

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ  
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## КОНТРОЛЬ И ОЦЕНКА ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве практикума для обучающихся по основным образовательным программам высшего образования по направлениям подготовки 44.03.05 Педагогическое образование, 44.04.02 Психолого-педагогическое образование

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**ЛЗ80 Контроль и оценка иноязычной коммуникативной компетенции: практикум / В. В. Левченко, Л. А. Кожевникова, Н. В. Ильичева.** – Самара: Издательство Самарского университета, 2024. – 64 с.

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Практикум создан при использовании авторских материалов проекта TEMPUS Promoting Sustainable Excellence in Testing & Assessment of English с целью получения студентами теоретических знаний и практических навыков по оценке и контролю уровня сформированности иноязычной коммуникативной компетенции для расширения основ их лингвистической и методической компетенции после ранее изученного курса «Лингводидактика».

Предназначен для студентов бакалавриата и магистратуры «Иностранные языки. Педагогическое образование».

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## ВВЕДЕНИЕ

Проблема определения и оценки качества обучения, степени сформированности иноязычной коммуникативной деятельности остается одной из центральных в лингводидактике. Контроль является важнейшим компонентом системы обучения, коррелирующий с содержанием обучения, отражаемом в материалах и средствах обучения. К языковому контролю предъявляется ряд особых требований: соответствие целям и задачам обучения, соответствие современным лингводидактическим принципам, систематичность и прозрачность, практичность и аутентичность, валидность, репрезентативность, надежность, а также положительное обратное влияние на процесс обучения и изучения языка.

Практикум «Контроль и оценка иноязычной коммуникативной компетенции» предназначен для студентов бакалавриата и магистратуры «Иностранные языки. Педагогическое образование». Целью практикума является получение студентами теоретических знаний и практических навыков по оценке и контролю уровня сформированности иноязычной коммуникативной компетенции, что в совокупности с ранее изученным курсом «Лингводидактика» должно расширить основы лингвистической и методической компетенции.

Данный практикум может быть использован в процессе изучения дисциплин «Контроль и оценка иноязычной коммуникативной компетенции», «Контроль и оценка в обучении иностранным языкам».

В практикуме изучаются следующие темы, актуальные в области международной и российской тестологии (units 1-6):

1. Введение в тестологию. Понятие «лингводидактическое тестирование». Контроль, оценка, оценивание. Тестологическая грамотность учителя.

2. История тестирования.

3. ИКК и языковое тестирование. Интегративные и дискретные тесты.

4. Общеввропейская шкала компетенций и современные системы оценивания иноязычной коммуникативной компетенции.

5. Международные экзамены и ЕГЭ.

6. Стандартизированные и нестандартизированные формы контроля.

7. Основные характеристики контроля.

8. Валидность и надёжность теста.

9. Этапы разработки теста. Целеполагание. Целевая аудитория. Определение конструкта и его операционализация. Виды тестовых заданий.

10. Наиболее типичные ошибки, допускаемые при разработке теста.

11. Разработка критериев оценивания.

12. КИМ на примере ОГЭ и ЕГЭ.

13. Тестирование языковой компетенции. Тестирование умений чтения, аудирования, говорения, письменной речи.

14. Использование ИКТ в оценке качества обучения.

Каждый раздел практикума содержит теоретическую и практическую части, рекомендации для преподавателя (Teacher's notes). Завершающий раздел содержит подробную методику изучения дисциплины, рекомендации для студентов, критерии оценки, пример балльно-рейтинговой карты. В курсе используются текстовые и аудиоматериалы из открытых источников, даны задания разных видов и типовые примеры их выполнения, задания для самостоятельной работы студентов.

## UNIT 1 ASSESSMENT LITERACY

On completion of the unit, students will know about:

- the nature of assessment (including notions of educational standards and educational outcomes);
- the notion of assessment literacy;
- the difference between testing, assessment and evaluation;
- cognitive demands in language proficiency;
- the nature of cognitive processing at different levels of the CEFR.

On completion of the unit, students will be able to:

- analyze documents (national curriculum, school educational programs, Cambridge examinations);
- distinguish cognitive demands at different levels of language proficiency.

### **Theory Revision, questions and notes**

*Before you start reading the notes, try to answer the following questions:*

1. Who needs assessment and why?
2. What is literacy? Use a monolingual dictionary, e.g. Cambridge Advanced Learners' Dictionary, to define this word and give examples.
3. What do you think assessment literacy is? What components does it consist of?
4. What do we mean by testing, assessment and evaluation?
5. What makes language testing special?
6. Complete the sentence 'Language proficiency is.....'
7. How many levels of language proficiency does the CEFR include?
8. In your view, what is communicative competence? How are communicative competence and language proficiency different and similar concepts?

## Teacher's Notes

Assessment literacy refers to the knowledge that educators possess to design, implement, interpret, and use assessments effectively.

Different stakeholders need different levels of assessment literacy:

- developers of national and international tests require highly developed expertise in the principles and practice of assessment;
- language teachers and instructors need assessment training covering assessment design, administration, and interpretation of results;
- other stakeholders – e.g., policymakers, parents, employers – need to be able to understand and make effective use of assessment results.

Assessment literacy involves *knowledge, skills and principles*. *Knowledge* involves understanding theories of measurement and language. *Skills* are the training in the necessary and appropriate methodology. They include: designing language assessments to provide useful information; preparing assessment material; scoring and describing performance; using software programmes for test delivery; statistics for test analysis; and reporting and communicating results. *Principles* involve social questions: the use of language assessments, authenticity, reliability, validity, impact, ethics and fairness, etc.

## Workshop tasks and activities

**Task 1.** In pairs, discuss the answers to the questions in Exercise 1.

**Task 2.** Match the assessment literacy components 1 – 3 with their descriptions (A – D). One description is extra. Compare your results with your partner's.

<i><b>Assessment literacy component</b></i>		<i><b>Description</b></i>
1	Knowledge	This component provides the training in methodology, including item-writing, statistics, test analysis, etc. for test delivery, analysis and score reporting
2	Principles	This component retrieves relevant items from language competence and formulates a plan whose realization is expected to achieve the communicative goal
3	Skills	This component concerns the proper use of language tests, their fairness and impact, including questions of ethics and professionalism.
		This component offers relevant background in measurement and language description as well as in context setting

**Task 3.** Match the terms (1 – 3) with their definitions (A – C).

<i><b>Terms</b></i>	<i><b>Definitions</b></i>
Test	A) A process of systematically collecting information in order to make a judgment or a decision
Assessment	B) Measuring learning through performance
Evaluation	C) Gathering of language data

**Task 4.** Look at the diagram below which shows relationship among testing, assessment and evaluation. Label the ovals. Discuss



with your partner what forms of assessment you use in your class and what kinds of tests you are familiar with.

**Task 5.** Enter levels A1–C2 in the left-hand column. Highlight any key phrases that you feel best indicate each level. Salient Characteristics of the CEFR Levels in Spoken Interaction & Production - CEFR Section 3.6, simplified.

A1– C2	Levels
	<p>This level has the majority of descriptors stating social functions like use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. Here too are to be found descriptors on getting out and about: make simple transactions in shops, post offices or banks; get simple information about travel; use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services.</p>
	<p>This level represents a break with the content so far. Firstly, there is a focus on effective argument: account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; develop an argument giving reasons in support of or against a particular point of view; take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Secondly, at this level one can hold your own in social discourse: e.g. understand in detail what is said to him/her in the standard spoken language even in a noisy environment; initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without</p>

A1– C2	Levels
	<p>imposing strain on either party. Finally, there is a new degree of language awareness: correct mistakes if they have led to misunderstandings; make a note of "favourite mistakes" and consciously monitor speech for it/them; generally correct slips and errors if he becomes conscious of them.</p>
	<p>Level X is intended to characterise the degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners. Descriptors calibrated here include: convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices; has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning; backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.</p>
	<p>This level is perhaps most categorised by two features. The first feature is the ability to maintain interaction and get across what you want to, for example: generally, follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect; express the main point he/she wants to make comprehensibly; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life, for example cope with less routine situations on public transport; deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics.</p>
	<p>Level X is the lowest level of generative language use - the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases. However, communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.</p>

A1– C2	Levels
	<p>This level is characterised by a broad range of language, which allows fluent, spontaneous communication, as illustrated by the following examples: Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. The discourse skills that started appearing at the previous band are more evident, with an emphasis on more fluency, for example: select a suitable phrase from a fluent repertoire of discourse functions to preface his remarks in order to get the floor, or to gain time and keep it whilst thinking; produce clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p>

**Task 6.** Discuss with your partner what factors make a test reliable. Write down your ideas and compare your lists.

**Task 7.** Pair work. What is wrong with this assessment scenario?  
*A test of listening comprehension. Task “Watch a 15-minute lecture and summarise the main points in a short essay”.*

## UNIT 2 ASSESSMENT CYCLE AND ASSESSMENT DESIGN

### **Aims and objectives**

*On completion of the unit, students will know about:*

- the assessment cycle: structure and elements;
- assessment design and its stages;
- test specifications, their contents and uses;
- structural elements of tests and test items.

