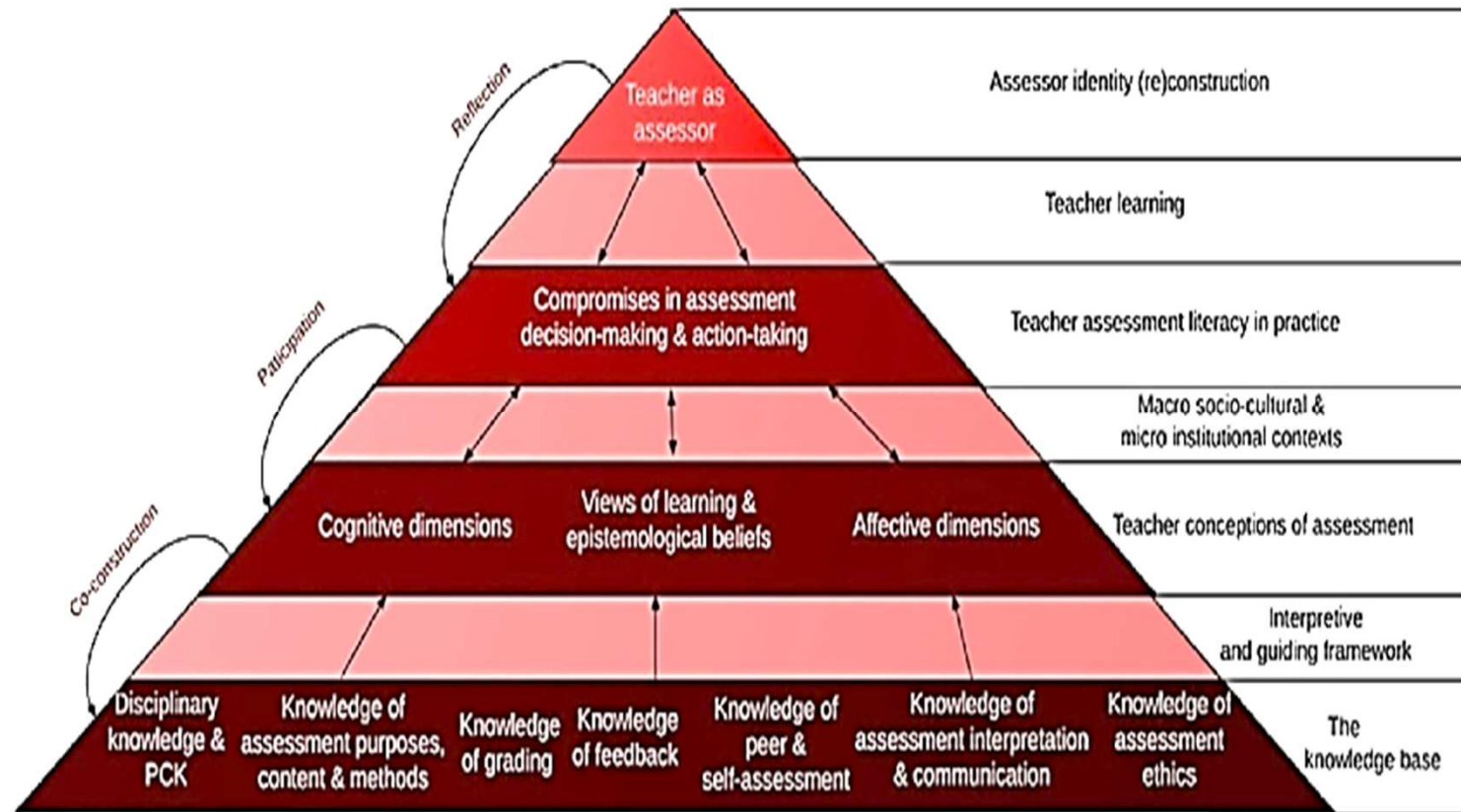
Models of LAL

Taylor's (2013) LAL profiles for four different types of stakeholders

- (a) test writers
- (b) classroom teachers
- (c) university administrators
- (d) professional language testers



Xu & Brown, 2016: A conceptual framework of teacher assessment literacy in practice




Lessons Learnt:

LAL is an important aspect of professionalism among teachers
(Popham, 2009)

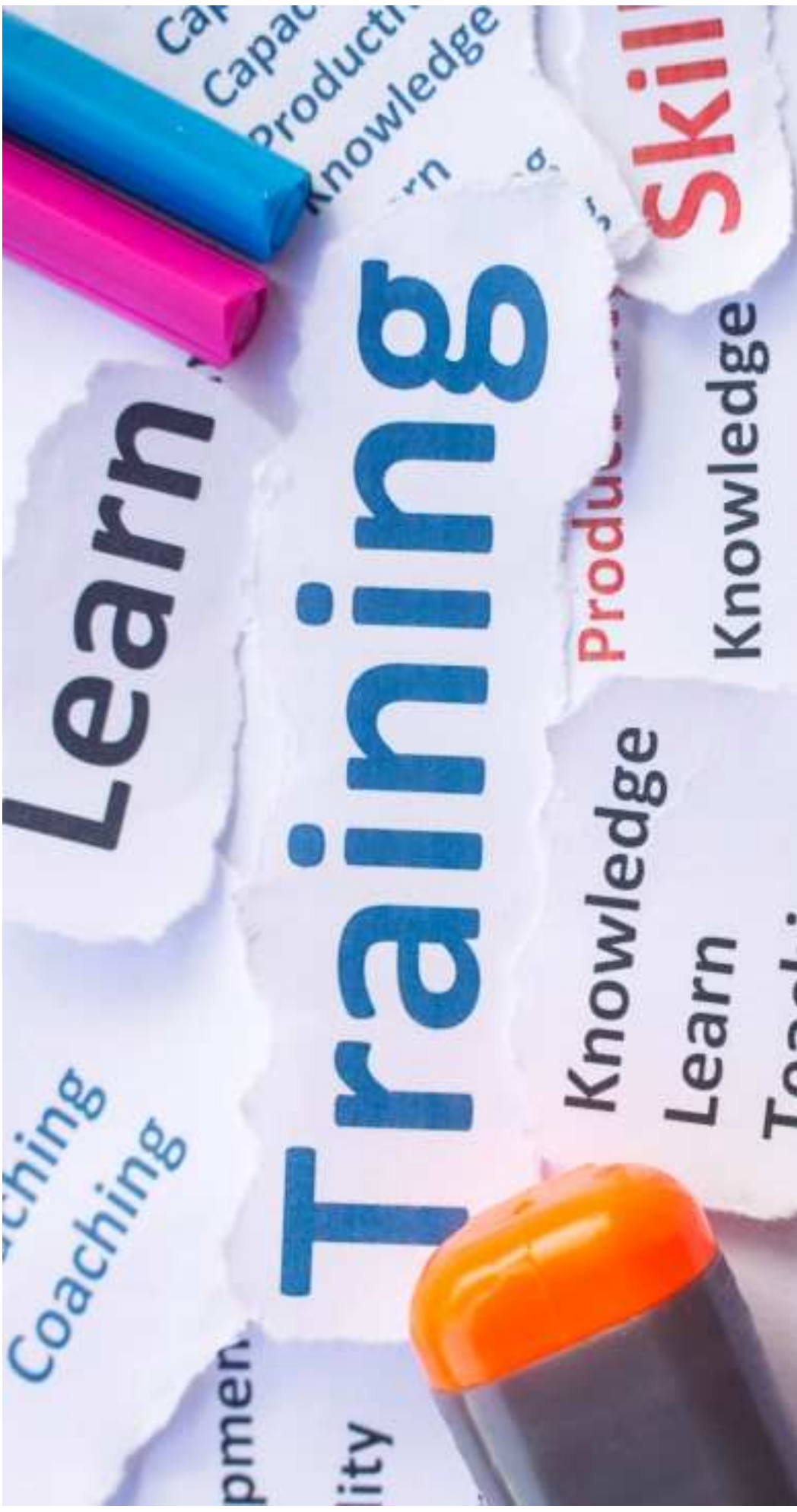
LAL fosters teachers' empowerment and autonomy

(Coombe, Al-Mamly, & Troudi, 2009; Inbar-Lourie, 2008; Malone, 2008; Stoyhoff & Chapelle, 2005; Taylor, 2009)



How?







