

# Synergies and tensions in computerised language testing

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# Norwegian National Tests of English

- Computerised
- Reading from 2004
- Reading, vocabulary and grammar from 2009
- All 5th and 8th grade pupils in Norway

## New computer platform from 2009

- One platform to administer all exams and tests
- Standardised across subjects and levels

# Computerised national tests of English

- 9-10 different formats at each grade
- Many pictures, especially for 5th grade
- Scored automatically
- Many pupils logged on simultaneously
- 3 parallel test versions for each grade
- Test for each grade to be administered during a one-week period

# Stakeholders

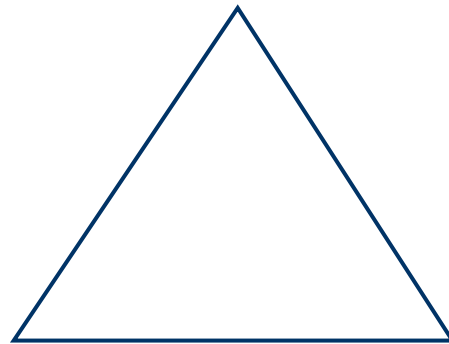
- The authorities
- Test developers
- Test administrators
- Teachers
- Pupils/parents
- Technical personnel
- Graphic designers

# Transition from one computer platform to another

- National tests on the old platform in 2008
- Large-scale piloting on the new platform in 2008 – for NT 2009
- Large-scale piloting on the new platform in 2009 – for NT 2010
- National tests on the new platform for the first time in 2009

# Synergies and tensions between:

The Norwegian Directorate for  
Education and Training



Test developers

Technical personnel

# Two main areas for both synergies and tensions:

- Communication
- Cooperation and compromise





# Communication

Means of communication today:

- Planned meetings
- Some video conferences
- Help system – support
- E-mails
- Phone calls

# Synergies in communication

- Same aim: make good tests (reliable and valid)
- Increased communication among the three stakeholders
- More varied input with a larger staff
- Learn from each other
- Exchange and generation of ideas
- Documented communication

# Tensions in communication

- Time pressure and deadlines
- More time required
- More people involved
- Differences in professional focus
- More involvement from the Directorate



## Synergies – cooperation and compromise

- Working towards the same goals
- Technical personnel have good ideas for simplifying our work
- New computer platform offers new options (e.g. formats)
- Cross-curricular cooperation in developing computerised tests (e.g. English and Mathematics)
- Closer cooperation with the Directorate (beneficial cross-curricular standardisation – platform and layout)

# Tensions – cooperation and compromise

- More people involved – thus more compromises with regard to:
  - Deadlines
  - Technical solutions
  - Parallel work on platform development and item production
  - Accommodation to the requirements of specialists in various fields

# The computer platform today

- Quite stable
- Fewer bugs
- Good capacity
- User-friendly
- Standardised

## Process ahead

- From a developing to a fully-operational system
- Less time-pressure
- More time for content discussions and adjustments
- Predictable deadlines
- More video conferences

# Challenges

What can we do to:

- Improve communication?
- Reach decisions faster?
- Give each other feedback faster?
- Ensure that the adjustments we want/need are made?
- Include new formats if and when needed?
- Ensure that the first administration of the national tests on the new platform will be successful?

Experience from the piloting indicates that it will be possible to meet these challenges.





## Eksempeloppgaver engelsk NP8 2009

### Oppgave 1

*Read the text.  
Click and drag.*

Jeffrey is hungry when he comes home from school. He's going to cook some potatoes. Put what he needs for cooking on the table.


[← Forrige oppgave](#)
[Neste oppgave →](#)

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**THANK YOU!**