*On completion of the unit, students will be able to:*

- use the terminology related to the topic;
- identify different types of assessment;
- identify different types of tests in terms of their purpose and format;
- identify the mini-max structure and components of a test specification (design statement, blueprint, task and item specifications);
- identify different task types and the most common mistakes;
- choose a suitable type of assessment for a given pedagogical situation;
- develop specifications for a classroom test.

### **Theory Revision. Questions and Notes**

*Before you start reading the notes, try to answer the following questions:*

1. Why do you use tests? What exactly are you trying to find out with a test?
2. What types of tests do you know?
3. What test items/tasks do you know (for example, multiple choice)?
4. What is the difference between objective and subjective items?

5. When do you start planning the contents of the final test?
6. What factors do you consider when choosing a test for your class?
7. Who writes tests in your school/university? Do you develop tests for your students?
8. How do you know that your test is reliable and valid?
9. What is the difference between a classroom test and the Russian State Exam (EGE)?

### **Teacher's Notes**

Formative and summative assessment: tests or tasks administered at the end of the course to determine if students have achieved the objectives set out in the curriculum are called summative assessments. Formative assessments, however are carried out with the aim of using the results to improve instruction, so they are given during a course and feedback is provided to students.

Selected-response items are those in which students choose the correct answer from among a set of options. In these tests, students do not create any language.

Constructed - response items are those in which a student is required to actually produce language by writing, speaking, or acting in some way, rather than simply selecting answers.

Objective assessment/test - a way of examining in which each question asked has a single correct answer. These tests can be quickly and unambiguously scored by anyone with an answer key, thus minimizing subjective judgments.

Subjective assessment/test is a type of assessment or evaluation that involves the personal judgment or interpretation of the examiner. Some essay examinations are examples of a subjective test. Although there are no necessarily right or wrong answers, responses are scored based on appraisals of their appropriateness or quality (scoring criteria).

*Read and discuss the following definition of some testing terms.*

### **Direct test**

A test which claims to measure ability directly by eliciting a performance approximating authentic language behavior. Testing is said to be direct when it requires the candidate to perform precisely the skill that we wish to measure. If we want to know how well candidates can write compositions, we get them to write compositions. The tasks, and the texts that are used, should be as authentic as possible.

### **Indirect test**

A test that does not require the test taker to perform tasks that directly reflect the kind of language use that is the target of assessment; rather, an inference is made from performance on more artificial tasks. For example, an indirect test of writing ability may include items requiring the test taker to identify grammatical or spelling errors in written sentences, rather than to produce a piece of writing. Indirect testing attempts to measure the abilities that underlie the skills in which we are interested.

Discrete-point/integrative testing. Discrete-point tests are those which measure the small bits and pieces of a language as in multiple-choice test made up of questions constructed to measure students' knowledge of different structures.

Direct point testing refers to the testing of one element at a time, item by item. This might, for example, take the form of a series of items, each testing a particular grammatical structure.

Integrative tests are those designed to use several skills at one time. Integrative testing requires the candidate to combine many language elements in the completing of a task.

### **Low stakes / High stakes tests**

High-stake tests are those in which the results are likely to have a major impact on the lives of large numbers of individuals or on large

programs. Low-stakes tests are those in which the results have a relatively minor impact on the lives of the individual or on small programs.

### **Norm-referenced/Criterion-referenced tests**

In brief, a norm-referenced test (NRT) is designed to measure global language abilities (i.e., overall English language proficiency, academic listening ability, reading comprehension, and so on). Each student's score on such a test is interpreted relative to the scores of all other students who took the test. Such comparisons are usually done with reference to the concept of the normal distribution, familiarly known as the 'bell curve'.

Norm – referenced measurement. A type of test whereby a candidate's scores are interpreted with reference to the performance of the other candidates. Thus the quality of each performance is judged not in its own right, or with reference to some external criterion, but according to the standard of the group as a whole. «In contrast, a criterion-referenced test (CRT) is usually produced to measure well-defined and fairly specific instructional objectives. Often these objectives are specific to a particular course, program, school district or state. CRT, criterion—referenced measurement, domain-referenced test. A test that examines the level of knowledge of, or performance on, a specific domain of target behaviours (i.e., the criterion) which the candidate is required to have mastered. The test domain is typically, but not necessarily, a specific course of instruction.

### **Workshop tasks and activities**

**Task 1.** Match each type of test (A – F) with its definition (1 – 5). There is one extra option which you do not need to use.

- A. Progress;*
- B. Diagnostic;*
- C. Achievement;*
- D. Objective;*
- E. Placement;*
- F. Proficiency.*

1. To provide information which will help place students into different groups.
2. To give information how the objectives are being met.
3. To give information if the objectives have been achieved.
4. To identify areas in which a student needs further help.
5. To measure pupils' ability in a language regardless of any training they might have had.

**Task 2.** Read the following situations and decide what type of assessment you should use in each of them. Explain your decision.

**Situation I.** You work for a private language school. You have some new students who would like to improve their general English skills. You have to find each student's appropriate level so that you could decide how to form new groups.

**Situation II.** You are Director of Studies. You would like to see if the students of your school have improved their knowledge since the beginning of the academic year.

**Situation III.** You are a teacher. At the beginning of your course you would like to give a test to your students to find out what they know and what they don't know.

**Situation IV.** It is the end of the course. You give your students a test to see how well they have learnt the contents of the whole course.

**Situation V.** You would like to teach English in another country. The company that you are applying to asks you to prove your level of English.



**Situation VI.** You are Director of Studies at a private language school. Your teachers are giving on-the-job training to a big company. The business owners want to get a proof that your training has been effective and ask you to give their employees some international test (Cambridge Key, TOEFL or IELTS). What would you decide to do?

**Task 3.** Consider a specific language teaching situation in a primary/secondary/ private language school or a university language program. Think of a decision that teachers or administration must make in that program about each student's level within that program. Decide what type of test (*progress, diagnostic, achievement, placement or proficiency*) you would use to make that decision.

**Task 4.** Decide which of the following is formative/summative assessment or none.

- 1) Progress
- 2) Proficiency
- 3) Diagnostic
- 4) Placement
- 5) Achievement

**Task 5.** Decide which of the following is constructed- response and which is selected-response item and which requires objective or subjective scoring:

- Multiple choice
- True/false/not given
- Cloze tests/Open cloze
- Paraphrasing
- Matching
- Summarizing
- Information transfer (Charts, diagrams, tables, labelling)

- Gap-filling
- Dictation
- Composition
- Ranking, ordering, prioritizing
- ‘Jigsaw’ listening or reading
- Jumbled paragraphs/sentences/pictures, etc
- Comparison/contrast (synonyms/antonyms)
- Guided writing
- Simulation game
- Key word/sentence transformation
- Word formation
- Error correction
- C-test

**Task 6.** For questions **1 – 5**, match the instructions with the terms listed **A – F**. There is one extra option which you do not need to use.

**Terms**

- A. labelling
- B. jumbled sentences
- C. picture composition
- D. matching
- E. gap-filling
- F. key word transformation

**Instructions**

1. Look at these and write a story.
2. Read the sentences and complete the blanks with one word only.
3. What are the names of these stages? Write the name beside each stage.

4. Here are some sentences about a journey to the seaside on a train. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

5. Rearrange the following sentences A–E in a proper sequence so as to form a meaningful paragraph.

**Task 7.** Analyse the following item formats. Each of them contains a testing mistake. Find and correct the mistakes.

1) Anna eats \_\_\_apple and drinks \_\_\_milk every day.

A) the; the

B) -; -

C) an; -

D) a; the

2) *Select the option closest in meaning to the underlined:*

He began to choke while he was eating the fish.

A) die

B) cough and vomit

C) be unable to breathe because of something in his windpipe

D) grow very angry

3) *In the opening paragraph, the phrase “unequally balanced between this world and the next” refers to the fact that Oliver appears to be*

A) more alive than dead

B) more dead than alive

C) about to lose his balance

D) in an unpleasant mental state

4) The hotel \_\_\_ an ad in the newspaper to recruit new employers.

(A) placing

(B) placed

(C) to place

(D) placement

5) *Question #1.* I look forward (\_\_\_\_) you soon.

- A) seeing                      B) to seeing              C) to see                      D) see

*Question #10.* I look forward (\_\_\_\_) hearing from you soon

- A) at                      B) on                      C) in                      D) to

6) *When conducting library research on testing, which of the following is the BEST source to use for identifying relevant journal articles?*

- a. "Test and measurement world"
- b. "Current Index to Journals in Testing"
- c. "Language testing"
- d. "The International Encyclopedia of Testing"

7) *Alyssa ordered a sandwich and had the following ingredients on it:*

- A) mayonnaise
- B) Swiss cheese
- C) chewing gum
- D) both A) and B)
- E) all of the above

8) *Sue lives in Atlanta. \_\_\_\_\_ goes to the mall every day.*

- (A) her
- (B) he
- (C) She
- (D) him

9) *The boy was on his way to the store, walking down the street, when he stepped on a piece of cold wet ice and...*

- A) fell flat on his face
- B) fall flat on his face
- C) felled flat on his face
- D) falled flat on his face.

