

INTRODUCING LANGUAGE ASSESSMENT

Worksheets



**ASSESSING
LISTENING**

B. WHILE YOU WATCH

Listening skills

4. Which activities help us make sense of what we have heard? Complete the summary.

First we check if what we hear are the of language and match these with we already know. Then we group together into, which helps us decide what the is. Finally, we make between what we think we have heard with our pre-existing knowledge. So tasks must try to copy real life use of language.

5. Tick the types of tasks we can use to test listening skills.

- Pick out a word
- Spell words correctly
- Recognise the correct tense
- Change the tense given
- Deduce meaning of unknown words from context
- Write about the situation
- Identify the main ideas
- Summarise through speaking or writing
- Listen for specific information
- Listen for attitude, inferring or deducing
- Listen for pronunciation

6. Complete this list of formats we can use to assess listening.

- A. reading aloud
- B.recording
- C. listen to simulated
- D. answer questions by choosing the or by writing an answer

Scoring and grading

- 7. What is important for test takers to understand?**
- 8a. What is weighting?**
- A. Giving more than a single mark for each test item
 - B. Giving different marks to different skills assessed
 - C. Giving more marks to higher scoring students
- 8b. What is partial credit?**
- A. Giving marks to answers which are partly correct.
 - B. Giving more marks to lower scoring students.
 - C. Giving different marks to different skills assessed.
- 8c. Which of these might be a problem when deciding on scoring?**
- A. Answers which are partially correct
 - B. Deciding how the task affects scoring
 - C. Deciding if spelling and grammar matter in written responses
 - D. Limiting the number of correct answers possible
 - E. Making the test fair for weaker learners
- 9. Why is listening considered to be the most widely used skill?**

C. AFTER YOU WATCH

- 10. Look at this listening test item. What do you think this item is testing? How do you know?**

Listen to two people planning a meeting.

1. Where is the meeting?
2. What time is the meeting?
3. What is the reason for the meeting?
4. What problem might the people attending the meeting expect?

[N.B. The above task is adapted from APTIS.]

- 11. Read this information about a teaching context. Do you think the task in (10) is useful for these learners? Why? / Why not?**

Learners are a class of 17 year olds studying general English. They are currently at B1 level.

- 12. What might be the reason for including both monologues and dialogues in an assessment of listening skills?**

APPLY >>>>>>>>>>
THE TASK
13. Think about your own learners:

- A. What kind of listening do they struggle with?
- B. What are the contexts in which they normally need to listen?
- C. How can you make sure a listening task is fair for learners?

RATING
14. Which listening skill would you prioritise? Why? How would you balance 30 marks across the test?

- Listening for detail
- Listening for main idea
- Listening for attitude

To learn more about issues to consider when developing a test of listening, you may access Appendix D in the APTIS General Technical Manual (pp. 48–51)

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