

Designing Your Listening Construct and Assessment Framework

Names of Group Members: ...

Instructions for Appendix A: The first step in creating your listening assessment is to determine who will be assessed, in what context, and for what purposes. Complete the chart below with your partners. This will represent Appendix A in your final assignment.

- **Learners:** In the learners category, describe the target population of your assessment including their age range, education level, estimated language proficiency level. Regarding language proficiency, you need to indicate a specific band of the Common European Framework of Reference (CEFR).
- **Context and Purpose:** In the context and purpose category, indicate under what circumstances learners will be assessed and for what reason. Consider these questions.
 - *Is this assessment meant to determine achievement of learning goals for a school year or a unit of study?*
 - *Will this assessment tell you if a learner is ready to pass to another level in a language program?*
 - *Is this assessment meant to determine if the learners have the necessary listening skills to complete specific job functions?*
 - *Will the results of this assessment affect the learners in some way? If so, how?*
- In the end, *what is it that you hope to determine through the application of this assessment?*

Appendix A: Articulating Purpose and Context

Table 1: Learners, Context, & Purpose

Learners	Context and Purpose
<ul style="list-style-type: none">● ...● ...● ...	<ul style="list-style-type: none">● ...● ...● ...

Instructions for Appendix B: The next step in the process is to determine what specific listening abilities you want to measure with your assessment. To do this you will follow several steps in order to brainstorm and refine your objectives and decide on appropriate listening tasks. Under normal circumstances you would begin this process by carefully examining the goals and content of your official curriculum. However, for the purposes of this course, you are going to start from scratch by designing your own listening construct, or definition of listening abilities your assessment tool is meant to measure. To do this, you will base your construct on descriptors from the Common European Framework of Reference (CEFR) and Global Scale of English (GSE) descriptors.

- **Step 1:** [CLICK HERE](#) to view the official CEFR descriptors for the category of Listening Comprehension. Choose an overall listening CEFR level you assume the learners who take your assessment will have. I suggest you choose a level of B1 or lower since the majority of students you will work with will be in beginner and intermediate levels. However, if the purpose of your assessment is to measure specific listening abilities for job related purposes, you may decide to choose a higher level.
 - Copy/Paste the entire “overall listening comprehension” descriptor in the first row of Table 1. Include the alphanumeric code and the descriptor.
 - Skim through following pages. They contain a series of descriptor lists for different listening contexts. Read the descriptors for your chosen CEFR level in each list carefully. Choose at least three of the lists that you think might be relevant for your purposes and copy/paste at least three full descriptors in the table. These descriptions may be long. That is ok. In the first column, be sure to mention which list each descriptor comes from.
- **Step 2:** [CLICK HERE](#) to access the GSE Teacher Toolkit and use the filters to select the learners, skill, and level to display a list of learning objectives related to listening. Skim through the list and copy/paste any potentially relevant ones into the next section of the table.
- **Step 3:** [CLICK HERE](#) to view the official CEFR descriptors for the category of Mediating a Text. Mediation is one of the new skills described by the most recent version of the CEFR. Text mediation refers to the ability of language users to comprehend a text and then convey the important concepts from it to others, sometimes in their L2 or sometimes in their L1. Skim through the list of descriptors to see if any of them seem relevant for the listening construct of your assessment. If you don't find any of them relevant, you can skip this.
- **Step 4:** Read through your completed chart. There is probably a lot of information here, perhaps too much to be evaluated in a single assessment. Ask yourself the following questions and then revise your construct by copy/pasting only the most important and potentially measurable abilities and their sources into the first two columns of Table 2. You must include a minimum of 3 and a maximum of 5.

Appendix B: *Listening Abilities and Possible Tasks*

Table 1: *Initial Listening Construct Brainstorm*

Overall Listening Comprehension Description: (alphanumeric code) - ...description	
CEFR Domain	Descriptor
GSE Learning Objectives	
Text Mediation Descriptors	

Table 2: Revised Listening Construct & Assessment Framework

Overall Listening Comprehension Description: (alphanumeric code) - ...description			
Listening Construct		Assessment Framework	
Source	Descriptor	Assessment Targets	Task Types

- Step 5:** Now that you have your LISTENING CONSTRUCT defined, it is time to operationalize it by defining your ASSESSMENT TARGETS, the behavior you expect test-takers to display, and the TASK TYPES in which they will perform it. For each descriptor in your construct, you will need to create an Assessment Target that contains a VERB and a PRODUCT. The VERB represents an observable behavior that shows evidence of an underlying mental process and the PRODUCT is the actual result of this process. The following charts may help you choose appropriate VERBS and PRODUCTS.