10) *Which of the following is not true of George Washington?*

- A) He served only two terms as president.

B) He was an experienced military officer before the Revolutionary War.

C) He was born in 1732.

\*D) He was one of the signers of the Declaration of Independence

11) *What products does Uzbekistan sell in the world market?*

A) Uzbekistan sells cotton and many other things in the world market.

B) Uzbekistan does not sell anything at all.

C) Uzbekistan sells only its vegetables in the world market.

12) *Select the option closest in meaning to the underlined:*

Come back soon.

A) shortly

B) later

C) today

D) tomorrow

13) Which is the odd one out?

A) rabbit

B) hare

C) bunny

D) deer

14) “Why hasn’t your mother come?”

“Well, she said she \_\_\_\_\_ leave the baby”.

A) can’t

B) won’t

C) couldn’t

D) may not

**Task 8.** Look at the following ‘building blocks’ of a test. In pairs, try to give definitions to them.

№	Building block	Definition
1	Task	
2	Instruction	
3	Prompt	
4	Response	
5	Item	
6	Stem	
7	Options	
8	Key	
9	Distractor	

**Task 9.** Look at the following OGE and EGE tasks from [www.fipi.org](http://www.fipi.org). Find the test building blocks in them and decide what types of responses are expected for these tasks:

**№ I.** Вы услышите разговор двух подростков. В заданиях в поле ответа запишите одну цифру, которая соответствует номеру правильного ответа. Вы услышите запись дважды.

Where does Kevin's family live?

- 1) In Canada.
- 2) In France.
- 3) In Britain.

Who is Kevin travelling with?

- 1) His parents.
- 2) His class.
- 3) On his own.

**№ II.** Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в

списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

### Visiting the Royal Parks

London has a well-deserved reputation as one of the greenest cities in Europe, with a huge number of open spaces across the center of the city. Tourists A\_\_\_\_\_ can always relax in a lovely, quiet London Park.

The Royal Parks, such as St James's, Green Park, the Regent's Park, Hyde Park, Richmond, Greenwich, Bushy Park and Kensington Gardens, are beautifully maintained and popular with locals and visitors alike. Many are former hunting estates of English monarchs, preserved as open space B\_\_\_\_\_. They are ideal places to relax and sunbathe in summer, enjoy gorgeous flower beds in spring C\_\_\_\_\_.

The Royal Parks provide fantastic green routes in London D\_\_\_\_\_ and through some of the most attractive areas of the capital. Picnics in the parks are also a popular activity especially during the busy summer months. Dogs are welcome in all the Royal Parks, although there are some places E\_\_\_\_\_. These are clearly indicated within each park and are usually ecologically sensitive sites, children's play areas, restaurants, cafes and some sports areas. Ground nesting birds are particularly sensitive to disturbance by dogs and people. So it is necessary to observe the warning signs F\_\_\_\_\_. In Bushy Park and Richmond Park dogs should be kept away from the deer. The Royal Parks are for everyone to enjoy.

- 1) that are displayed during the nesting season
- 2) while the city has grown up around them
- 3). and admire the changing leaves as autumn arrives
- 4) where they are not allowed or should be kept on a lead
- 5) who are tired of the noise, crowds and excitement of sightseeing
- 6) who does not know the route to the place of destination

7) that take cyclists away from traffic

**Ответ**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
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**№ III.** You have received a letter from your English-speaking friend Nancy who writes:

I hope you liked my New Year card. Where and how did you celebrate New year this time? What was the weather like? What's your secret wish or at least hopes and expectations for the coming year?

I've redecorated my room and it looks much nicer now ...

Write a letter to Nancy. In your letter – answer her questions

– ask 3 questions about the way her room looks now

Write 100–140 words. Remember the rules of letter writing.

**Task 10.** Look at the following list of stakeholders and experts who are involved in assessment cycle. In pairs, identify their roles and responsibilities at each of the stage of the cycle.

Assessment cycle function	Responsibilities
Designers	
Producers/Item writers	
Organizers	
Administrators	
Assesseees	
Scorers	
Users of test results	
Validators	

**Task 11.** Look at different types of assessment and complete the table below by putting a tick (V) in the relevant columns to show that the assessment belongs to that category. Compare your results with those of your partner's. Give reasons for your choice.



Type of assessment	Direct	Indirect	Discrete-point	Integrative	Low stakes	High stakes	NRT	CRT
Dictation								
TOEFL								
Composition								
Paper and pencil pronunciation test								
Cloze test								
Classroom tests								
Russian State exam (EGE)								
MC grammar test (30 items)								
End-of the course vocabulary test								

**Task 12.** Consider some language test with which you are familiar.

**(a)** For each of them answer the following questions:

1. What is the purpose of the test?
2. What is its type?
3. Is it direct or indirect type of assessment (or a mixture of both)?
4. Are the items discrete-point or integrative (or a mixture of both)?
5. Is it a low-stakes or high-stakes test?
6. Is it NRT or CRT?
7. Is the scoring objective or subjective (or a mixture of both)?
8. Do you use it for summative or formative assessment?

**(b)** In groups, compare your lists and discuss your answers.

## UNIT 3 CLASSROOM ASSESSMENT

**Aims and objectives.** *On completion of this unit, students will know about:*

- the purposes of and issues associated with classroom assessment;
- basic terms for classroom assessment;
- a range of classroom assessment techniques.

*will be able to:*

- analyze different classroom techniques;
- select techniques appropriate to specific teaching and learning contexts;
- design classroom assessments in accordance with specifications.

### **Theory Revision. Questions and Notes**

*Before you start reading the notes, try to answer the following questions:*

1. What are the possible shortcomings of traditional testing?
2. Think about your experience of taking a test as a student. Did you always receive feedback from your teacher that helped you to learn more effectively?
3. What information should assessments provide teachers and students with?
4. What other types of assessment do you use in your class?
5. What is the difference between formal and informal assessment?
6. What do you think ‘continuous assessment’ is?
7. When you design your own assessment, what do you start with?

## Teacher's Notes

All language assessments involve obtaining evidence of learners' language related knowledge, skills or abilities, but tests are a special kind of assessment, set up as a special occasion with fixed rules and procedures (such as time limits and lack of access to helping resources like dictionaries) and results reported as scores or grades. Assessment includes classroom questioning, observation and a wide range of other techniques that do not fit the definition of a test, but do provide evidence of language abilities. These non-test forms of assessment are often called 'alternative assessments.'

If grades are given and contribute to the award of a certificate, the assessments can be considered quite *formal*. If there are no grades and more choice for the learners about what they do, these assessments are *informal*.

### *Formative vs summative assessment*

The goal of *formative assessment* is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments: help students identify their strengths and weaknesses and target areas that need work; help faculty recognize where students are struggling and address problems immediately. Formative assessment can be used to assess *the process of learning*.

The goal of *summative assessment* is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include: a midterm/end-of-the-year exam; a final project; a test, etc. Summative assessment is used to assess *the product of learning*.

## Workshop tasks and activities

**Task 1.** Read the information in the following table. Write headlines for the columns.

<i>write the headline here</i> _____	<i>write the headline here</i> _____
Measures student's ability at one time.	Measures student's ability over time.
Done by teacher alone; students are often unaware of criteria.	Done by teacher and student; students are aware of criteria.
Conducted outside instruction.	Embedded in instruction.
Assigns student a grade.	Involves student in own assessment.
Does not capture the range of student's language ability.	Captures many facets of language learning performance.
Does not include the teacher's knowledge of student as a learner.	Allows for expression of teacher's knowledge of student as a learner.
Does not give student responsibility.	Student learns how to take responsibility.

**Task 2.** Look at the list of classroom assessment techniques. Tick the techniques you use in class. Choose three techniques you use most often in your class and rate them 1 – 2 – 3. Compare you list with your partner's. Do you have similar results? Discuss the techniques you use in your class, identify their advantages and disadvantages.

1. Observation
2. Interviews
3. Learner profiles
4. Progress cards
5. Journals

6. Reading /listening logs (diaries)
7. Dramatization/simulation
8. Self-assessment
9. Peer-assessment
10. Questionnaires
11. Portfolios (showcase, collection, assessment, language)
12. Project work
13. Conferences, questionnaires.

**Task 3.** What is the difference between formal and informal assessment? Which of the following is informal/formal type of assessment? Give reasons for your choice.

