

Final Project – Test Development

Intended Purpose: oral achievement test used to measure the students' ability to give clear, concise, and accurate directions to a particular location in English

Intended Stakeholders:

- Students
- Teachers
- English-speaking people who ask the students for directions

Context: low-intermediate high school students in an English speaking class in Japan

*Or, if allowed, in a normal public school EFL class

Significance: opportunities to speak English in Japan are rare, but there are times when tourists ask for directions, and students should have the skills necessary to help them

Tested Language Skills:

- Listening – comprehension of what someone is saying when asking for directions
- Speaking – ability to give clear, concise, and accurate directions
 - Appropriate terminology and expressions
 - Coherence
- Rubric – Holistic
 - 4: Directions clear, concise, without error
 - 3: Directions relatively clear and acceptable length with one error
 - 2: Directions a bit unclear and a little long with two or three errors
 - 1: Directions confusing and too long or too short with four or more errors
 - Errors: wrong terminology or expressions that lead to a wrong location

Test Description: oral midterm as a part of a larger, more comprehensive midterm test

1. S will be given a map and a starting location
2. T will ask for directions to a particular location on the map
3. After S responds, T will follow the S's directions to judge accuracy
4. T will ask for directions to the train station
5. Same as #3
6. Two holistic scores will be totaled

Validity and Reliability:

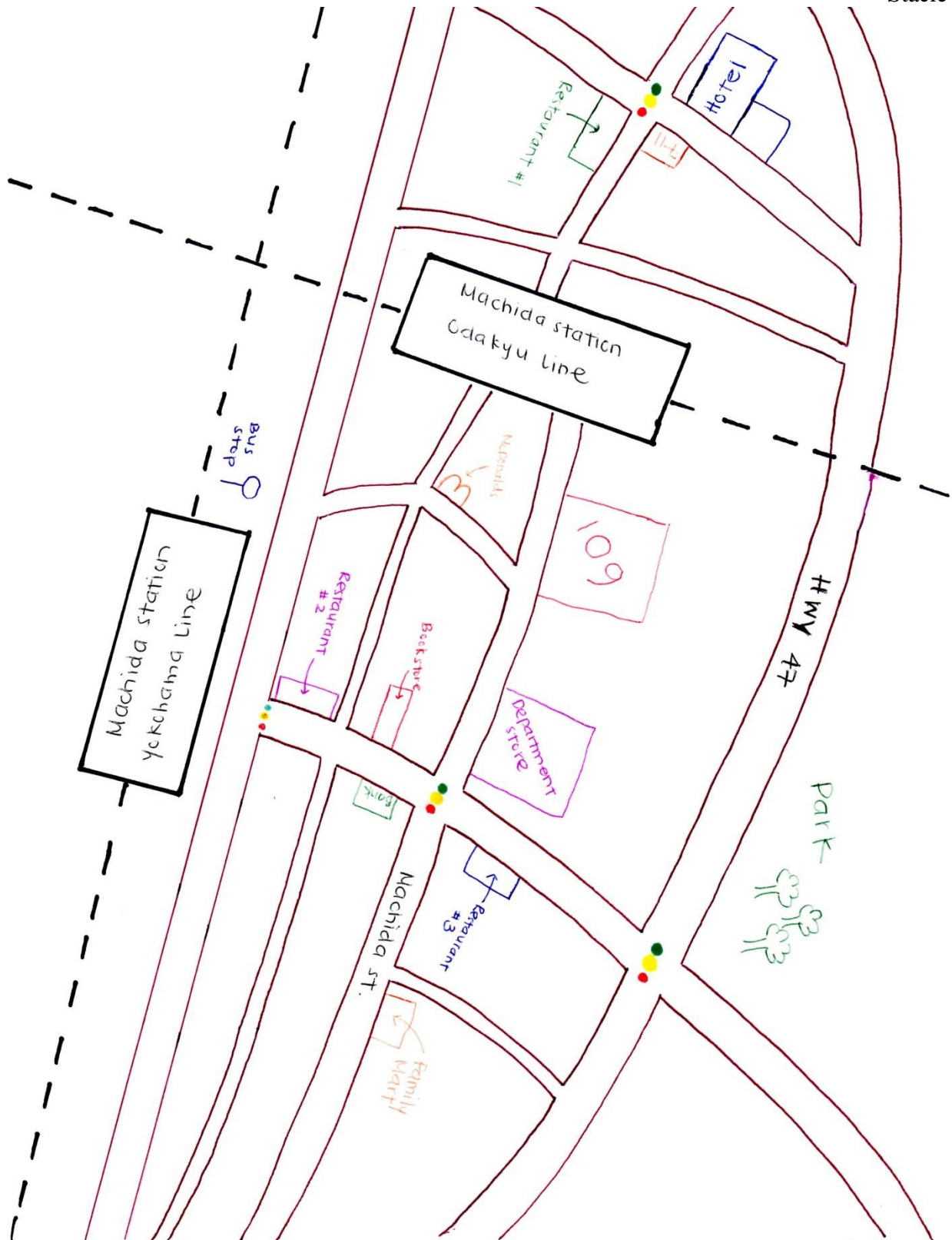
- Validity – locations on map that are typically asked by tourists
- Reliability – Intra-rater reliability

Potential Washback:

- Positive – Teacher will teach very practical expressions; Students will put more effort into developing their speaking skills
- Negative – Teacher will teach set phrases that the students will end up memorizing

Concerns:

1. Ensuring validity and reliability
2. Other potential washback
3. No map as aid in real life



*Sample map. Any map that fits the context of the teaching situation can be used.