Teachers'
Assessment
Literacy
Enhancement

TEACHERS' ASSESSMENT LITERACY ENHANCEMENT

The TALE Erasmus+ Project

2015-1-CY01-KA201-011863

OSLOMET



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of Cyprus



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DEBRECEN



University of
Bedfordshire

TALE



Teachers'
Assessment
Literacy
Enhancement

<http://taleproject.eu>

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September 2015 – August 2018

The TALE Team



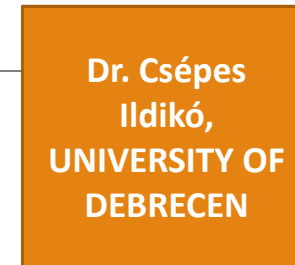
**Dr. Nicos Sifacis,
HELLENIC OPEN
UNIVERSITY**



**Prof. Dina Tsagari,
OsloMet, Norway
(ex-PI)**



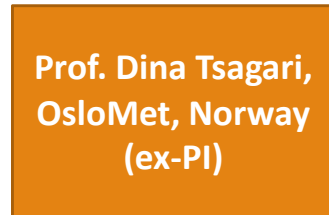
**Dr. Jason Lamprinou,
PI, UNIVERSITY OF
CYPRUS**



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Ildikó,
UNIVERSITY OF
DEBRECEN**



**Prof. Antony
Green,
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BEDFORDSHIRE**



**Prof. Karin
Vogt,
UNIVERSITY OF
EDUCATION
HEIDELBERG**





Prof. Liz Hamp-Lyons



Stefania Kordia



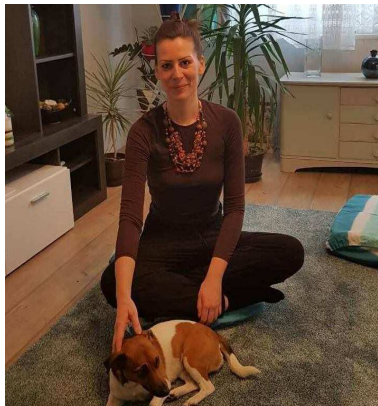
Dr Anna Mavroudi



Claudia Konyalian



**Veronika
Froehlich**

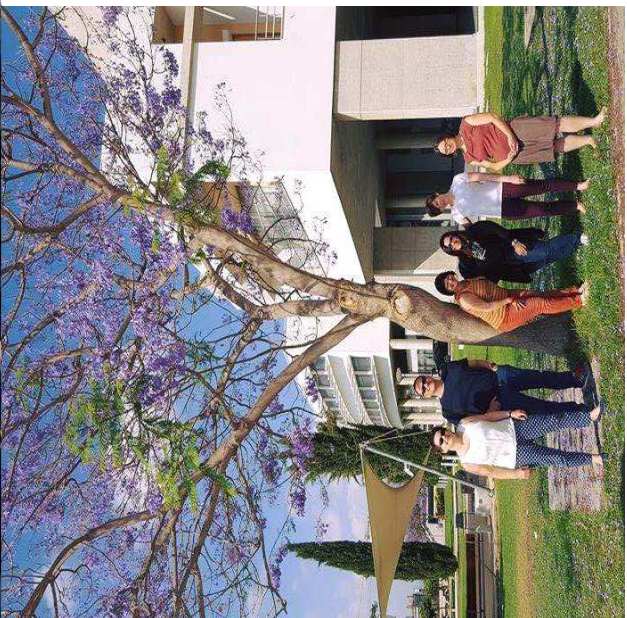


Andrienn Fekete



**Marina
Hadjicharalambous**





Aims: TALE project

1. Identify LTA training needs
2. Create **Open Educational Resources (online course)**
 - a. Develop ELTs' assessment literacy
 - b. Promote a feedback-provision culture that benefits language learning
 - c. Integrate stakeholders' experience (trainers, teachers, learners)
3. Disseminate project outcomes (**handbook: trainee/trainer mats**)



- Structure
- Tutorial - Faq
- Courses

http://taleproject.eu



News

- Forthcoming multiplier events
[Read more](#)
- The 6th TALE meeting - Debrecen
[Read more](#)
- The 5th TALE meeting - Athens
[Read more](#)
- The 4th TALE meeting - Athens
[Read more](#)
- Multiplier Events
[Read more](#)



Teachers' Assessment Literacy Enhancement (TALE)

The **Teachers' Assessment Literacy Enhancement (TALE)** is an efficient and sustainable training infrastructure for English teachers who wish to develop their skills with regard to **language assessment**. It is placed on how one can create high-quality assessment materials and assessment procedures in his or her teaching context.

The TALE Project offers **8 separate Courses** on language assessment.

Open access to these Courses is available after logging in.

Besides ELTs, the TALE Courses can be of benefit to other language teachers as well.

- The ABCs of Assessment
- Assessing reading skills
- Assessing writing skills
- Assessing listening skills
- Assessing speaking skills
- Providing feedback
- Alternatives in assessment
- Test impact



Supported by the Erasmus+ programme of the European Union



TALEPROJECT.EU



Structure

Tutorial - Faq

Courses ▶

The ABCs of Assessment

Assessing reading skills

Assessing writing skills

Assessing listening skills

Assessing speaking skills

Providing feedback

Alternatives in assessment



Teachers' Assessment

The Teachers' Assessment Literacy Enhancement (TALE) Project aims at creating a

The TALE International Conference and more



Home > Site pages > The ABCs of Assessment

The ABCs of Assessment

This Course introduces some of the concepts you will encounter in the other courses on this website. It should help you to reflect on the purposes of assessment, the techniques used by language teachers and the essential qualities of effective language assessments.

You can access the Course [here](#).



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Password

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For full access to this site, you first need to create an account.

Create new account

Aims, Expected
outcomes & Key
concepts

New Activity

Brief introduction

New Activity

Topic 1: Purposes of
assessment

New Activity

Topic 2: Types of
assessment

New Activity

Topic 3: Recording and
reporting outcomes

New Activity

Topic 4: Qualities of
assessment

New Activity

Further Reading

New Activity

Evaluation

New Activity

Section 9

New Activity

▼ Aims

This Course introduces some of the concepts you will encounter in the other courses on this website. It should help you to reflect on the purposes of assessment, the techniques used by language teachers and the essential qualities of effective language assessments.

▼ Expected outcomes

Upon completion of this Course, you will be able to:

▼ Aims

This Course introduces some of the concepts you will encounter in the other courses on this website. It should help you to reflect on the purposes of assessment, the techniques used by language teachers and the essential qualities of effective language assessments.

▼ Expected outcomes

Upon completion of this Course, you will be able to:

1. Distinguish between tests and other forms of assessment
2. Identify the main purposes of assessment in the classroom
3. Identify the essential qualities of good assessments
4. Identify methods for reporting on performance
5. Summarize characteristics of assessment tasks

▼ Key concepts

- Diagnosis
- Formative assessment
- Impact
- Placement
- Practicality
- Progress
- Reliability
- Reporting results
- Selection
- Specifications
- Summative assessment
- Validity

Further Reading

Evaluation

Aims, Expected outcomes & Key concepts

❖ Aims

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- Diagnosis
- Formative assessment
- Test impact
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- Practicality
- Progress
- Reliability
- Reporting results
- Selection
- Specifications
- Summative assessment
- Validity

Topic 3: Recording and reporting outcomes

There are **two Tasks** in this Topic. You will read about ways to **report** how learners have performed on language assessments and then look at how **feedback** can be used to help learners improve their performance.

Grades and scores are formal ways to document how well learners have performed on an assessment. They are often used to report to people outside the classroom (school managers, parents, governments) about how successful learners have been.

In fact, there are many other ways to record judgements about performance. These can range from noting some of the common errors made by learners to holding a student-teacher or student-parent-teacher **conference** where learners give an account of their own progress. Take a look at this example of a student-parent-teacher meeting:



[If you can't watch this video, please follow this link: https://www.youtube.com/watch?v=L_WB5InDc2E - Don't forget to open the link in a new tab or window so that you do not 'lose' this page.]

Techniques like these can be more useful than grades for teachers and learners.

Task 1

In the school where you work, or where you study, what **systems** do teachers generally use to **record** their judgements of learner performance?

Click on the link below to see a range of **systems for recording judgements** you can choose from.

Topic 3: Activity 1 - Systems for recording judgements



[Click here to see other people's responses.](#)

Restricted Not available unless: The activity **Topic 3: Activity 1 - Systems for recording judgements** is marked complete (hidden otherwise)

Drag and drop the words 'helpful' and 'unhelpful' to the spaces below.