- Homework
- Project work
- Dictation
- End-of-the- year test
- Quiz
- Presentation
- EGE (Russian State Examination)

**Task 4.** Think of two examples of formal and two examples of informal assessment tasks. Put them into the following table under the heading ‘Assessment tasks’. Complete the table with the required information (how you mark the task, the purpose of the assessment task and what age group it would be most suitable for). Compare your results with your partner’s.

Options	Formal	Informal
Assessment tasks?		
Marking?		
Purpose?		
Age group?		

**Task 5.** When designing a classroom assessment, you should follow a sequence of steps.

- a) Put the following steps into the correct order:
  - Evaluate the results and determine how you are going to use them. How can you improve on the technique next time?
  - Decide on the logistics for assessment, identify the number of elements assessed.
  - Decide how many students will be observed/assessed at a time.
  - Determine the purpose.
  - Specify objectives.
  - Set criteria.
- b) Compare your list with your partner's. Give reasons for your choice.

**Task 6.** Designing an assessment portfolio.

**A)** Read an essay of a 10<sup>th</sup> grade student who is getting ready for an exam.

Exam task

Comment on the following statement:

*Pupils at school should learn only academic subjects. Do you agree?*

What is your opinion? Do you agree with this statement?

Write 200–250 words. Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position.

### ***Student's essay***

I believe that to be a successful person young people should to have not only good knowledge but good skills in different aspects of life. Firstly, if are able to cook you should not go to café and restaurant. And you can spend money on other things. Moreover, in modern world people having different skills besides the education are always more successful in the career.

But on the other hand, some people argue that pupils should study at school only and not spend time on learning such skill as cooking, driving etc. They consider that it a waste of time. They mothers can prepare diners for them and their fathers can drive. They will be able to get them in any places they need.

As for me, I am far from it. I suppose that pupils must be prepare for the future from different sides. For example, I go to driving lessons, my hobby is cooking and sport. I am sure all my skills will be able to help me in the future» (173 words)

**B)** You are planning to use assessment portfolio to help this student get prepared for the exam. Discuss the following questions with your partner:

- a) Set goals: What problems will the portfolio address?
- b) Instructional objectives: what exactly do you want the student to achieve. Consider the requirements of EGE (Russian State Exam)
- c) Match tasks to objectives: identify language learning tasks that match the objectives. Plan language tasks that will allow students to systematically practice and reflect on their learning. Decide what will become artifacts of the assessment portfolios (e.g. final drafts, grammar tests or exercises, vocabulary lists, etc.)
- d) Identify student's learning style (visual, auditory, kinesthetic/tactile, logical, social, etc.) and think of the activities

and learning environment that will help the student build on his strengths, e.g. aural learners should use sound, rhyme and music in their learning, etc.

e) Set criteria: How will the portfolio be assessed? How will you determine the degree of student progress towards the goals?

f) Determine organization: How often will artifacts will be submitted? Who selects them? How many of them should go to the portfolio?

g) Monitor Progress: How often will you analyse the contents of the portfolio to make sure that the student is making progress towards the goal? How will you involve student into the assessment process? What types of rubrics and checklists will you use? How are you going to make sure that the selected artifacts give you and your student useful information about the progress?

h) How will you evaluate the portfolio and how will the student evaluate the process and the result (e.g. have them answer reflective questions: what he/she learnt about themselves as learners, what they liked about the creating the portfolio, what worked well or did not work and why, what should be done to improve the process/ the result, etc.) ?

**C) Reflect on your experience:** will you use this assessment technique in class? Why? Why not?

**Task 7.** Choose an assessment technique you would like to use in your classroom. Plan the steps you will follow to make it a valid and reliable assessment tool. Write down your plan on a sheet of paper.

Swap your paper with your partner. Analyse your partner's plan and give your comments on it. Will you use this technique in class? Why? Why not?



**Task 8.** Analyse the “Student assessment profile” below.

**Student assessment profile**

**Name:** Ivan Ivanov

**Term:** Second term

**Assessment profile** (worked example is for one term)

Options	Likely focus (pointers from the assessment criteria)	Ongoing observations derived from range of assessment methods (date each entry)	Implications for teaching *
<i>1. Pronunciation &amp; Delivery</i>	<ul style="list-style-type: none"> <li>• phonology</li> <li>• intonation</li> <li>• voice projection</li> <li>• fluency</li> </ul>	<p><i>Pronunciation still hard to understand. Needs specific focus on final consonants and rhythm</i></p> <p><i>Volume seemed to be a problem, he needs to speak louder. (Jan. 3)</i></p> <p><i>Can project the voice mostly satisfactorily.</i></p> <p><i>Can pronounce most sound, but still need to work on the final consonants (Apr. 4)</i></p>	<p><i>Provide students with more opportunities to speak aloud/do presentation in front of an audience to build up their speaking confidence.</i></p> <p><i>*Classwork on rhythm.</i></p> <p><i>Ongoing focus on Ivan’s final consonants.</i></p> <p><b>Overall progress Good</b></p>
<i>2. Communication Strategies</i>	<ul style="list-style-type: none"> <li>• Body language</li> <li>• Timing</li> <li>• Asking and answering questions</li> </ul>	<p><i>Can use restricted features of body language when required to respond to peers. Too note-dependant</i></p> <p><i>Should contribute more during group discussions</i></p> <p><i>Can use simple but heavily formulaic expressions to respond to others (Jan. 3)</i></p>	<p><i>*Classwork on communication strategies, e.g. requesting repetition and clarification, maintaining eye-contact</i></p> <p><i>*Encourage Ivan to read more books and view more English programmes to widen his linguistic</i></p>

		<p><i>Improved eye-contact and body language.</i></p> <p><i>Still takes time for Alex to get out of his comfort zone and speak more. He has used less formulaic expressions (Apr. 4)</i></p>	<p><i>repertoire.</i></p> <p><i>Encourage him to take a longer turn during group discussion</i></p> <p><b>Overall progress</b> OK</p>
3. Vocabulary & Language Patterns	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Language patterns</li> <li>• Self-correction/ reformulation</li> </ul>	<p><i>Can produce a narrow range of simple vocabulary.</i></p> <p><i>Can use a narrow range of language patterns in very short and rehearsed utterances. (Jan 3)</i></p> <p><i>Can appropriately use vocabulary drawn from a limited and very familiar range.</i></p> <p><i>Can sometimes self-correct simple errors. (Apr 4)</i></p>	<p><i>Encourage Ivan to read more books</i></p> <p><i>Point out errors he often makes and encourage him to make extra effort to avoid those problems again.</i></p> <p><b>Overall progress</b> Big improvement</p>
4. Ideas & Organisation	<ul style="list-style-type: none"> <li>• Expressing information and ideas</li> <li>• Elaborating on appropriate aspects of the topic</li> <li>• Organisation</li> <li>• Questioning and responding to questions</li> </ul>	<p><i>Can produce brief information and ideas relevant to the topic.</i></p> <p><i>Can make brief responses when promoted. (Jan. 3)</i></p> <p><i>Can express some simple relevant information and ideas.</i></p> <p><i>Can make some contribution to a conversation when prompted. (Apr. 4)</i></p>	<p><i>*Classwork: elaborating on appropriate aspects of the topic and how to respond to questions with relevant information.</i></p> <p><b>Overall progress</b> Good</p>

Discuss with your partner the following questions:

1. a) What is the purpose of the sample profile? How long is the assessment period? Who is assessed? What do you think the student's level of proficiency is? How old is he/she?

b) What skill is the focus/are the foci of the assessment? What parameters are assessed? What are the assessment criteria?

Would you add any other descriptors? Why? Why not?

c) Are the criteria clear and practical? Would you add any other criteria? Why? Why not? What rating scale(s) would you use as a benchmark?

d) How does assessment inform instruction?

e) Is this type of assessment practical, reliable, valid?

2. Use the 'Student assessment profile' as an example to develop a student assessment profile template for Student A (Ottavia) – please ask your teacher for the video.

3. Discuss in pairs/groups the following steps for developing a student assessment profile template to assess Ottavia as if she were your student: a) purpose, objectives of assessment, b) focus/foci, c) parameters, d) criteria, e) practicality, validity, reliability, impact on instruction.

4. In your groups, develop a student assessment profile. Swap your profile with another group and give your comments on it.

5. Use your template to assess Student A. Discuss the results in pairs/groups. Think of possible ways to improve the template.

Share your ideas with the class.

6. Reflect on the entire process and give your feedback to the instructor. Answer the following questions:

a) What did you like about using your ‘Student assessment profile’ to assess Student A?

b) Do you think it would give you a better understanding of your students’ progress? Why (not)?

c) Do you think it could help you improve your teaching experience? Why (not)?

d) Do you think the ‘Student assessment profile’ is a valid, reliable, practical assessment tool? Why (not)?

e) Would you use it in your class? Why (not)?

**Project** Design a system of observing the work of your students. Use your “Student assessment profile” as an example. Think of other possible ways of recording your observations (anecdotal records, checklists, rating scales, etc).