Table 3: Measurable Verbs of Cognitive Actions and Observable Products in Assessment

Bloom's Taxonomy Levels with "verb cues" for test item writing:		Table 10.2 Cognitive Actions and Observable Products in Assessment		
		The student (test-taker) will . . .	Action	Product (observable)
1.	Remembering (Knowledge): arrange, define, describe, duplicate, identify, label, list, memorize, name, order, quote, recall, repeat, reproduce, show, state, tabulate, tell (who, when, where . . .)			
2.	Understanding (Comprehension): associate, classify, contrast, describe, discuss, distinguish, differentiate, estimate, explain, express, locate, predict, recognize, report, restate, select, summarize, translate . . .			
3.	Application: apply, calculate, choose, change, classify, complete, demonstrate, discover, employ, examine, illustrate, interpret, modify, operate, relate, show, solve, use . . .			
4.	Analysis/Synthesis: analyze, appraise, arrange, attribute, categorize, classify, compare, connect, crack (a code), organize, contrast, criticize, differentiate, discriminate, distinguish, divide, examine, experiment, explain, find, infer, integrate, link, mash, mind-map, question, order, reverse engineer, select, separate, structure, tag, test . . .			
5.	Evaluation: appraise, argue, assess, attach, choose, compare, conclude, convince, decide, defend, estimate, judge, predict, rate, core, select, support, value, evaluate, rank, test, measure, recommend, explain, discriminate, support, summarize . . .			
6.	Creating: act as, articulate, change, compose, design, devise, develop, formulate, improve, invent, make up, manufacture . . . (Based on Krathwohl, 2002; Marzano & Kendall, 2007; Tractenberg et al., 2010)			
		Remembering Remember information from a listening extract	duplicate . . . name recall describe	fact chart recitation list drawing
		Understanding Explain information or concepts from a listening extract	identify restate illustrate	show & tell paraphrase model building
		Applying Use information learned from a listening extract	solve use compare	role playing simulation chart
		Analyzing Distinguish different parts of what was contained in a listening extract	differentiate infer appraise	spreadsheet summary critique
		Evaluating Defend a concept or idea from a listening extract	rate verify compose	recommendation report cartoon
		Creating Create something new based on listening extract	invent create	multimedia presentation skit or game

- **Task 6:** With your ASSESSMENT TARGETS clearly defined based on your LISTENING CONSTRUCT, you are ready to choose the TASK TYPES. Here you are not creating the actual test items that will appear on your exam. Instead, you are deciding on the TASK TYPES that are most likely going to help you evaluate the test-takers' achievement of the ASSESSMENT TARGETS. [CLICK HERE](#) to see several lists of

common task types from Buck's (2001) book *Assessing Listening*. Choose ones you think are most appropriate and adapt them for your specific purposes or propose your own TASK TYPES that you think are more appropriate. Write a description of each of your chosen task types in the final column of Table 2.

Congratulations! You have finished designing your listening construct and assessment framework. You worked systematically to define the listening abilities you intend to test, then created specific assessment objectives based on those abilities, and chose tasks in which achievement of those objectives can be measured. This ensures the validity of your assessment!. You are now ready to begin developing your test items. Because of time, this will be something you and your group members will need to do outside of class. Don't hesitate to reach out to me if you have any questions.

10 Tips for Text Creation and Item Writing

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| <ol style="list-style-type: none">1. Remember that spoken English differs in significant ways from written English. Simply recording your voice as you read aloud a text that was meant to be read will not contain the features of natural spoken language. Keep this in mind when writing your scripts.2. Check to see that the language used in your audios is appropriate for the level of the test-takers. CLICK HERE and copy/paste your text into the GSE Teacher Toolkit's Text Analyzer to see what CEFR level it belongs to and which words you may consider revising.3. Avoid overly long audios since they will put a strain on test-takers' working memory and ability to concentrate. If needed, break up a long audio into chunks to allow test-takers to respond to what they heard before moving to the next part of the audio.4. Provide general instructions for the exam so that students know what to expect before they begin. Additionally, each new task type should have clear instructions of what they are expected to do.5. Contextualize each audio students will hear to activate the relevant background knowledge they will need to effectively process the text. (e.g. "Mr. and Mrs. Rollins, a young couple from New York City, are discussing their summer plans. Listen to their conversation and then answer the questions."). | <ol style="list-style-type: none">6. Decide how many times students will hear the audio. Buck recommends that students hear the audio once if you are assessing their comprehension of a main idea and twice if you are assessing their comprehension of details.7. Start with an easier question or task to give students confidence as they begin the exam. Be sure that information students need to answer questions is distributed throughout the audio and not all in one place.8. Go beyond testing recognition of simple details (time, place, numbers, etc.) and test comprehension of meaning even though these kinds of items are trickier to write.9. Revise your items to make sure they are actually answerable and that they don't have ambiguities that allow for more than one possible answer.10. Choose how each item or task will be graded. Multiple choice items are easy to grade but open-ended questions and information transfer questions (graphic organizers) can be trickier. You may need to develop a simple rubric to evaluate the accuracy and completeness of responses for open-ended tasks. |
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