1. You should have prepared better for this test.

2. You did a good job.

3. Your use of tenses is beyond belief.

4. Vocabulary is your greatest weakness. You need to study harder.

5. Vocabulary boxes can be useful for memorizing new words.

6. Your use of tenses has improved a little because you do not seem to mix them up any more.

7. I really saw how well you have worked on your connectives.

8. I think you might want to work on...

9. Do you know the loci method? It might help you to remember words better.

Unhelpful

Helpful

Please put the feedback on a learner's writing assignment in the correct order, using the sequence:

1. Strengths
2. Weaknesses
3. Improvements to be made
4. Assessment result

You might want to read some teen-magazines. They are a good way to learn idioms because they use such typical language, and they can be fun, too.

The ideas in your essay were very clearly expressed; you manage to get your point across.

Overall, I felt you deserve a B grade.

Some of the expressions you used did not sound English, for example...

Choose...

4 - Assessment result

1 - Strengths

3 - Improvements

2 - Weaknesses

Choose...

v

Here is a list of some decisions that people make using language assessments. Can you fill in the gaps in each sentence (1 -4) with the correct terms for the function of the assessment (A, B, C or D)?

1. When a school head uses an assessment to find out learners' levels of language ability to assign them to the most suitable class group, this is a(n) function.
2. When a college uses results from an assessment to decide which students to admit to the course and which to reject, this is a(n) function.
3. When a teacher gives an assessment to find out which English sounds are difficult for learners and to choose useful practice exercises, this is a(n) function.
4. When a teacher uses an assessment to find out how much the learners in her class have learned (and so where she needs to review material), this is a(n) function.

A diagnostic

B placement

C progress

D selection

Each of the phrases below represents, according to Spratt (2005), a significant factor influencing washback. In the activity that follows, match the factors against their types. You may find that certain factors can be grouped into more than one category - just select the type that, in your view, is most appropriate in each case.

1. teachers' educational experience
2. when the exam was introduced
3. availability of customised materials and exam support materials such as exam specifications
4. how much the administrators put pressure on teachers to achieve results
5. what teachers think about the relationship between the exam and the coursebook
6. the weighting of individual exam papers (corresponding to different skills and micro-skills)
7. understanding of the exam's rationale or philosophy
8. the amount of time and number of learners in exam classes
9. what teachers consider effective teaching methods
10. "importance" of exam, its purpose and proximity

Choose...

- Exam
- Teachers' beliefs & attitudes
- Teachers' education & training
- Resources
- School
- Choose...

Further Reading

Further reading

- Educational Testing Service (2003). *Linking Classroom Assessment with Student Learning*. Princeton, NJ: ETS (16 pages). You can download it [here](#).
- Green, A. (2014). *Exploring Language Assessment and Testing*. Abingdon, Oxon.: Routledge. Chapters 1 and 2. You can have a look at the first 10 pages of the book [here](#).
- Malone, M. (2010). *Assessment Literacy for Language Educators*. Washington, DC: Center for Applied Linguistics (2 pages). You can download it [here](#).

Here you can find some very useful examples of **formative assessment**

Watch this short video from the British Council explaining the concept of **validity**:



[If you can't watch this video, please follow this link: <https://www.youtube.com/watch?v=U-HYICnt2Kw> - Don't forget to open the link in a new tab or window so that you do not 'lose' this page.]

References

Wiggins, G. P. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass Publishers.

Evaluation

Thank you for taking this Course!

Please, don't forget to provide us with your feedback!

To do so, click on the links below.


The ABCs of Assessment - Outcomes

Let us know whether the expected outcomes of this Course have been achieved as far as you are concerned.

 56  37

The ABCs of Assessment - Evaluation questionnaire

Let us know what you think about this Course.

 Share your views on this course with us and other teachers taking this course (comments, suggestions, etc) by clicking [here](#).

The ABCs of Assessment - Outcomes

Preview

View progress

Edit checklist

Hide optional items

Show progress bars

Page: 1 2 3 4 5 6 7 (Next)

First name ↓ / Surname	I can distinguish between tests and other forms of assessment	I can identify the main purposes of assessment in the classroom	I can identify the essential qualities of good assessments	I can identify methods for reporting on performance	I can summarize characteristics of assessment tasks
	✓	✓	✓	✓	✓
		✓	✓	✓	✓
	✓	✓	✓	✓	✓

The ABCs of Assessment - Evaluation questionnaire

Overview

Edit questions

Templates

Analysis

Show responses

Add question

Choose...

General information



1. Please indicate the country you are from. *



2. Please indicate your gender. *



3. Please indicate your age. *



4. Please indicate your highest teaching qualification. *



5. Please indicate the type of school you are teaching at (e.g. secondary school) *



6. Besides this Course, have you ever received training (e.g. in a seminar or a workshop) focusing on the issues discussed in this Course? *

The content and appearance of this Course

Please indicate how strongly you agree or disagree with the following statements.



8. The content of the Course met my expectations. *



9. I understood what each task required me to do. *



10. I found the tasks interesting and enjoyable. *



11. I spent an acceptable amount of time on each task. *



12. The tasks were of appropriate difficulty for me. *



13. The tasks were relevant to my teaching context. *



14. The input materials provided sufficient knowledge. *

Glossary

Read the definitions of some the main concepts that this Course focuses on.

test impact

Search

Search full text

Add a new entry

Browse the glossary using this index

Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | ALL

Search: test impact

T

Test impact

The ways in which tests (usually high-stakes tests) can influence different aspects of the whole teaching, learning and language use infrastructure.



W

Washback

The impact of tests on teaching and learning. In particular, tests can influence what and how learners learn in formal classroom settings. Washback can be positive or negative.



1. The TALE website home page

The screenshot shows the TALE website home page with several annotations. At the top right, there is a language selector for 'English (en)' and a 'Log in' button. The main navigation bar includes 'The TALE Project' and 'Products', both of which are circled in red. Below this bar, a dropdown menu is open, listing 'Aims', 'Project phases', 'Target Groups', and 'The partners'. A red arrow points to 'Project phases'. The 'The partners' dropdown is also open, listing 'Cyprus', 'Greece', 'Germany', 'Hungary', and 'Uk', with a red arrow pointing to 'Germany'. On the left side, a 'News' section is highlighted with a red arrow, containing two articles: 'The 4th TALE meeting - Athens' and 'Multiplier Events'. In the center, the 'Teachers' Assessment' section is highlighted with a red arrow, featuring a globe icon and a brief description of the project's aims. On the right, the 'ASSESSMENT FOR LEARNING' banner is visible, along with a 'Supported by the Erasmus+ programme of the European Union' logo. At the bottom, the footer contains copyright information, the 'WIDE SERVICES' logo, and various accreditation and support logos.

English (en) Log in

The TALE Project Products Go to courses Contact

You can read the TALE news in this section.

Click on "The TALE Project" and "Products" to find more information about TALE.

News

The 4th TALE meeting - Athens
Read more

Multiplier Events
Read more

Teachers' Assessment

The Teachers' Assessment Project aims at creating an efficient and sustainable training infrastructure placed on how one can create high-quality assessment materials and adopt appropriate assessment procedures in his or her teaching context.

The TALE Project offers 8 separate Courses on language assessment.

Open access to these Courses is available after logging in.

Besides ELTs, the TALE Courses can be of benefit to other language teachers as well.

ASSESSMENT FOR LEARNING

Supported by the Erasmus+ programme of the European Union

The TALE Glossary

Click here to read the definitions of various concepts related to **testing** and **assessment**.

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CC BY NC SA

3. Enroll in a Course

Home My Courses Products Contact

The TALE Project

English (en) stef

Step 1: Click on "Go to courses".

Here you can find useful information about the Courses, as well as this Tutorial.

Structure
Tutorial - Faq
Courses

Step 2: Click on "Courses" to see the names of all TALE Courses. Then, click on "The ABCs of assessment" which is the Course we are using as an example in this Tutorial.

ABCs in assessment

- Assessing reading skills
- Assessing writing skills
- Assessing listening skills
- Assessing speaking skills
- Providing assessment feedback
- Alternative in assessment
- Test impact

The Teachers' Assessment Literacy Enhancement (TALE) Project aims at creating an efficient and sustainable training infrastructure for English Language Teachers (ELTs) who wish to develop their skills with regard to **language assessment**. To this end, emphasis is placed on how one can create high-quality assessment materials and adopt appropriate assessment procedures in his or her teaching context.