## UNIT 4 ASSESSING GRAMMAR AND VOCABULARY

**Aims and objectives.** *On completion of this unit, students will*

- *know about:*
  - the differences between language use and language usage;
  - constructs for assessing grammar and vocabulary;
  - the main principles, purposes and techniques involved in assessing grammar and vocabulary;
- *be able to:*
  - assess vocabulary and grammar in a FL classroom;
  - analyze the pros and cons of different types of tasks aimed at assessing grammar and vocabulary;
    - select suitable tasks for classroom-based assessment or standardized tests at different levels of language proficiency.

**Task 1.** Discuss in pairs the following questions:

1. Why teach grammar?
2. Why assess grammar?
3. Why teach vocabulary?
4. Why assess vocabulary?

**Task 2.** Look at these eight samples of grammar and vocabulary test tasks and fill in the table:

- a) name the task type (e.g. MC, error correction, etc)
- b) try to identify what point is being tested: the test construct (e.g. Syntax, Word-order,);
- c) decide which level of FL proficiency this task would be most appropriate for (CEFR A1 – C2).

№	Task Type	Test Construct	CEFR Level
1		Syntax: Word order in an interrogative sentence.	
2			
3			
4			

**Task 3.** Put the words in the right order to make questions. DON'T forget to start the question with a capital letter and use a question mark.

- a) tomorrow home you will at be \_\_\_\_\_
- b) you to like what do read \_\_\_\_\_
- c) has a who ruler got \_\_\_\_\_

**Task 4.** Translate the word given in brackets into English.

- a) I usually do my homework (вечером) \_\_\_\_\_.
- b) We always (обедаем) \_\_\_\_\_ at 2 o'clock.
- c) I (позвоню) \_\_\_\_\_ you tomorrow.

**Task 5.** Find the mistake in each sentence and correct it.

- a) They is clever.
- b) He play football every day.
- c) I don't go to school at Sunday.

**Task 6.** Complete the gaps by using the correct form of the word given in brackets.

“Dr Who” is the longest running science fiction TV show in the world. It is broadcast in 42 countries around the world, \_\_\_\_\_ (include) Russia, but it is in the UK that it has made the biggest impact.

The show \_\_\_\_\_ (continue) in a virtually unbroken run since 1963 and has had a clear impact on British Culture, social history and fashion. Although the show is called “Dr Who” the hero \_\_\_\_\_ (know) simply as “The Doctor”. He (there has never been a lady doctor) is a travelling “Time Lord” who constantly rescues planet earth from aliens.

So far there have been eleven Doctors and each has made an impact on British style and fashion. Frock coats and cravats, stylish hats and over-long scarves \_\_\_\_\_ (wear) by the Time Lords and copied by teenagers.

The Doctors have always been accompanied by glamorous young \_\_\_\_\_ (women) assistants, some of whom also made their mark on fashion. Some of the Doctors' \_\_\_\_\_ (enemy) became equally famous – especially the Daleks: alien organisms from the planet Skoro that live inside a robot like casing. The show has, arguably, made a \_\_\_\_\_ (great) contribution to the English language than any other and has been colourful, inventive and dramatic for over five decades.

**Task 7.** *Choose the right form of the word in brackets.*

- a) Let's (cook/to cook) an apple pie!
- b) There are (much/many) lakes in the UK.

**Task 8.** *Choose one word that best fits the gap.*

The “Greasy Spoon” cafe on Arundel Road offers the best full English breakfast on the planet. Of course, people A22 \_\_\_\_\_ about what a “full English” should consist of but I think there is a small clue in the word “full”. This is a breakfast that knows no modesty. This is not a breakfast for those on a diet. It is the breakfast of Kings; it should be enjoyed A23 \_\_\_\_\_ leisure and last for the day.

- |      |            |           |            |          |
|------|------------|-----------|------------|----------|
| A 22 | 1) discuss | 2) debate | 3) quarrel | 4) argue |
| A 23 | 1) for     | 2) at     | 3) on      | 4) in    |

**Task 9.** *For each sentence below, write a new sentence as close in meaning to the original one as possible, but using the word given. This word must not be altered in any way.*

a) Not many people attended the meeting. **turnout**

There was a poor turnout for the meeting.

b) With 6 children to look after is extremely busy. **hands**

c) The final version of the plan was quite different from the initial draft. **resemblance** \_\_\_\_\_

**Task 10.** Fill in the gaps with the most suitable word or word combination.

There are four people in my family, and we \_\_\_\_\_ in a flat in the city. We haven't got a garden so my sister and I \_\_\_\_\_ play ball games outside like some of our friends can. But we have got \_\_\_\_\_ big bedroom and we can play there. I listen \_\_\_\_\_ music in my room and my sister does \_\_\_\_\_ homework at the desk in the bedroom.

**Task 11.** Read the EGE specifications very carefully and analyse tasks A – C below. What is wrong about the tasks?

**A.** It was noon when I (1) \_\_\_\_\_, and allured      WAKE  
by the warmth of the sun, which (2) \_\_\_\_\_ brightly      SHINE  
on the ground, I determined to recommence my travels; and,  
(3) \_\_\_\_\_ the remains of the peasant's breakfast in a wallet DEPOSE  
I (4) \_\_\_\_\_, I proceeded across the fields      FIND  
for several hours, until at sunset I (5) \_\_\_\_\_ ARRIVE  
at a village. How miraculous did this appear! The huts,  
the cottages, and stately houses engaged my \_\_\_\_\_. ADMIRE

**B.** The crisis \_\_ yesterday. I \_\_ got a bad headache, and was \_\_ in my room, when Papa \_\_ in from the hunt and \_\_ Oswald to me, \_\_ that he \_\_ \_\_ to me. I \_\_ that I \_\_ well, but that I \_\_ down to dinner.

**C.** Recently 47 letters (1) \_\_\_\_\_ by Benjamin WRITE  
Franklin have been uncovered in the British library. They are  
all part of Franklin's (2) \_\_\_\_\_ of 1755. CORRESPOND

Most of them are about Franklin's (3) \_\_\_\_\_ INVOLVE  
in the French and Indian war. The researcher was (4) \_\_\_\_\_ COMB  
the archives for other documents, but happened to look at the letters.  
It turned out that the letters had been (5) \_\_\_\_\_ SEE  
for 250 years. There was no (6) \_\_\_\_\_ to these letters REFER  
in the best and most definitive catalogues. With only parts of some  
letters remaining, the manuscript is (7) \_\_\_\_\_ COMPLETE  
Still, this is a wonderful discovery for historians.



**Task 12.** For questions 1– 7, look at the following descriptions of assessment activities and three possible terms for each one. Choose the correct option A, B or C.

1. The learners listen to two classmates carrying out a role-play and then give them feedback on their performance.

A. peer assessment    B. teacher assessment    C. a subjective test

2. The teacher monitors two learners in her class carrying out a role-play. She takes notes on their performance.

A. a placement test    B. informal assessment    C. a diagnostic test

3. At the end of term, the learners look at their written work, select some of it and put it in a folder for the teacher to grade.

A. formative assessment    B. a progress test    C. a portfolio

4. The learners do a gap-fill exercise for which there is only one answer for each gap.

A. an achievement test    B. an objective test    C. continuous assessment

5. The learners answer questions guiding them to assess and grade their own compositions.

A. an oral test    B. formal assessment    C. self- assessment

6. The learners do a test to see how good they are at English in general.

A. a written test    B. a cloze test    C. a proficiency test

7. At the beginning of the term the learners do a test and their teacher identifies the areas in which the students need further help.

A. a diagnostic test    B. a progress test    C. a proficiency test

## UNIT 5 ASSESSING READING

**Aims and objectives.** *On completion of the unit students will know about:*

- the purpose of assessing reading in a foreign language classroom;

- contextual parameters in reading;

- cognitive processing in reading

*will be able to:*

- analyze pros and cons of different types of tasks and items aimed at assessing reading;

- follow reading specifications;

- analyse reading requirements and cognitive features as well as grammatical and lexical differences across the levels of the CEFR;

- understand the readability of a text;

- choose appropriate reading tasks for classroom-based assessment/standardized tests at different levels of language proficiency;

- design items assessing reading at different levels: direct vs indirect tests on reading.

### **Theory Revision. Questions and Notes**

*Before you start reading the notes, try to answer the following questions:*

1. Why do we read?

2. What does reading involve?

3. What makes reading easy or difficult?

4. What types of reading do you know?

5. What reading skills do we teach at different levels of proficiency?

6. What criteria should be taken into account when we choose texts for a reading test?

7. What test items can we use for testing reading?
8. What is ‘inference’?

### Teacher’s Notes

*When we read, we recognise and understand a word - understand the basic meaning of a phrase or sentence - understand implied meaning (‘read between the lines’) – understand information across sentences or a paragraph – understand information across a whole text - understand and combine information across texts. Cambridge Assessment: Understanding reading assessment: what every teacher should know.*

*What makes reading difficult?*

- The lack of textual discourse structure
- Unknown vocabulary
- Complex syntax
- The need for cultural references
- The accessibility of the topic
- The number of references a reader has to make (reader responsible writing)
- The reader’s powers of concentration, age, health, interest, fatigue and appropriate schema (Table 1).

