

Large-scale testing organisations

Because, currently....

1. Comparing and evaluating assessments

How teachers/lecturers compare/evaluate assessments

Which one do I like preparing?

How easy/difficult is it to prepare students?

What preparation materials are available?

How administrators/officers compare/evaluate assessments

How much does it cost?

How quick is it to administer/get results?

What's the CEFR level? Is it secure?

When and where can students take it?

If it was taken in another country, can I trust it?

>>>> Assessment literacy mediated by marketing and money

2. Ssshhh.... It's a secret

- '...includes...'



- Large-scale testing organisations are test providers, not the Wizard of Oz.
- Even large-scale testing organisations don't know how their competitors' tests work.
- How can stakeholders be expected to know how things work?
- Can large-scale testing organisations agree on and promote common themes around operationalising test constructs?

3. Public engagement?



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4. UKALTA?

“ To actively conduct outreach activities to raise awareness of issues related to language testing and assessment in society generally, and improve assessment literacy for both specialist and non-specialist members of the public. ”

UKALTA aims (<http://ukalta.org/about/>)

- Given UKALTA's stated aim, should a proactive approach be taken? Or are laissez-faire and market forces to be allowed to run their course?
- Should UKALTA facilitate understanding and even critical evaluation of available exams and components where large scale exam boards do not?
- Should any action be informal and passive or active and systematic?