The TALE Project offers 8 separate Courses on language assessment.



4. Navigate through Courses



The screenshot shows the top navigation bar of the TALE Project website. The 'My Courses' link is circled in red, and a red arrow points to it from the left. A dropdown menu is open below 'My Courses', listing various assessment topics. A red arrow also points to the 'My Courses' link from the text box on the right. The navigation bar includes 'Home', 'The TALE Project', 'Courses', and 'Contact'. The user's language is set to 'English (en)' and the user name is 'stef'. Social media icons for Facebook, Twitter, and LinkedIn are visible.

- Home
- The TALE Project
- My Courses**
- Courses
- Contact

- The ABCs of Assessment
- Assessing reading skills
- Assessing writing skills
- Assessing listening skills
- Assessing speaking skills
- Providing feedback
- Alternatives in assessment
- Test Impact

When you click on **“My Courses”**, you will see the Courses you have already enrolled in.

Click on **“The ABCs of Assessment”** and continue reading this Tutorial.



Literacy Enhancement

The Teachers' Assessment Literacy Enhancement (TALE) Project aims at creating an efficient and sustainable training infrastructure for English Language Teachers (ELTs) who wish to develop their skills with regard to **language assessment**. To this end, emphasis is placed on how one can create high-quality assessment materials and adopt appropriate assessment procedures in his or her teaching context.

The TALE Project offers **9 separate Courses** on language assessment.



Handbook of Assessment for English Language Teachers

<http://taleproject.eu>

Handbook of Assessment for Language Teachers

Dina Tsagari
Karin Vogt, Veronika Froehlich
Ildikó Csépes, Adrienn Fekete
Anthony Green, Liz Hamp-Lyons
Nicos Sifakis, Stefania Kordia



Teachers'
Assessment
Literacy
Enhancement



Dissemination



University of Cyprus
Department of Social and
Political Sciences



LANGUAGE ASSESSMENT LITERACY: THEORY AND PRACTICE INTERNATIONAL CONFERENCE

UNIVERSITY OF CYPRUS
SATURDAY 12TH MAY 2018

<http://taleproject.eu/>

Plenary Speakers

Prof. Glenn Fulcher
University of Leicester, UK

Prof. Gudrun Erickson
University of Gothenburg, Sweden

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Language Assessment Literacy: Theory and Practice University of Cyprus, Department of Social and Political Sciences Conference Program

Saturday 12th May 2018

8:00 – 8:30	Registration Room B108, University House – Anastasios G. Leventis
8:30-8:45	Fanoromeni primary school – percussion show
8:45 – 9:00	Welcoming: Rector of the Dean of Social and Political Sciences Iasonas Lampranlou, Dina Tsagari and Therese Tishakov
9:00 – 9:40	Plenary: 'Putting LAL to Work: The Pedagogy of Language Assessment' Glenn Fulcher, University of Leicester
9:40 – 10:10	Plenary Symposium: Language Assessment: The perspective of the Cypriot policy-maker 'National Literacy Assessment: The Identification of Students 'At Risk' in Cyprus' Yasemina Karagorgi, Educational Research and Evaluation, Cyprus 'High-stakes L2 Assessment in Cyprus' Terpsa Constantinidou, Cyprus Testing Service Discussant: Dina Tsagari
10:10-10:30	Coffee Break
	Parallel Sessions
	Room B223, Faculty of Economics & Management (FEB 01) Building
10:30 – 10:50	Chair: Karin Vogt National OIG 6001 Examination – From The State to the University Now Ludmila Količková
10:50 – 11:15	Designing An Assessment Environment For Gifted Students: Focus On Teacher Education Marina Bereverkina
11:15 – 11:40	How A Predictive Model For Language Making Effective Use Of The English Grammar Profile
	Room B224, Faculty of Economics & Management (FEB 01) Building
10:30 – 10:50	Chair: Idilko Cseples Development of Teacher Literacy in Assessment Of Writing: The Case of Ukraine Olga Kravtsova, Tamara Kravtsova, Viktoriya Osidak & Viktoriya Drobobun
10:50 – 11:15	A Study of Development of Student Teachers' Classroom Assessment Literacy in Ukrainian Universities Olga Ukrayninska
11:15 – 11:40	MPSA – A Self-Assessment Tool To Promote Learner Motivation



University of Cyprus
Department of Social and
Political Sciences



The European Commission supports the activities of the subcommittee on Assessment Literacy of the European Union
This conference is an example of an activity which contributes to the development of the subcommittee on Assessment Literacy of the European Union
which may help to make the international network stronger



<http://taleproject.eu>

11:40-12:00	Proficiency Can Enhance Language Assessment Literacy Theodosia Demetriou & Dina Tsagari	As A Tool For Determining The CEFR Level Of An L2 English Computer-Adaptive Test Jack Burston, Androulla Athanasiou, & Maro Nefophytou	And Engagement Maria Davou
12:00 – 12:20	Coffee break	Room B224, Faculty of Economics & Management (FEB 01) Building	Room 128, Faculty of Economics & Management (FEB 01) Building
12:00 – 12:20	Chair: Tony Green The Importance of Washback Effect in Teachers' Assessment Literacy Irit Papakamnenou	Chair: Dina Tsagari Teacher Assessment Literacy – Bridging The Institutional Gap: The Case Of Two Different States In Norway Synell Christa	Chair: Nicos Sifakis Insights into Computer Assisted Language Assessment & Testing (CALAT) Online Teacher Education Salomi Papadima-Soplicioeou, Slevi Vassiliou & Alan Dimitriou
12:20 – 12:40	Language Assessment Revisited: Alternative Assessment Aligned With Active, Long-Life Learning, Giving And Receiving Feedback, Evidence From Cyprus. Svetlana Karjaneva	Impact of high-stakes tests in the Czech military Maria Sikolova	Insights into Computer Assisted Language Assessment & Testing (CALAT) Online Teacher Education Salomi Papadima-Soplicioeou, Slevi Vassiliou & Alan Dimitriou
12:40-13:00	Teachers' Assessment Literacy: The Case of Foreign Assessment George Michalekoudes	Teachers' Understanding Of High-Stake Assessment Concepts: The Road To 'Certi-Mania' Christina Giannikas & Dina Tsagari	
13:00 – 13:30	Lunch Break		
	WORKSHOPS		
	Room 223, Faculty of Economics & Management (FEB 01) Building	Room 128, Faculty of Economics & Management (FEB 01) Building	Room 131, Faculty of Economics & Management (FEB 01) Building
13:30-14:15	The ABCs of Assessment Tony Green	Assessing Reading Idilko Cseples & Adrienn Fekete	Assessing Writing Liz Hamp-Lyons
14:15 – 15:00	Assessing Listening and Speaking Marianna Kyrianiou & Eleni Nikiforou	Providing Feedback Karin Vogt & Veronika Froehlich	Test Impact Nicos Sifakis & Stefania Kordla
15:05 – 15:45	Plenary: 'Finding Out What Learners Know - And ...? On Language Assessment Literacy of Teachers' Gudrun Erickson, Department of Education and Special Education, University of Gothenburg		
	Room B108, University House - Anastasios G. Leventis		

* Coffee and Lunch Breaks will take place at the foyer of the Faculty of Economics & Management (FEB 01) Building.

The TALE Project: What every teacher should know about language assessment

Dina Tsagari, Oslo Metropolitan University and Stefania Kordecki, Hellenic Open University

In view of the significance of language Testing and Assessment (TLA) in promoting better teaching and learning outcomes, the provision of high-quality teacher training in LIA had become a central topic in the field (Tsagari and Cheng, 2016). Such training needs to focus on the development of assess-

ment literacy, broadly referring to 'the ability to design, develop, and critically evaluate tests and other assessment procedures, as well as the ability to monitor, evaluate, grade, and score assessments on the basis of theoretical knowledge' (Vogt and Tsagari, 2017, p. 377). This is precisely the main object-



Language Assessment Literacy Enhancement: any room for Technology-Enhanced Language Learning?