Table 1 – Types of reading skills tested at levels A2 to C2

Options	A2	B1	B2	C1	C2
Word recognition	+	+	+	+	+
Lexical access	+	+	+	+	+
Parsing	+	+	+	+	+
Established propositional meaning	+	+	+	+	+
Inferencing	(+)	+	+	+	+
Building a mental model	(+)	+	+	+	+
Creating a text level structure				+	+
Creating an organized representation of several texts					+

## **Skills to assess**

### ***Macro skills:***

- reading quickly to skim for gist, scan for detail, establish general organization;
- reading carefully for main ideas, supporting details, argument, purpose, relationship of paragraphs, fact vs. opinion, etc.;
- information transfer from nonlinear texts.

### ***Micro skills:***

- understanding at the sentence level: syntax, vocabulary, cohesive markers;
- understanding at inter-sentence level: reference, discourse markers;
- understanding components of nonlinear texts: labels, captions, etc.

Умение *инференции* (inference skill) – это понимание информации, имплицитно представленной в тексте. Таксономия инференций включает три основные категории: лексическую, пропозиционную (propositional inference) и прагматическую (ситуативную, скриптовую или фреймовую).

*Лексическо-грамматическая инференция* относится к умению устанавливать референты в тексте, прежде всего, выражаемые местоимениями, к умению понимать незнакомое слово из контекста. Это умение также предполагает умение понять эллипсис на основе грамматического анализа.

Понимание *пропозиционной инференции* строится на анализе логико-смысловых связей текста. Данная категория включает два подтипа инференций: первый подтип, «*фактологический*», относится к установлению того, о ком или о чем идет речь в тексте, времени и месте совершения событий (пространственно-темпоральная инференция). Понимание такого рода информации предполагает умение ответить на вопросы *Кто? Что? Где? Когда?* (см. таблицу 2).

Таблица 2 – Таксономия инференций

Тип инференции	Подтип	Умения	Тип имплика-ции
Лексическо-грамматическая		– понять незнакомое слово – установить референт, субтитут – понять эллипсис	Текстовый/скриптовый (script/schemata)
Пропозиционная инференция на основе логико-семантических связей	Фактологический	понять имплицитно представленную информацию об антецедентах (antecedents) совершаемых действий (Кто? Что?);	Текстовый
	Объяснительный	понять имплицитно представленную – пространственно-темпоральную информацию (Где? Когда?); – мотивационно-каузативную информацию (Почему?); – «инструментальную» (enablement) информацию (Как?)	
Прагматическая (скриптовая) инференция на основе фоновых знаний	Фактологический	понять имплицитно представленную информацию об антецедентах (antecedents) совершаемых действий (Кто? Что?);	Скриптовый (script/schemata)
	Объяснительный	понять имплицитно представленную – пространственно-темпоральную информацию (Где? Когда?); – мотивационно-каузативную информацию (Почему?); – «инструментальную» (enablement) информацию (Как?)	
	Оценочный		

Второй подтип пропозиционной инференции, «объяснительный» (explanatory), относится к информации, обозначающей мотивацию,

причинно-следственные отношения между событиями, действиями и условиями, способствующими тому, чтобы они произошли, либо обуславливающие их. Для выявления данного типа информации, имплицитно представленной в тексте, задаются вопросы *Почему? Как?*

*Прагматический скриптовый* (pragmatic, scriptal) тип инференции предполагает, что для ответа на вопрос по тексту испытываемому надо будет связать информацию в тексте со своими фоновыми или профессиональными знаниями (см. таблицу 2).

### Workshop tasks and activities

**Task 1.** Read and analyse the following table. Match the definitions from Column A to the definitions in Column B.

A	B
<p><b>Careful reading</b> for explicitly stated main ideas and important information.</p> <p><u>Global level</u>: Understanding the development of an argument and/or logical organization. Reading for implicitly stated ideas: Making propositional and pragmatic inferences (informational and explanatory). Discovering writer's intention and attitude to the topic, identifying the addressee, distinguishing fact from opinion. Evaluating a point of view. Expressing own opinion on the subject.</p> <p><u>Local level</u>: understanding syntactic structure of sentence and</p>	<p><b>Поисковое чтение</b> с целью поиска конкретной информации – определений, формулировок, цифровых или иных данных</p>

<p>clause; lexical or grammatical cohesion; lexis/deducing meaning of lexical items from morphology or context.</p> <p>The reader reads the text at a careful rate from beginning to end in a linear and sequential process with regressions as necessary</p>	
<p><b>Skimming</b> for the gist to get the main idea and discourse topic as efficiently as possible. To locate important information which then can be read more carefully. Establish a general sense of the text, macro-propositional structure as an outline. To decide the relevance of texts to established needs. Identify the source, read titles and subtitles, read carefully introductory and concluding sentences, the first and last sentence of each paragraph. Discourse markers, repeated key words, markers of importance. Skipping clusters of detail, non-verbal information.</p> <p>Metacognitive strategies: prediction (to facilitate the use of existing knowledge) and monitoring (to separate less important information from main ideas).</p>	<p><b>Ознакомительное чтение</b> с целью общего ознакомления с содержанием: читающего интересует не только, о чем данная работа, но и что именно сообщается по тем или иным вопросам. Понимание основного содержания текста, основной линии доказательств, аргументации автора. Степень полноты понимания: 70-75% фактов, включая все основные, при этом понимание основной информации – точное, второстепенной – правильное, не искаженное. Некоторые второстепенные факты, не существенные для основной линии раскрытия текста, могут оказаться непонятыми по различным причинам</p>
<p><b>Search reading</b> for information on predetermined topics is likely to involve careful reading once the relevant information has been located. The periods of closer</p>	<p><b>Просмотровое чтение</b> с целью получения самого общего представления о книге, статье в целом на основании поставленной задачи. В данном случае имеет</p>

attention to the text tend to be more frequent and longer than in scanning. It goes well beyond the mere matching of words to be found in scanning activities. It includes: keeping alert for words in the same or related semantic field, using knowledge of text structure for locating information; using titles and subtitles	место локализация содержащейся в тексте информации, а затем общая оценка. Для получения этой информации бывает достаточно почитать заголовки и подзаголовки, отдельные абзацы, познакомиться со структурой текста. При выявлении интересующей читающего информации чтение становится более медленным, внимательным
<b>Scanning</b> for a specific piece of information through pure matching of the target word or looking for a name, date, or number	<b>Изучающее чтение</b> с целью полного и точного понимания всех фактов (основных и второстепенных), а также оценки позиции автора, степени убедительности его выводов и т.д. Объектом контроля может выступать языковой материал. Чтение медленное и внимательное

**Task 2.** What type of reading is tested in activities 1- 4?

**Activity 1** Read the questions first. Then read the four passages about four cities quickly and selectively to find the answers.

1. In which city was a new theatre built recently?
2. Which city has the largest percentage of postgraduate students?

**Activity 2** You are going to read part of the autobiography of a surfing instructor. For questions 1–9, choose from the sections A–E. You have 5 minutes to complete these questions.

In which section does the writer mention:

- 1) feeling satisfaction that her determination resulted in better performance?
- 2) a change that helped her pursue her hobby?



**Activity 3** You have 1 minute to quickly read through the 1,000-word article and respond to the following question:

What is this text about?

- A.
- B.
- C.

**Activity 4** Read this extract from a novel. For questions 31–36, choose the correct answer.

What does the writer suggest about Sandy's clothes?

- A. They made it unlikely that she would be spotted.
- B. She was wearing them because she belonged to a skiing team.
- C. They were too heavy for the conditions.
- D. She had chosen them with care.

**Task 3.** Read and analyse the CEFR descriptors for reading skills. Identify the CEFR level (A1–C2) for each descriptor.

LEVEL	Reading can-do statements
	*I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters
	*I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters
	*I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
	*I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
	*I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
	*I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.

**Task 4.** Read and analyse the CEFR descriptors for the discourse mode.

Cambridge examinations	Discourse mode
Key	<p><b>Genre:</b> public signs and notices(such as those found on the roads, railway stations, airport); newspaper and magazines( for example, reviews, letters consumer information, advertisements), informational sources (for example, encyclopedias, leaflets, brochures, etc)</p> <p><b>Rhetorical task:</b> Descriptive, narrative, instructive</p>
Preliminary	<p><b>Genre:</b> public signs and notices (such as those found in shops, banks, restaurants); personal messages (text messages, notes, postcards, emails); newspaper and magazines (for example, reviews, letters consumer information, advertisements), informational sources(for example, web pages, simple encyclopedias, leaflets, brochures, etc)</p> <p><b>Rhetorical task:</b> Descriptive, narrative, expository, instructive</p>
First	<p><b>Genre:</b> newspaper and magazines (for example, articles, reports), fiction books (extracts), informational sources (for example, guides, manuals)</p> <p><b>Rhetorical task:</b> Descriptive, narrative, expository, argumentative, instructive</p>
Advanced	<p><b>Genre:</b> newspaper, magazines and journals (for example, articles, reports), fiction and non-fiction books (extracts), promotional and informational sources (for example, guides, manuals)</p> <p><b>Rhetorical task:</b> Descriptive, narrative, expository, argumentative, instructive</p>
Proficiency	<p><b>Genre:</b> newspaper, magazines and journals (for example, articles, reports, editorials), fiction and non-fiction books (extracts), promotional and informational sources (for example, guides, manuals)</p> <p><b>Rhetorical task:</b> Descriptive, narrative, expository, argumentative instructive</p>

**Task 5.** Analyse the following texts and decide what CEFR level you can use them at. Compare your results with your partner's.

