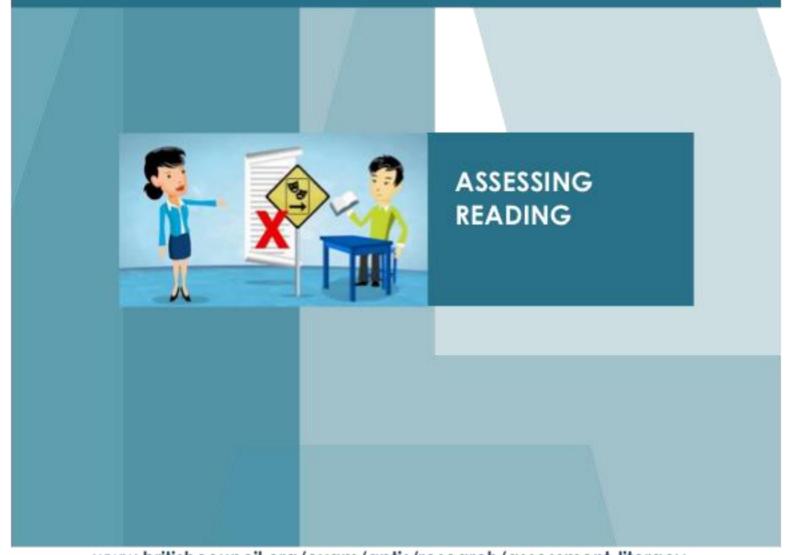


INTRODUCING LANGUAGE ASSESSMENT

Worksheets



www.britishcouncil.org/exam/aptis/research/assessment-literacy

ASSESSING READING

[Reading Comprehension: 5' 57'']

If you need to assess your students' reading skills, there are a number of factors you need to consider. These include considering the test taker and their needs, the kind of information you want to know about their reading skills and the most appropriate ways to assess these skills, so that your test is appropriate and accurately scored. Therefore, text selection and task choice for reading tests need to vary accordingly.

A. BEFORE YOU WATCH

Note: These first three questions are meant to help you prepare for the video and relate it to your context. There are no "correct" answers.

1. Do you think that people read less today than in the past? What about students?

2. Why do people need to read?

3. What texts do people read in real life? From what sources?

B. WHILE YOU WATCH

4. What three basic processes are normally used to create meaning from a text? Complete the statements.

Setting goals				
Recognizing				
Using our understanding of				

5. Different ways of reading are related to our purpose for reading

We read if we want to get a general idea or find specific information. We read to get a thorough understanding.

6. What are the characteristics of a good reading test task? Tick from the list below.

- □ Relevant
- □ Extensive
- □ Meaningful
- □ Authentic
- □ Intensive

7. Which common characteristics do good pencil and paper and computer-based tests share?

A suitable combination of and

8. <u>On text selection</u>

Select texts on the basis of their and

Texts should not cause to any group of test takers.

9. On task development

A reading test needs to include a variety of different tasks. Complete the list with task types mentioned in the video.

Choose the correct answers to questions (Multiple Choice, True/False,...),

.....

Reading into Writing

10. Test developers need to check carefully a number of things before a test is administered live. Match column 1 and 2 to complete the Reading test checklist.

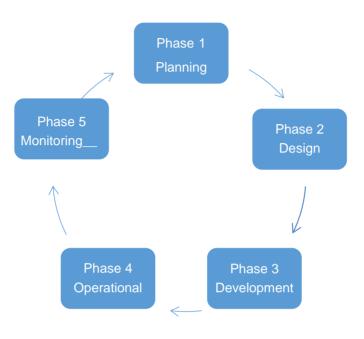
1	2		
sufficient	instructions		
clear	time		
no	scoring		
valid and efficient	ambiguous questions		

C. AFTER YOU WATCH

- 11. Examine critically the last reading test you have administered. First complete the test as a student would do. Then reflect on the test and check:
 - □ the clarity of the instructions
 - $\hfill\square$ the time allowed
 - □ the adequacy of the scoring
 - □ whether the questions in the different tasks are straightforward.

What would you change? Why?

12. The video mentions that when developing a reading test work, time, experience and – above all – a lot of common sense are needed. Think of the five phases in the video on Test Development and consider what you would do in your context in each of the five phases in the development of a reading test.



To learn more about issues to consider when developing a test of reading, you may access Appendix C in the APTIS General Technical Manual (pp. 44–47)

https://www.britishcouncil.org/sites/default/files/aptis_general_technical_manual_v-1.0.pdf