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This is at least partly because they are not sufficiently trained in the area of LTA, the lack of which has been termed as assessment literacy (AL) (Vogt, 2014, 2016). Given the current state of affairs, there is an urgent need to develop an efficient, relevant, scalable and sustainable LTA training self-architecture for ELTs, which can eventually be of benefit to other language teachers as well. To compensate for this need, a collaboration project called TALE (Teachers' Assessment Literacy Enhancement, Erasmus+ project, Key Action 2: Cooperation for Innovation and the Exchange of Good Practices, Strategic Partnership in the field of Education and Training, School Education, 2015-2019) will develop and test innovative practices aiming at the teacher competencies in the area of English as a Foreign Language. The TALE project also focuses on identifying the LTA training and assessment needs of the ELTs, and on developing a virtual collaborative space by a blended learning environment in order to further promote the acquisition of knowledge, exchange of experiences and good practice. This study aims to capture the preferences of ELTs in terms of methods and formats exhibited in the blended learning environment as well as their confidence levels (or perceived competencies) on the use of ICT for pedagogical purposes, including assessment. To this end, our research is guided by the following questions: (1) What are the preferences in terms of methods and formats of ELTs regarding an online training course on LTA? (2) How confident are ELTs on the use of ICT in their classrooms? (3) Are confidence levels of ELTs regarding teaching with the use of ICTs associated with previous participation in an online training course? Are they associated with each other?

Keywords: *KT, LTA, ELT, questionnaire*

English Language Teachers (ELTs) in Europe and beyond face growing challenges in the area of Language Testing and Assessment (LTA). The growth in the use of accountability systems and the influence of external frameworks in educational policy making, such as the Common European Framework of Reference for Languages (CEFR) [3], have increased both the amount of LTA required of teachers and the importance placed on it. ELTs are now expected to design and score a wide variety of language tests that are relevant to their own particular teaching context. Such an innovative assessment procedure, provide useful feedback to students based on results of such assessments, and align the LTA procedures with linguistic constructs or educational practices in ways that meet national or European language policies that LTA can have a strong impact on the quality of the learning process [16]. Yet, ELTs, even delivery professional results if they are not sufficiently trained in their profession. LTA is formally a research has shown that in many educational systems across Europe, ELTs are unable to create good quality assessment materials and procedures.

1. Introduction

Today's language testers have to be proficient in the target language and sufficiently trained to be able to leverage the opportunities provided by ICT (Cohen-Jones, 2013). In order to be more effective, teacher training programs including ICT as a means of empowering teachers to leverage these opportunities should take into account that teachers are widely divergent regarding their ICT competencies and knowledge (Abuhamad, 2011). This suggests that the strategy of "one size fits all" does not appear to work, a more teacher-based training model is needed necessary to engage all teachers in technology integration practices (Lan & Yoon, 2017). Therefore, to encourage language teachers' ICT use for professional development or for teaching purposes, they should be provided with localized and supportive environments (Papadimitriou-Spyridopoulos, Kikavili-Constantinou & Giannikas, 2015, pp. 43-57). Recent literature identifies factors determining the use of ICT in teaching practice: ICT skills, computer confidence (Vassari & Van Praegem, 2011; Ivo, 2008, 2010, 2011) and perceptions about ease of use and usefulness (Vong, 2013; Yim, 2007). Also, prospective ICT integration significantly correlates with teacher thinking variables (constructivist teaching belief, teacher self-efficacy, computer



Profiling of English language teachers as trainees in an online course and ensuing implications

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(University of Cyprus, P.O. Box 20537, 2079 Nicosia, Cyprus)

ABSTRACT

The main objective of this paper is to demonstrate the importance of profiling English Language Teachers' preferences and experiences of Information and Communication Technologies (ICT) in order to inform the design of an online teacher training programme in Language Testing and Assessment and the relevant teacher training research. The findings revealed that the participant teachers received very well a variety of formats and also, they indicated teaching as well as types of tasks and activities they would find most favourable in an online training course. Teachers were diverse but on average with regard to the level of confidence of their computer skills in using ICT in their classrooms and also, they were also revealed between women and men. The findings also revealed that the use of ICT in the design of online training courses, training courses that using combinations among the different ICT competencies investigated. The findings point to the need to incorporate suitable in the design of online training environments that will help teachers feel confident in the online training environment and especially empower those that have not participated in such training courses before. Overall the study advocates for good practices that can be relevant and informative for higher education authorities and teacher training institutions responsible for designing (blended or other) professional training schemes for pre- and in-service English language teachers.

1. Introduction

Today's language testers have to be proficient in the target language and sufficiently trained to be able to leverage the opportunities provided by ICT (Cohen-Jones, 2013). In order to be more effective, teacher training programs including ICT as a means of empowering teachers to leverage these opportunities should take into account that teachers are widely divergent regarding their ICT competencies and knowledge (Abuhamad, 2011). This suggests that the strategy of "one size fits all" does not appear to work, a more teacher-based training model is needed necessary to engage all teachers in technology integration practices (Lan & Yoon, 2017). Therefore, to encourage language teachers' ICT use for professional development or for teaching purposes, they should be provided with localized and supportive environments (Papadimitriou-Spyridopoulos, Kikavili-Constantinou & Giannikas, 2015, pp. 43-57). Recent literature identifies factors determining the use of ICT in teaching practice: ICT skills, computer confidence (Vassari & Van Praegem, 2011; Ivo, 2008, 2010, 2011) and perceptions about ease of use and usefulness (Vong, 2013; Yim, 2007). Also, prospective ICT integration significantly correlates with teacher thinking variables (constructivist teaching belief, teacher self-efficacy, computer

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<http://dx.doi.org/10.1016/j.compedu.2016.06.030>
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News & Press: ILTA NEWS



Email to a Friend

TALE Project Offers Open Access to Language Assessment Courses

Sunday, November 4, 2018 (0 Comments)



Shared on behalf of the TALE Project:

Dear Colleagues

We are very happy to share with you our TALE materials, that is our online TALE course and Handbook of Assessment for Language Teachers, all freely accessible from <http://taleproject.eu>

Who are 'we'?

We are a network of researchers, teacher trainers and university professors from six European countries: e.g. Cyprus, Greece, Hungary, Germany, Norway and the UK

What is 'TALE'?

The Teachers' Assessment Literacy Enhancement (TALE) project, funded by Erasmus+ Programme, (KA2 Strategic Partnership, Project number: 2015-1-CY01-KA201-011863), provides a Language Assessment Literacy (LAL) training resource built on an empirical identification of the LAL training needs of pre- and in-service language teachers and trainers across many European countries. The TALE project offers innovative LAL training materials and services (e.g. forum) that language practitioners can access either through an online course (<http://taleproject.eu/>), or through the TALE Handbook of Assessment for Language Teachers.

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EALTA has been formed with financial support from the European Community

Useful Links - Resources

Language Testing Resources

<http://www.languagetesting.info>

Common European Framework of Reference for Languages, Learning, Teaching and Assessment

http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

Manual for relating language examinations to the CEF

http://www.coe.int/t/dg4/linguistic/manuel1_en.asp

The European Language Portfolio

<http://www.coe.int/t/dg4/education/elp/>

Hungarian English Examinations Teacher Support Project

<http://www.examsreform.hu/>

Council of Europe Journal

<http://hub.coe.int/>

Teachers' Assessment Literacy Enhancement (TALE) project

<http://taleproject.eu/>



MENU ☰

Teachers' Assessment Literacy Enhancement (TALE) project

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<https://cytea.weebly.com/>

We are very happy to share with you our TALE materials, that is our online TALE course and Handbook of Assessment for Language Teachers, all freely accessible from <http://taleproject.eu>

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TALE on social networks



<https://www.facebook.com/TALEonlinetrainingcourse?fref=ts>



<https://twitter.com/TALEproject>



TALE ErasmusProject



Visibility-Recognition

On May 12th 2019





Congrats TALE!

As of 5 May 2019, there are 783 registered TALE users in total.

2,568 distinct users have visited the TALE website so far.



Congrats TALE!

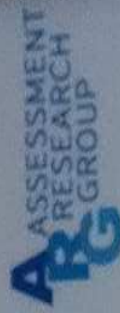
Your book reached **8120** reads

Achieved on May 2, 2019

Book: Handbook of Second Language Assessment



The British Council Assessment
Research Awards and Grants



THE INNOVATION IN ASSESSMENT PRIZE 2019

is awarded to

Dina Tsagari

Department of Primary and Secondary Education, OsloMet, Norway
(former University of Cyprus)

for being part of the team that developed the
Teachers' Assessment Literacy Enhancement - TALE
www.taleproject.eu

Professor Barry O'Sullivan
Head of Assessment Research and Development

Assessment Research Awards and Grants



If you're involved or work in research into assessment, then our Assessment Research Awards and Grants might interest you. These awards recognise achievement and innovation within the field of language assessment and support our research activities across the world.