### **Text 1 Ashley Trent**

Ashley Trent, one of our most popular young actors, is now filming College Rap. He began having acting lessons six years ago and was in his first play at ten years old.

At fourteen, he immediately became well known, not for acting in the theatre, but on TV. 'That was fun!' he says, 'I was in a fast-food advert with a cartoon clown, but filming College Rap is much harder work. I have to play baseball and sing in the film, which is fine, but I need to have dancing lessons too. When we finish filming each day, I don't go out with friends. I usually sit in the bath for an hour because my legs and arms hurt! But I'm enjoying myself because the three adult actors who are the teachers in College Rap are really good. They've filmed all over the world. They've taught me to remember my lines more quickly too. I needed half a day to learn five pages before, but now I only need a quarter of an hour.'

Being well known is great but Ashley isn't interested in buying lots of expensive things or going out. 'But I'm asked to do really interesting work now and that's wonderful,' he says. 'I don't get excited when I watch myself in films. I know I'm getting better, but still need to improve!'

Well, Ashley, we think you are brilliant!

### **Text 2**

This book provides a concise, illustrated history of Great Britain over the past three centuries, from its formation as a sovereign state in the Union of England and Scotland in 1707 to its partial loss of sovereignty in the accession to the European Community which was finally confirmed by the result of the referendum of 1975.

The general theme of the volume is the interaction of state and society. Specifically, this involves the interplay of parliament and the electorate. The long-delayed introduction of democracy is seen as a consequence of the inherent conservatism of British – or at least of English – society. Reactionary causes were more powerful, and the forces of inertia more durable, than radical campaigns – a conclusion perhaps reinforced by the results of the 1992 election.

W.A. Speck is Professor of Modern History, University of Leeds. He has taught previously at the University of Newcastle upon Tyne, and at the University of Hull where he was G.F. Grant Professor of History, 1981-85. A prolific and influential writer on seventeen – and eighteen-century British history, his recent publications include *Reluctant Revolutionaries: Englishmen and the Revolution of 1688*.  
187 words/1,012 characters .

**Task 6.** Inferencing skills. Analyse the following items (1-6) and identify what inference skill is tested in each case, Compare your answers with your partner's.

**Item 1.** «Dr. Smitten and two other psychologists chose 25 children for their study: 5 from Campbell, 10 from other multiracial schools in Miami, and the rest from multiracial schools in other cities in Florida.»

(1) What kind of doctor is Dr. Smitten?

(2) What and where is Campbell?

(3) What was the study probably about?

**Item 2.** The giant titan arum is under threat in Indonesia. The monster flower is often cut down because it is believed to attract malarial mosquitoes. What is *titan arum*?

A) animal      B) insect      C) plant      D) fish

**Item 3.** A.: I also think that if someone knows that they are terminally ill...at the moment they've not got that right to ask the doctor to switch the machine off.

B: Euthanasia

A: I think that they ought to be able to do that rather than suffer.

What does the word "that" refer to?

**Item 4.** Anna may be too ill to collect Tom from school, if so I'll have to ask you to come home at 2 o'clock. What does the word "so" mean? Why 'at 2 o'clock'?

**Item 5.** As early as 1896, the newly invented gramophone, which played a large disc carrying music and dialogue, was used as a sound system [for movies]. The biggest disadvantage was that the sound and pictures could become unsynchronized if, for example, the gramophone needle jumped or if the speed of the projector changed. This system was only effective for a single song or dialogue sequence.

Why could gramophones be considered ineffective?

A) They were subject to variations in speed.

B) They were too large for most movie theatres.

C) They couldn't always match the speed of the projector.

D) They were newly invented.

**Item 6.** "For 400 years or more, military doctors knew that maggots could help to heal soldiers' wounds. They found that wounds covered with these insects healed much faster than those that weren't." What are maggots?

**Item 7.** According to paragraph 4, why was it possible for people to grow food near large rivers?

A) Flooding eroded the soil.

B) The soil was constantly enriched.

C) Surplus crops were regular.

D) The population was large enough.

**Item 8.** Bats eat moths. One species of moth has developed exceptional hearing which gives it a considerable advantage over other moths. Question: Why is this an advantage?

**Task 7.** Take part in project work.

**PROJECT 1.** Analyse Cambridge Young Learners Examinations (Teacher's Handbook and Sample Papers) – please ask your teacher for the site. Develop a reading comprehension task for A1 level (young learners)

**PROJECT 2.** Разработайте тестовое задание в формате Раздела 3 ЕГЭ, задания № 19-24 см. Демоверсию, соблюдая то же оформление. Нумерацию в своем тесте оставьте, как в оригинале, т.е. № 19-24. При необходимости, внесите изменения в текст.

Coffee is a brewed drink prepared from roasted coffee beans. From the coffee fruit, the seeds are separated to produce a stable, raw product: unroasted green coffee. The seeds are then roasted, a process which transforms them into a consumable product: roasted coffee, which is ground into fine particles that are typically steeped in hot water before being filtered out, producing a cup of coffee.

Coffee is darkly colored, bitter, slightly acidic and has a stimulating effect in people, primarily due to its caffeine content.

The earliest credible evidence of the drinking of coffee in the form of the modern beverage appears in modern-day Yemen from the middle of the 15th century, where coffee seeds were first roasted and brewed in a manner similar to current methods.

By the 16th century, the drink had reached the rest of the Middle East and North Africa, later spreading to Europe. In the 20th century, coffee became a global commodity, creating different coffee cultures around the world.

## UNIT 6 TESTING AND ASSESSMENT METHODOLOGY

This discipline examines one of the most pressing and complex problems in the methodology of teaching modern languages, namely control and assessment. The problem of determining and assessing the quality of teaching, the degree of communicative activity formation remains one of the central ones. Control is the most important component of the training system, correlating with the content of training reflected in the materials and teaching aids. There is a number of special requirements for language control: compliance with the goals and objectives of learning, compliance with modern science principles, systematics and transparency, practicality and authenticity, validity, representativeness, reliability, as well as a positive feedback effect on the process of teaching and learning the language.

The purpose of the manual is to provide students with theoretical knowledge and practical skills in assessing and monitoring the level of foreign language communicative competence development, which, together with the previously studied courses, should expand the foundations of linguistic and methodological competence.

In Units 1-5 students will know about:

- assessment literacy,
- assessment cycle and assessment design,
- classroom assessment,
- assessing grammar and vocabulary,
- assessing reading.

On completion of the units, students will be able to:

- analyze documents (national curriculum, school educational programs, Cambridge examinations),
- distinguish cognitive demands at different levels of language proficiency.
- use the terminology related to the topic;
- identify different types of assessment;

- identify different types of tests in terms of their purpose and format;
- identify the mini-max structure and components of a test specification (design statement, blueprint, task and item specifications);
- identify different task types and the most common mistakes
- choose a suitable type of assessment for a given pedagogical situation;
- develop specifications for a classroom test.
- analyze different classroom techniques;
- select techniques appropriate to specific teaching and learning contexts;
- design classroom assessments in accordance with specifications.
- assess vocabulary and grammar in a FL classroom;
- analyze the pros and cons of different types of tasks aimed at assessing grammar and vocabulary;
- select suitable tasks for classroom-based assessment or standardized tests at different levels of language proficiency.
- analyze pros and cons of different types of tasks and items aimed at assessing reading;
- follow reading specifications;
- analyse reading requirements and cognitive features as well as grammatical and lexical differences across the levels of the CEFR;
- understand the readability of a text;
- choose appropriate reading tasks for classroom-based assessment/standardized tests at different levels of language proficiency;
- design items assessing reading at different levels: direct vs. indirect tests on reading.



### ***Методические рекомендации для студентов***

Приступая к изучению новой учебной дисциплины, студенты должны ознакомиться с учебной программой, учебной, научной и методической литературой, встретиться с преподавателем, ведущим дисциплину, получить в библиотеке учебники и пособия.

Глубина усвоения дисциплины зависит от активной и систематической работы студента на лекциях и практических занятиях, а также в ходе самостоятельной работы.

