



Testing
& Evaluation
& Assessment

IATEFL 55th International
Conference & Exhibition

TEASIG Pre-Conference Event

Integrated Assessment Approaches

Belfast, 16 May 2022

Session	Time	Session title	Speakers
	10.00 – 10.10	Opening	
Plenary 1	10.10 – 10.55	<i>Integrated skills assessment – my reading is weak!</i>	David Booth
	10.55 – 11.15	COMFORT BREAK	
Plenary 2	11.15 – 12.00	<i>Cognitive authenticity and cognitive complexity in multi-text integrated reading-into-writing summary tasks</i>	Alina Reid
Plenary 3	12.05 – 12.50	<i>Balancing integrated language assessment with demands for convenience and economy</i>	Larry Davis
		LUNCH BREAK	
	14.00 – 14.05	Opening to afternoon sessions	
Workshop 1	14.05 – 14.50	<i>Integrated assessment and test taker feedback</i>	Lottie Harrison
Workshop 2	14.55 – 15.40	<i>Practical uses of integrated speaking and writing assessment tools</i>	Pablo García Gómez
	15.40 – 16.00	COMFORT BREAK	
Workshop 3	16.00 – 16.40	<i>Designing integrated reading-into-writing tasks</i>	Alina Reid
	16.40 – 17.00	Panel discussion	
	17.00	Closure	

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Pe-Conference Event, Belfast, 16 May 2022

Integrated Assessment Approaches

Plenaries

Session 1: Integrated Skills Assessment – my reading is weak!

Integrated skills assessment is still in its infancy and has had a limited impact on language assessment. This seems in part due to inertia in the language testing environment and a traditional focus on testing separate skills.

The talk will look at how using test items which target integrated skills taps into a wider range of language ability traits thereby challenging the construct under-representation of current approaches to testing. This approach adds significant detail and precision essential to high stakes tests such as PTE Academic but also fundamental to tests used as an integral part of learning where detailed feedback is needed.

David Booth



David Booth is Director Test Development for Pearson Test of English. He is responsible for the development of test specifications and materials for a wide range of English language proficiency tests. David's main expertise is in the development and revision of tests, and he has given presentations at major conferences on this theme.

Session 2: Cognitive authenticity and cognitive complexity in multi-text integrated reading-into-writing summary tasks

The presentation will discuss the results of a study which investigated the cognitive processing experienced by L2 English writers while engaged in multi-text integrated reading-into-writing summary tasks (IRWTs). The findings support the claim that IRWTs activate many of the cognitive processes relevant to the academic domain. Although several processes were under-represented, evidence of 39 out of the 45 targeted cognitive processes was found, together with five major knowledge-transformation strategies. The study uncovered insightful trends which serve to illuminate the construct of IRWTs, and contribute towards empirically informed IRW task design.

Alina Reid



Alina is a highly qualified ELT professional with extensive experience as teacher, teacher trainer and language test developer in a variety of educational contexts in Spain, Vietnam and the UK. She completed the Language Testing MA programme with Lancaster University in 2019, and was awarded the Geoffrey Leech Outstanding MA Student Award. As an assessment specialist, her interests lie in assessing English for Academic Purposes, authenticity in performance-based testing, and rating scale design.

She currently works as freelance language test designer and assessment consultant.

Session 3: Balancing integrated language assessment with demands for convenience and economy

Advances in technology have led to a proliferation of online tests of language proficiency that focus on test-taking convenience and low price, but at the cost of minimal assessment of communicative abilities. This presentation addresses the question of "How can you do integrated assessment in a situation where convenience is a major concern?" I will explore this question within the context of a new digitally-delivered assessment of English proficiency. Our efforts to combine the sometimes-conflicting goals of convenience and the trustworthy assessment of communicative abilities will be illustrated through the test design decisions we made as well as illustrative test tasks.

Larry Davis



Larry Davis is a senior research scientist in the Center for Language Education and Assessment Research at Educational Testing Service (ETS) in Princeton, New Jersey. He has taught English at the university level in China and the U.S. and taught university-level teacher training courses. His research interests include all aspects of the assessment of speaking, including development of technology-enhanced speaking tasks, assessment of spoken interaction, creation of rubrics, rater cognition, and automated evaluation of speaking ability. Most recently, he led initial research and development of the speaking and writing sections of the TOEFL Essentials test.

Workshops

Session 4: Integrated Assessment and Test Taker Feedback

This workshop will look in detail at how integrated assessment works on a suite of tests designed to support learning in the classroom. The workshop will take specific examples of integrated test items and see how they link through learning objectives and a skills assessment framework to actionable feedback for the learner and teacher.

The workshop will demonstrate how the resources in the Pearson Teacher Toolkit can be best used for this purpose.

Lottie Harrison



Lottie Harrison is an English Language Assessment Manager for Pearson Tests of English. After many years in teaching and teacher education, she is now responsible for item development and supporting a range of assessment related activity for proficiency tests. She is also an EVE mentor, supporting women who want to speak at conferences like IATEFL.

Session 5: Practical uses of integrated speaking and writing assessment tools

In this workshop, participants will explore a range of integrated assessment tasks and their corresponding scoring tools (task-specific scoring guides, benchmark responses from test takers at different levels of proficiency, and response-specific descriptive annotations on performance). Participants will have an opportunity to consider how different integrated assessment task types and their scoring tools can be used to inform classroom assessment practices.

**Pablo García
Gómez**



Pablo García Gómez is an Assessment Designer in the Assessment, Learning, Technology, and Research Division (ALTRD) at Educational Testing Service (ETS). He is a psychologist graduated from the University of Buenos Aires, Argentina, and holds a Master's degree in Education and English Language Teaching from the University of Manchester (UK). Since he joined ETS, Pablo has participated in the design and development of language tests in the TOEFL and TOEIC family of assessments. He also designed and implemented professional development programs and workshops for English language teachers.

Session 6: Designing integrated reading-into-writing tasks

The session will explore practical aspects of designing integrated reading-into-writing tasks. Several key task variables will be discussed: topic, genre, source text characteristics, and the interaction between the source texts and the expected output.

Building on the morning plenary, the session will focus on how task characteristics can be manipulated to maximise the cognitive authenticity and complexity writers experience while engaged in integrated reading-into-writing tasks.

Alina Reid



Alina is a highly qualified ELT professional with extensive experience as teacher, teacher trainer and language test developer in a variety of educational contexts in Spain, Vietnam and the UK. She completed the Language Testing MA programme with Lancaster University in 2019, and was awarded the Geoffrey Leech Outstanding MA Student Award. As an assessment specialist, her interests lie in assessing English for Academic Purposes, authenticity in performance-based testing, and rating scale design. She currently works as freelance language test designer and assessment consultant.

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