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BAELS3B (INC grade compliance)

Based on the lecture and supplementary videos given, there are several samples of assessment tasks per type of listening of listening performance. Choose one (1) assessment mentioned and make a ONE-Page evaluation according to the five principles (practicality, reliability, validity, authenticity, and washback).

### Responsive Listening

Responsive listening refers to listening to a relatively short stretch of language (a greeting question, command, comprehension check, etc.) in order to make an equally short response. The primary goal is to train the learners' appropriate reactions to what is listened to. In a responsive listening task, the focus is not on comprehension. Rather, it focuses on the learners' responses to the listening input. In this sense, it is a higher level of listening ability with presumed comprehension. I chose open-ended response to a question as the task I will evaluate below. Open-ended response to a question involves the student listening to a question and providing an answer that suits the context of the question. Assessing the answer is determined by whether the student was able to develop an answer that is appropriate. The open nature of the question allows for creativity and expressiveness.

*Listener hears: How much time did you take to do your homework?*

*Student Writes:* \_\_\_\_\_

#### *Practicality*

The test will only be needing a paper, pen, a proper room, and an appropriate time allocation to finish it. It wouldn't be expensive since the things mentioned are the things that people expect in a classroom, so they wouldn't need to go out or do excessive things just to have the task done. Moreover, if the teacher conducts the task in an oral form, then the students wouldn't even need to bring out the paper they bought. If the things needed for the test are met, then the test would be relatively easy to administer. Lastly, the only thing that could impact the test's practicality would be the scoring procedure of the test. Since the students would be answering open-ended questions, then we wouldn't be getting a specific answer. Test-maker/teachers would need to decide if misspellings, synonyms, etc. are wrong answers. For better illustration, I'll have to rate the test's practicality 4/5.

#### *Reliability*

In this task, students/test-takers must be in an environment where there would not be too much noise; the room must be in a state where it could uphold what an expected classroom should look like (room lighting, temperature, conditions of desks and chairs, etc.). Another factor that may contribute to the unreliability of the test, would be how the rater affects the scoring procedure. As mentioned above, open-ended questions yield creative answers. A drawback to the openness is determining the correctness of them. Considering the test's nature, with unclear scoring criteria, the test might be unreliable. To rate the test's reliability it would be 3/5.

## *Validity*

Validity refers to the degree to which the test actually measures what it claims to measure. Measuring the test's validity might be challenging as there is no final, absolute measure of validity but there are different kinds of evidence that may involve support. One of which is content validity which can be done through observation and which we can use to measure the validity of the test we are working on. Open-ended response tasks fall under indirect testing where students would need pen and paper to write their answers. In the lecture video, listening skill is not a directly observable performance; we use indirect ways to observe and measure it. This also means that we really don't need to assess a skill in isolation as assessment is more authentic and provides a more beneficial washback when skills are integrated. Open-ended response to a question also has social consequences for a test's interpretation and use. Teachers could use this task to gauge students' motivation in learning the language since this task couldn't be without presumed comprehension.

## *Authenticity*

Authenticity evaluates if the student can successfully transfer the knowledge and skills gained in the classroom and also if the task can be enacted in the real world. Personally, aside from extensive listening, responsive listening is one of the assessments I like since I like tests that could be used in the real world. Open-ended responses are contextualized, definitely natural, and could also be both meaningful and just for fun tasks. To rate it for better visualization, it is 5/5 in authenticity.

## *Washback*

Washback is the effect of testing on teaching and learning. Tasks such as open-ended responses to questions are mostly done in a formative assessment and which could easily also produce beneficial washback since it's short and would have more time to give out feedback immediately. Teachers could exchange papers and have students check their classmate's papers, this way students could immediately ask the teacher if the answer could be considered right or wrong since grammar and spelling could be a factor to determine its correctness. Then it would depend on the teacher if they're going to consider it. This could be seen as a form of feedback, the teacher just needs to be generous and specific in their comments. Otherwise, since most formative assessments are short and informal, beneficial washback might not be provided immediately which could lead to negative washback and may discourage students from doing the task or fully engaging with it.

In conclusion, the same with other assessments or tasks, open-ended response to a question is an effective task to determine the student's listening skill if done or prepared right.