На лекциях важно сосредоточить внимание на ее содержании. Основное содержание лекции целесообразнее записывать в тетради в виде ключевых фраз, понятий, тезисов, обобщений, схем, опорных выводов. Необходимо обращать внимание на термины, формулировки, раскрывающие содержание тех или иных явлений и процессов, научные выводы и практические рекомендации. Желательно оставлять в конспектах поля, на которых делать пометки из рекомендованной литературы, дополняющей материал прослушанной лекции, а также подчеркивающие особую важность тех или иных теоретических положений. С целью уяснения теоретических положений, разрешения спорных ситуаций необходимо задавать преподавателю уточняющие вопросы. Для закрепления содержания лекции в памяти, необходимо во время самостоятельной работы внимательно прочесть свой конспект и дополнить его записями из учебников и рекомендованной литературы. Конспектирование читаемых лекций и их последующая доработка способствует более глубокому усвоению знаний, и поэтому являются важной формой учебной деятельности студентов.

Во время практических занятий, выполняя задания в аудитории, студент может консультироваться с преподавателем, определять наиболее эффективные методы решения поставленных задач. Если какая-то часть задания остается не выполненной, студент может продолжить её выполнение во время самостоятельной работы.

Самостоятельная работа обучающегося предполагает выбор источников для изучения и конспектирования с целью активного участия в дискуссиях на семинарских занятиях, подготовки к зачетам и экзамену. Основное назначение этой формы обучения – углубленное самостоятельное ознакомление с основными понятиями языкового тестирования, теориями и концепциями языкового контроля и оценивания, что позволит аргументировано отстаивать свои профессиональные позиции на семинарах, практических занятиях, зачёте и экзамене.

Начинать подготовку к практическому занятию необходимо с тщательной подборки литературы. Работа с научной литературой теснейшим образом связана со всеми разделами плана семинара. Важно помнить, что, хотя в рекомендованных для чтения и конспектирования научных трудах рассматриваются те же проблемы, что входят в тему семинара, данные исследовательской работы не учебник, в них может не быть последовательного изложения материала в соответствии с планом темы, а также может содержаться материал, не относящийся к конкретной теме семинара. Следовательно, необходимо осуществлять отбор, находить в тексте изучаемой книги, монографии или статьи то, что непосредственно относится к теме занятия.

Последний этап подготовки к занятию и проектам – обдумывание ответов на проблемные задания практикума, опираясь на теоретические положения и требования педагогической логики.

### ***Критерии оценки***

Для проведения аттестации по дисциплине используется балльно-рейтинговая система (БРС).

Оценка «зачтено» выставляется обучающемуся, набравшему 60 и более баллов, означающих, что содержание курса освоено достаточно полно, необходимые компетенции и практические навыки работы с освоенным материалом сформированы, все предусмотренные программой обучения учебные задания выполнены.

Оценка «не зачтено» выставляется обучающемуся, который набрал 59 и менее баллов, теоретическое содержание курса освоил со

значительными пробелами, носящими существенный характер, необходимые компетенции не сформированы, существенные пробелы в знаниях основных положений фактического материала.

Экзаменационная оценка «отлично» выставляется обучающемуся, который набрал 86 и более баллов и показал прочные знания основных положений фактического материала, умение самостоятельно решать конкретные практические задачи повышенной сложности, свободно использовать справочную литературу, делать обоснованные выводы из результатов анализа конкретных проблемных ситуаций;

Экзаменационная оценка «хорошо» выставляется обучающемуся, который набрал 73–85 баллов и показал прочные знания основных положений фактического материала, умение самостоятельно решать конкретные практические задачи, предусмотренные рабочей программой, свободно использовать справочную литературу, делать обоснованные выводы из результатов анализа конкретных проблемных ситуаций;

#### *Пример БРС*

№	Виды работ	Баллы
1	Активная познавательная работа во время занятий (конспектирование основной, дополнительной и специальной литературы; участие в оценке результатов обучения других и самооценка; участие в обсуждении проблемных вопросов по теме занятия и т.д.)	до 9 баллов
2	Глоссарий	до 10 баллов
3	Собеседование	до 12 баллов
4	Круглый стол	до 12 баллов
5	Решение ситуативных задач	до 15 баллов
6	Тестирование	до 12 баллов
7	Ответ на зачёте \ экзамене	до 30 баллов
	Итого	100

Экзаменационная оценка «удовлетворительно» выставляется обучающемуся, который набрал 60–72 балла и показал знания основных положений фактического материала, умение получить с

помощью преподавателя правильное решение конкретной практической задачи из числа предусмотренных рабочей программой. Обучающийся знаком с рекомендованной справочной литературой.

Экзаменационная оценка «неудовлетворительно» выставляется обучающемуся, который набрал 59 и менее баллов и при ответе которого выявились существенные пробелы в знаниях основных положений фактического материала, неумение с помощью преподавателя получить правильное решение конкретной практической задачи из числа предусмотренных рабочей программой.

Согласно требованиям, указанным в рабочей программе дисциплины «Контроль и оценка в обучении иностранным языкам» (72 ак. ч.), написание курсовой работы не предусмотрено.

### *Типовые задания и примеры их выполнения*

#### **Глоссарий**

Глоссарий включает термины и терминологические сочетания по изучаемым темам (не менее 60 единиц). Тема: Введение в тестологию. Общеευропейские компетенции владения иностранными языками: изучение, преподавание, оценка. Структура глоссария: термин, определение, источник.

Пример: термины по теме «Введение в тестологию»: тестологическая грамотность; контроль; тест; оценивание; оценка; отметка; Общеευропейские компетенции владения иностранными языками; дескрипторы; компетенция; стандартизированный и нестандартизированный контроль; виды тестов.

#### **Дискуссия «Круглый стол»**

Дискуссии позволяют включить обучающихся в процесс обсуждения спорного вопроса или проблемы и дают возможность оценить их умение аргументировать собственную точку зрения. Предлагаемый перечень тем является примерным, и преподаватель может вместе с обучающимися сформулировать новые темы в соответствии с интересами группы.

1. Требования ФГОС к оцениванию результатов обучения.
2. Обучение тестовым стратегиям учащихся в рамках подготовки к Государственной итоговой аттестации по иностранным языкам
3. Тестологическая грамотность учителя иностранного языка.
4. Проблемы влияния тестов на процесс обучения и преподавания.
5. Тестирование младших школьников: проблемы и решения.

### **Решение ситуативных задач**

Решение ситуативных задач – это система заданий, моделирующих элементы и ситуации реального профессионального общения. Такого рода ситуативные задания позволяют обучающимся увеличивать свои интеллектуальные и адаптивные возможности, т.к. проверяют их готовность анализировать реальные профессионально-значимые задачи в контексте приобретенных теоретических знаний. Данные технологии помогают обучающимся понять необходимость постоянного самообучения и самосовершенствования.

Пример ситуативной задачи: Вам, как руководителю методического объединения школы, поручено разработать тест для итоговой контрольной работы в 4-х классах. Определите тип теста, этапы работы, возможный конструкт.

### **Задания для самостоятельной работы**

Задание 1. Назовите нестандартизированные формы контроля, обозначенные в ФГОС (не менее трёх).

*Ответ: портфолио, самооценивание, творческие работы и т.д.*

Задание 2. Назовите основные характеристики теста (не менее 6).

*Ответ: Валидность / (Construct) Validity, надёжность измерения / Reliability, практичность / Practicality, аутентичность / Authenticity, интерактивность / Interactiveness, обратное воздействие на обучение / impact, washback, backwash.*

Задание 3. На какие 4 вопроса нужно ответить при подготовке теста или другого вида оценивания?

*Ответ: Зачем или почему тестируем? Кто целевая аудитория? Объекты контроля(конструкт)? Как будем проверять и оценивать?*

Задание 4. Дайте примеры стандартизированного теста (не менее трёх). *Ответ: ЕГЭ, ОГЭ, FCE и т.д.*

Задание 5. Сравните виды тестовых заданий - классический клоуз (cloze) и модифицированный клоуз (cloze). Объясните сходство и различия.

*Ответ: В классическом cloze пропускается каждое n-ое слово. Обычно - каждое седьмое. В модифицированном cloze разработчик теста определяет, какой именно материал он планирует тестировать. В тексте пропускаются только те слова, которые соответствуют выбранному объекту контроля. Считается также, что модифицированный клоуз-тест дает составителю и пользователю теста более четкую картину относительно измеряемого объекта контроля, поскольку в тесте закладываются конкретные параметры удаления. Например, удаляя слова, важные для понимания главных идей текста или его связности, составитель может в определенной степени измерить уровень сформированности умения выделять главные и второстепенные мысли либо умения следить за ходом рассуждения автора.*

Задание 6. What are some possible problems with the assessment scenario?

A placement test for an academic writing course – multiple-choice test of grammatical knowledge.

*Ответ: Grammatical knowledge is only one aspect of language ability, and so this way of placing students may produce limited results.*

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КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ**

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