

## Introduction to Listening Assessment

**Instructions:** Discuss the following prompts with your partners to review the content from your assigned reading.

**Previous Experience:** Think about the ways that listening was assessed or tested in the language courses you have participated in as a student.

- What kinds of listening tasks were you asked to complete?
- What kinds of instructions or procedures were you asked to follow by the teacher or by the instructions in the text?
- What was challenging about the listening assessment tasks? Why?
- In what ways (if at all) did your teacher prepare you in class for the kinds of listening tasks you would face in your exams?
- Do you think the overall approach to listening assessment in the contexts in which you have been a language student was appropriate and effective? Why?

**The Challenge of Listening:** Read this quote carefully and then discuss the prompts.

- *“The inherent difficulty with assessing listening, of course, is that because listening is primarily a cognitive activity, listening performance is not directly observable. This difficulty of direct access means that any assessment of listening must employ indirect measures that reflect or capture aspects of the psycholinguistic processes we wish to describe. The primary means of assessing listening is therefore to observe the various language activities that the learner is engaged in while listening, and to create qualitative descriptors and quantitative measures that have an acceptable degree of validity.”*
  - Because listening ability can only be assessed indirectly, this creates an extra challenge for assessment designers. What kinds of observable, and therefore measurable, behaviors can we have students perform during a listening assessment?

**Calibration:** In all forms of educational assessment, we need to make sure that our tests are fair, reliable, and valid. Look at the definitions below and copy/paste them into the appropriate space. These ideas were not specifically mentioned in the chapter but they are important for us to consider.

- The results of the test are consistent. For example, a student would likely get similar results if he/she took two different versions of the test or two test graders would evaluate a student's responses in a similar way.
- The test items measure what they intend to measure. For example, a test does not evaluate a student's knowledge of something that was not taught in the course.
- The test items are free from bias which may negatively affect the test taker. For example, the texts in the test do not contain concepts or ideas that a student does not have in his/her background knowledge or culture.

Fairness	Reliability	Validity
...	...	...

**Creating Assessments:** The author says that creating assessments involves three components. What do each of these mean to you?

- Assessment Targets
- Criteria for Success
- Form of Assessments

**Assessment Tasks:** You read about some different task types that are commonly used in listening assessment. Do you remember what any of these refer to?

<b>Discrete Item Tests</b>	<b>Task-Based Tests</b>	<b>Integrative Tests</b>
<b>Communicative Tests</b>	<b>Interview Tests</b>	