The awards and grants are aimed at both research students and more experienced

< Research and test expertise

Assessment Research Group

Assessment Advisory Board

Assessment Research Awards and Grants

Assessment Research Grants

Evaluation of proposals

Assessment Research Awards

International Assessment Award

Innovation in Assessment Prize

Research into Reading Grants

Scheme

Vocabulary Challenge

TRY IT NOW!

taleproject.eu



More LAL?

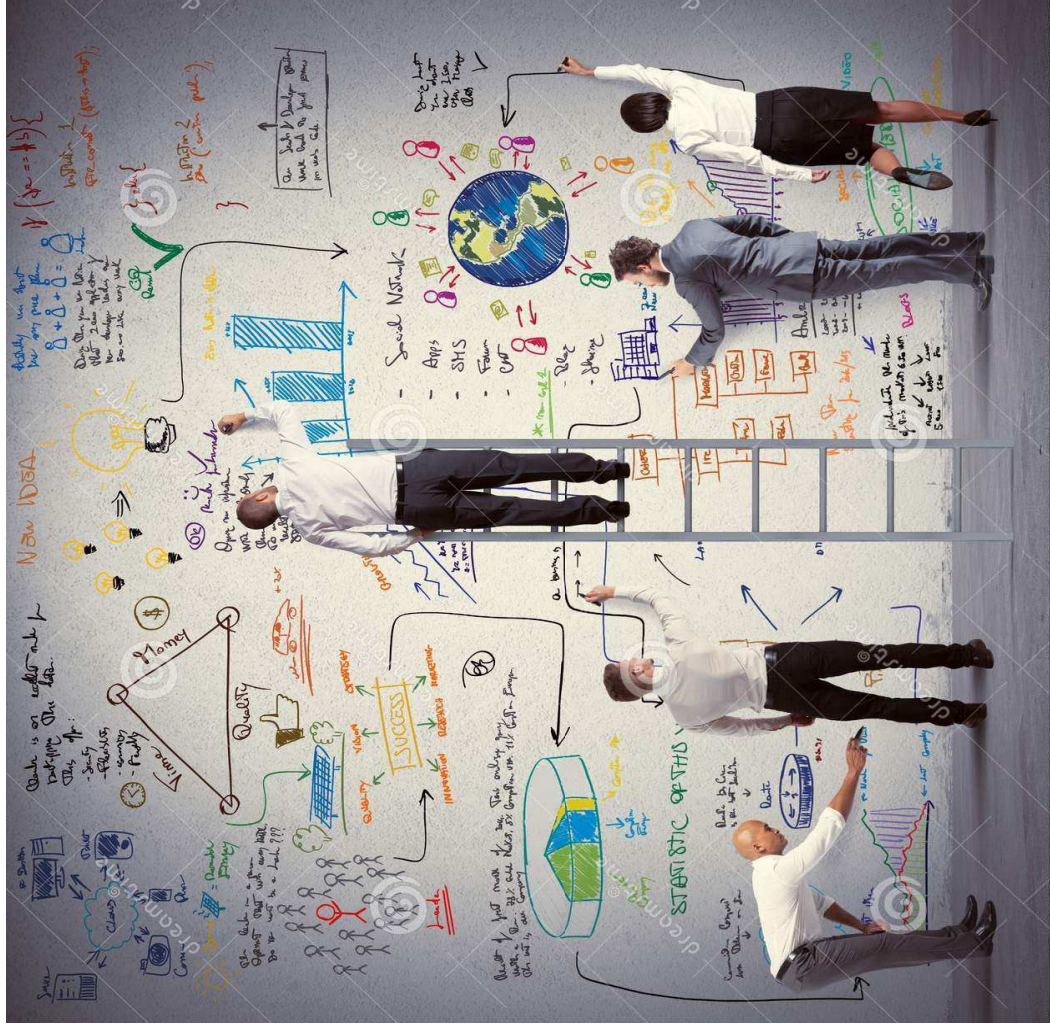


Assessment literacy

More resources!!!



ENRICH





English as a Lingua Franca practices for inclusive multilingual classrooms:

The ENRICH Erasmus+ Project

2018-1-EL01-KA201-047894

2018-2021



The main aim of ENRICH



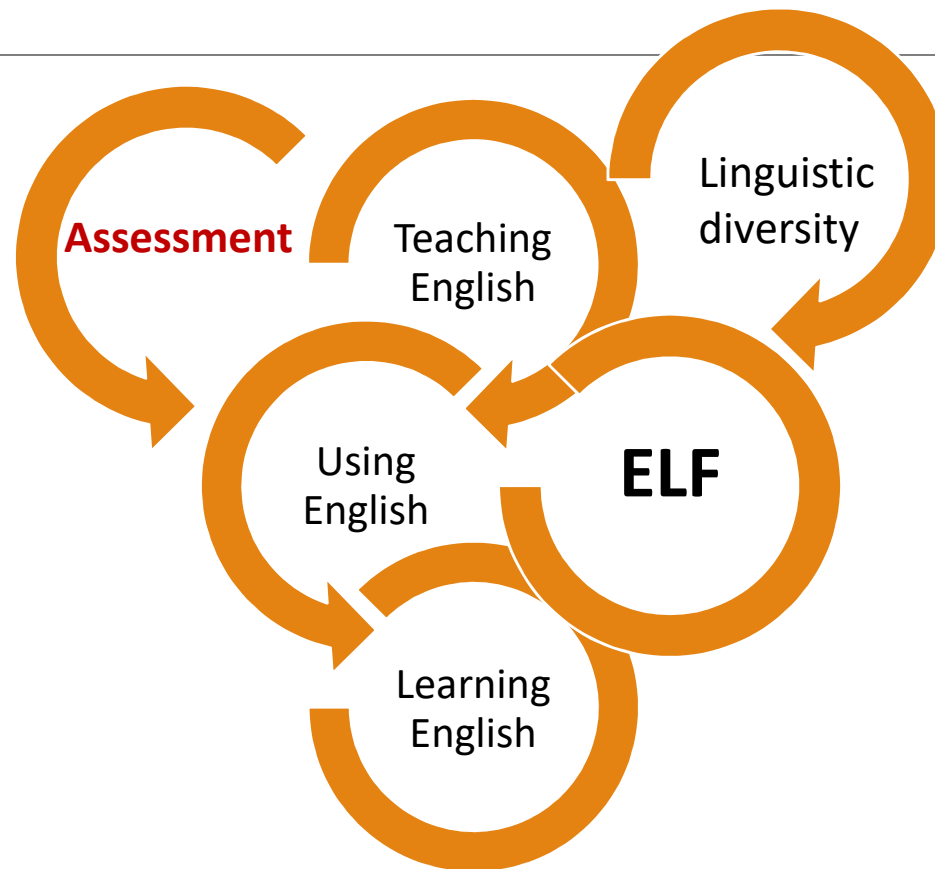
To promote **teacher competences** necessary for:

- a) **integrating ELF** in **multilingual classrooms**
- b) **preparing learners** to become **successful communicators** in the current, increasingly multilingual and demanding world.

