Beyond the Test Score: Developing Listening Test Feedback and Activities to Empower Young Learners and Teachers of English

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Introduction

We report on the development of a multi-level listening test for 11- to 15-year-olds, and the personalized feedback and learning activities presented on the test’s score report.

MET Go!
- four-skills test
- designed to track learners’ development in English
- multi-level: targets A1 to B1 on the CEFR

Age Appropriate
- full-color, engaging artwork
- content situated in educational, public, and personal domains

Learning & Development Oriented
- variety of tested subskills
- test items are similar to classroom tasks
- personalized feedback can help test takers
- authentic learning activities can help test takers recognize their strengths and weaknesses
- feedback and learning activities are written at the level of English test takers have demonstrated
- test results can help EFL teachers place test takers into appropriate classes, monitor progress, and provide diagnostic information

Figure 1: Sample Task, Identify People in a Picture

MET Go! Listening Test
- consists of five item types
- stimuli are double played
- stimuli include teen voices
- an application of Buck’s (2001) “default listening construct”

Feedback Descriptors & Learning Activities

Test Report
- Test takers receive
  - scaled score
  - CEFR level
  - personalized feedback
  - recommended learning activities

Value of Feedback
- Test takers can
  - engage directly with performance information
  - take more ownership of their performance in reading the feedback themselves

Teachers can
- identify test taker strengths and challenges
- better place test takers into classes
- monitor test taker progress

Feedback Descriptors
- personalized for each test taker
- written at the test taker’s level of English
- includes strengths and challenges

Table: Sample Test Taker A

<table>
<thead>
<tr>
<th>Test Taker A</th>
<th>Scaled Score</th>
<th>CEFR Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>40</td>
<td>B1</td>
</tr>
</tbody>
</table>

Figure 3: Example Feedback Descriptors and Learning Activities

About Your English
You can understand conversations and talks about everyday things well. When listening, you get the main points, but try to listen for the main points, too. However, you can recognize people’s attitude/and purpose in conversations and talks.

Learning Activity
- interesting and authentic
- familiar to young learners
- watching videos
- listening to songs

Assignment Procedures

Assignment Procedures

Learning Activity
- based on the test taker’s overall performance
- combined with their weakest subskill
- each subskill points to a specific stimulus and activity

Conclusion

In reporting on this project, we hope to
- inspire other test makers to develop assessments that give descriptive feedback and authentic learning activities
- empower test takers and their teachers by providing a more concrete understanding of their language ability

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References