To develop a **Continuous Professional Development (CPD)** infrastructure which will:

- a) be based on a systematic **needs analysis** (ELTs; young and adolescent learners, including migrants)
- b) be hosted in a modern and user-friendly **online environment**
- c) will consist in a **blended-learning CPD course** for ELTs
- d) will include a **Handbook** addressing all target groups
- e) will be appropriately **evaluated** and **disseminated**

Outline of the on-line CPD



The ENRICH On-line course

ENRICH

<http://enrichproject.eu/>

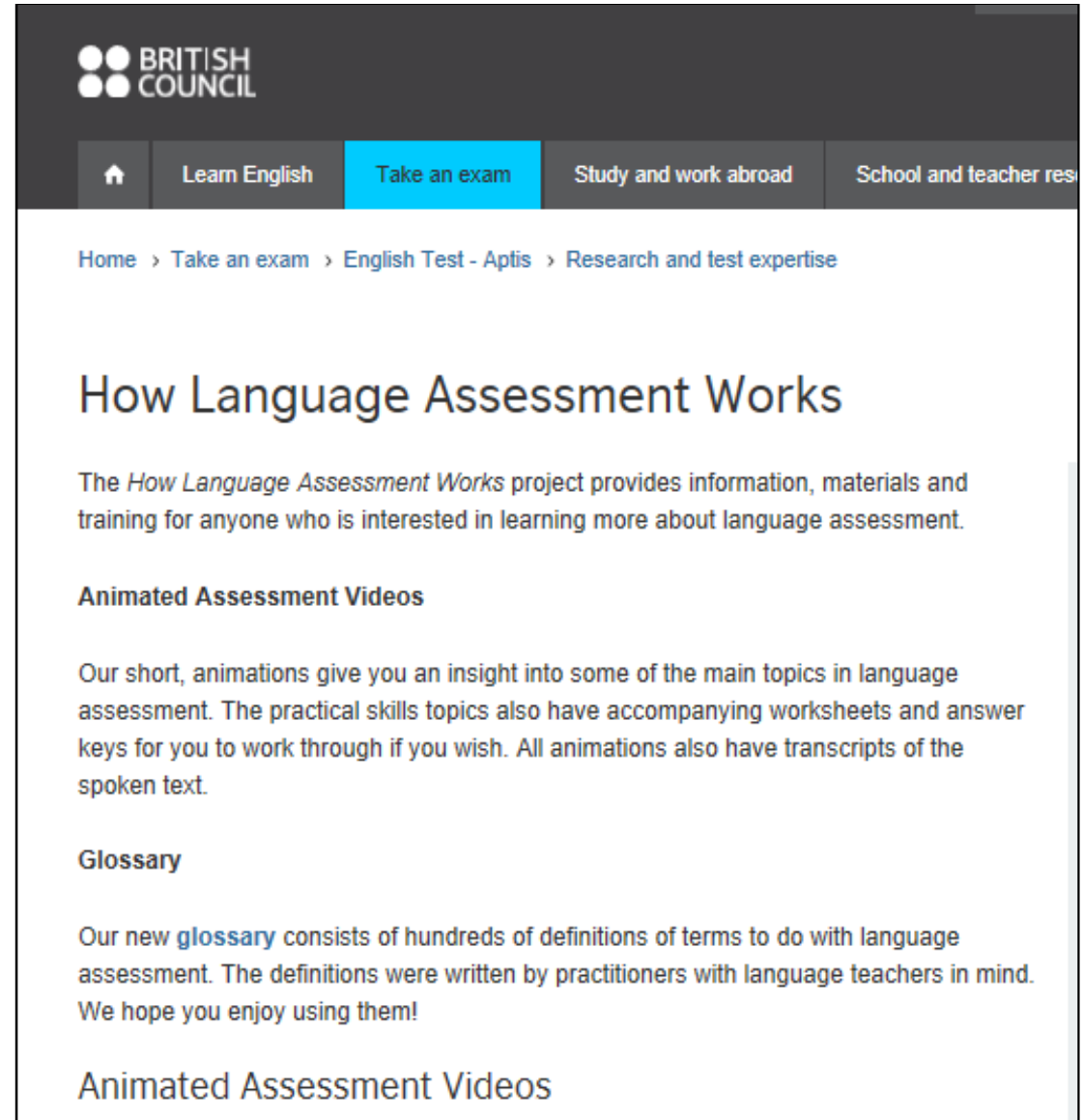


Assessment literacy

More resources!!!



<https://www.britishcouncil.org/exam/aptis/research/assessment-literacy>



The screenshot shows the British Council website interface. At the top left is the British Council logo. A navigation bar contains links for Home, Learn English, Take an exam (highlighted in blue), Study and work abroad, and School and teacher resources. Below the navigation bar is a breadcrumb trail: Home > Take an exam > English Test - Aptis > Research and test expertise. The main heading is 'How Language Assessment Works'. The introductory text states: 'The *How Language Assessment Works* project provides information, materials and training for anyone who is interested in learning more about language assessment.' There are three sections: 'Animated Assessment Videos' with a paragraph about short animations and transcripts; 'Glossary' with a paragraph about a new glossary of terms; and another 'Animated Assessment Videos' section at the bottom.

BRITISH COUNCIL

Home > Learn English > Take an exam > Study and work abroad > School and teacher resources

Home > Take an exam > English Test - Aptis > Research and test expertise

How Language Assessment Works

The *How Language Assessment Works* project provides information, materials and training for anyone who is interested in learning more about language assessment.

Animated Assessment Videos

Our short, animations give you an insight into some of the main topics in language assessment. The practical skills topics also have accompanying worksheets and answer keys for you to work through if you wish. All animations also have transcripts of the spoken text.

Glossary

Our new **glossary** consists of hundreds of definitions of terms to do with language assessment. The definitions were written by practitioners with language teachers in mind. We hope you enjoy using them!

Animated Assessment Videos

Animated Assessment Videos



Test Development

How is a test developed? This video looks at the test development process and its different phases.



Assessing Reading

How do you design a relevant and meaningful test? This video explores how people read and describes the steps to take when developing a reading test.



Assessing Writing

How do you design a writing test? This video looks at the factors you need to consider when you are assessing writing.



Assessing Listening

What is the difference between hearing and listening? In this video we explain the difference, and suggest ways that we can assess listening skills.



Assessing Speaking

Speaking is part of communication and is something everyone does, every day. In this video we look at some of the ways we can assess speaking skills.



Assessing General Language Proficiency

How is general language proficiency defined? This video addresses different approaches to defining general language proficiency and how these may affect testing and assessment practices.



Assessing Young Learners

How do you assess the language skills of Young Learners? In this video we explain how best to test Young Learners in different age groups.



Assessing English for Specific Purposes

Discover why assessment of English for Specific Purposes isn't just the assessment of general language proficiency with specific terminology thrown in, but a different matter altogether.



Validity

What makes a test valid? This video explains what we mean when we speak about validity in assessment and also gives you an overview of the development of test validity over the years.



CEFR and Language Assessment

What do you know about the CEFR? In this video we look at the CEFR levels and show how they play an important role in all aspects of language assessment.



Technology and Language Assessment

What's the role of modern technology in language assessment? Find out more about three important uses of

Online course in [Teaching](#)

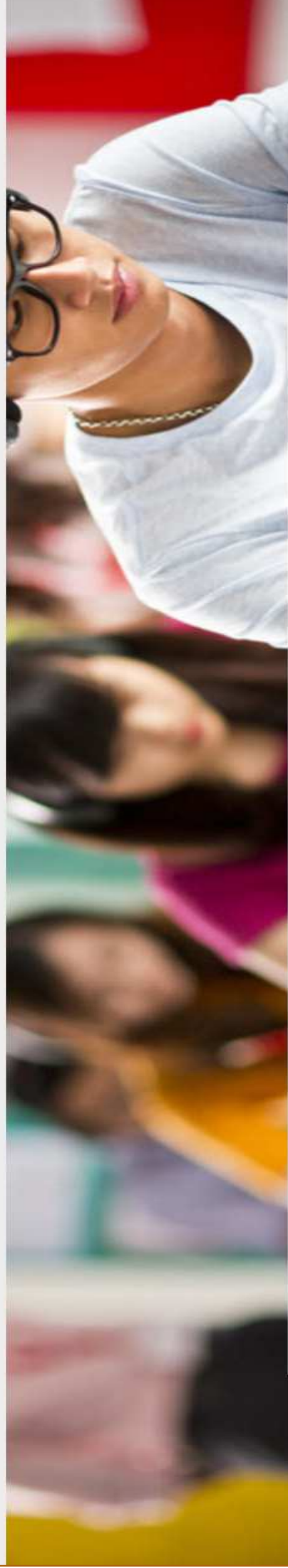


Language Assessment in the Classroom

Assessment is becoming increasingly important in language education. Understand it better with this course for language teachers.

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https://www.britishcouncil.org/sites/default/files/a_to_z_glossary_final.pdf



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EALTA is a professional association for language testers in Europe. EALTA's interests are independent of those of any other organization. EALTA is not an institution of the European Community.

Mission Statement

The purpose of EALTA is to promote the understanding of theoretical principles of language testing and assessment, and the and assessment practices throughout Europe.

Statement by the European Association for Language Testing and Assessment (EALTA)

Europe is a place where the rights of all - those living here and those still to arrive - are respected. It is a continent where the diversity of languages is a constituent of our heritage and reality and is highly valued. Language diversity is key to intercultural communication, mutual understanding and respect.

Recent initiatives at European and international level towards excluding various groups of people from mainstream society seriously undermine the principles of EALTA.

These worrying developments run counter to the principles of EALTA and the Europe we represent. Language assessment, as EALTA understands it, is about promoting language learning, thereby creating opportunities, not denying them.

We endorse similar statements of concern issued by other language associations across the world. We would like to reiterate the sentiment of the Teaching of Foreign Languages (ACTFL) and "remain hopeful for a future where culture and linguistic diversity is viewed as an invaluable asset."

Rationale

Europe is a multilingual continent, where the diversity of languages, cultures and traditions is highly valued. Part of such diversity is diversity of traditions and values. Given such diversity, the testing and assessment of language proficiency is a crucial component of language policies and cultural diversity, whilst seeking to ensure that the highest possible quality is guaranteed of the measurement of educational outcomes and the assessment of language proficiency.



<https://www.ucd.ie/alc/ealta2019/pre-conferenceworkshops/>

**Testing
& Evaluation
& Assessment**



IATEFL TEASIG Webinars 2018

There is no registration, to access simply click on:
https://iatefl.adobeconnect.com/_a875541554/teasigwebinars/

All webinars are free and start at 1700UK local time or 1800CET
(check out <https://www.timeanddate.com/worldclock/full.html> for local times in your region)

Innovative Methodologies and Assessment in Language Learning (ECML, European Commission) OsloMet: June 19-21, 2019

European Centre for Modern Languages and European Commission cooperation on

INNOVATIVE METHODOLOGIES AND ASSESSMENT IN LANGUAGE LEARNING



Relating language examinations to the common European reference levels of language proficiency: promoting quality assurance in education and facilitating mobility

Welcome to the registration form for the workshop Innovative Methodologies and Assessment in Language Learning

which will be held at OsloMet 19-21 June, 2019 (deadline for registration 30 April).



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Resources for teachers

General English teaching
resources

Webinars

Webinar FAQs

Cambridge English webinars and Facebook Live sessions are a great way for teachers to stay up to date with the latest developments and to interact with our experts.

Our webinars provide you with invaluable information about our exams, and cover a wide spectrum of subjects, including effective teaching methods, tips to improve student engagement and online professional development to help you develop your career.

Each webinar is presented by a Cambridge English professional and we give you the opportunity to ask questions in our live question and answer sessions.

FACE-TO-FACE
Training Sessions



- **Formal LTA courses - University**
- **PRE-/IN-SET programmes, conferences, events**



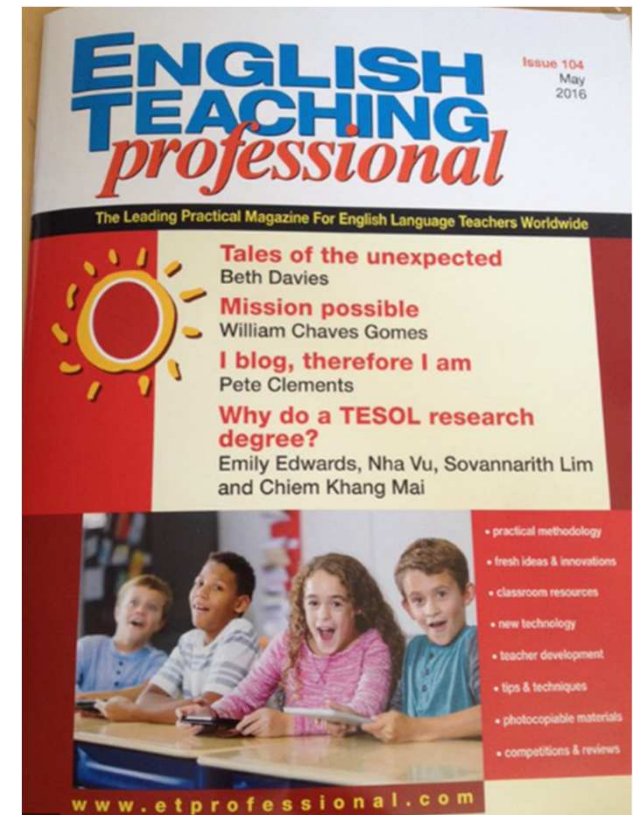
**Teacher assessment teams,
Communities of practice**



Collaborative assessment projects (Action Research)



Teacher publications

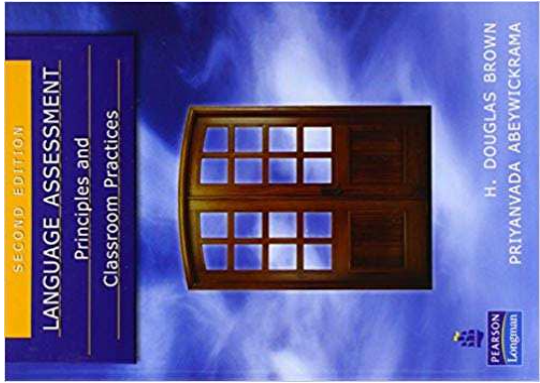
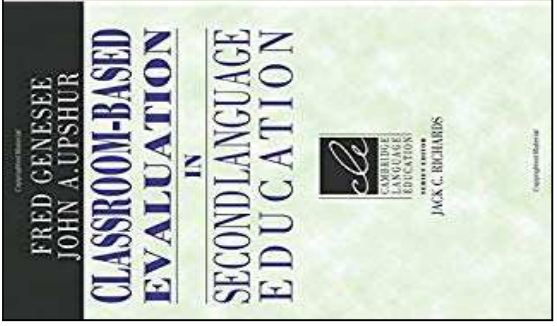
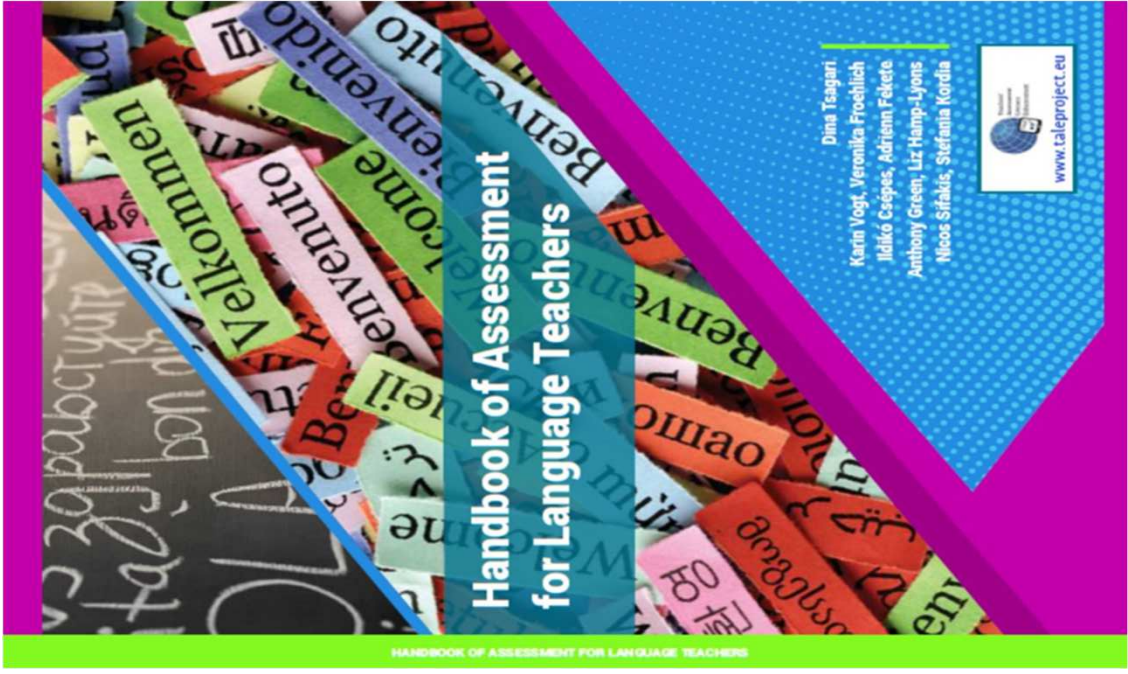


Teacher presentations



Undergraduate – Postgraduate – Doctoral dissertations







Dina Tsagari
dina.tsagari@oslomet.no