

The role of language assessment literacy in consequential validity

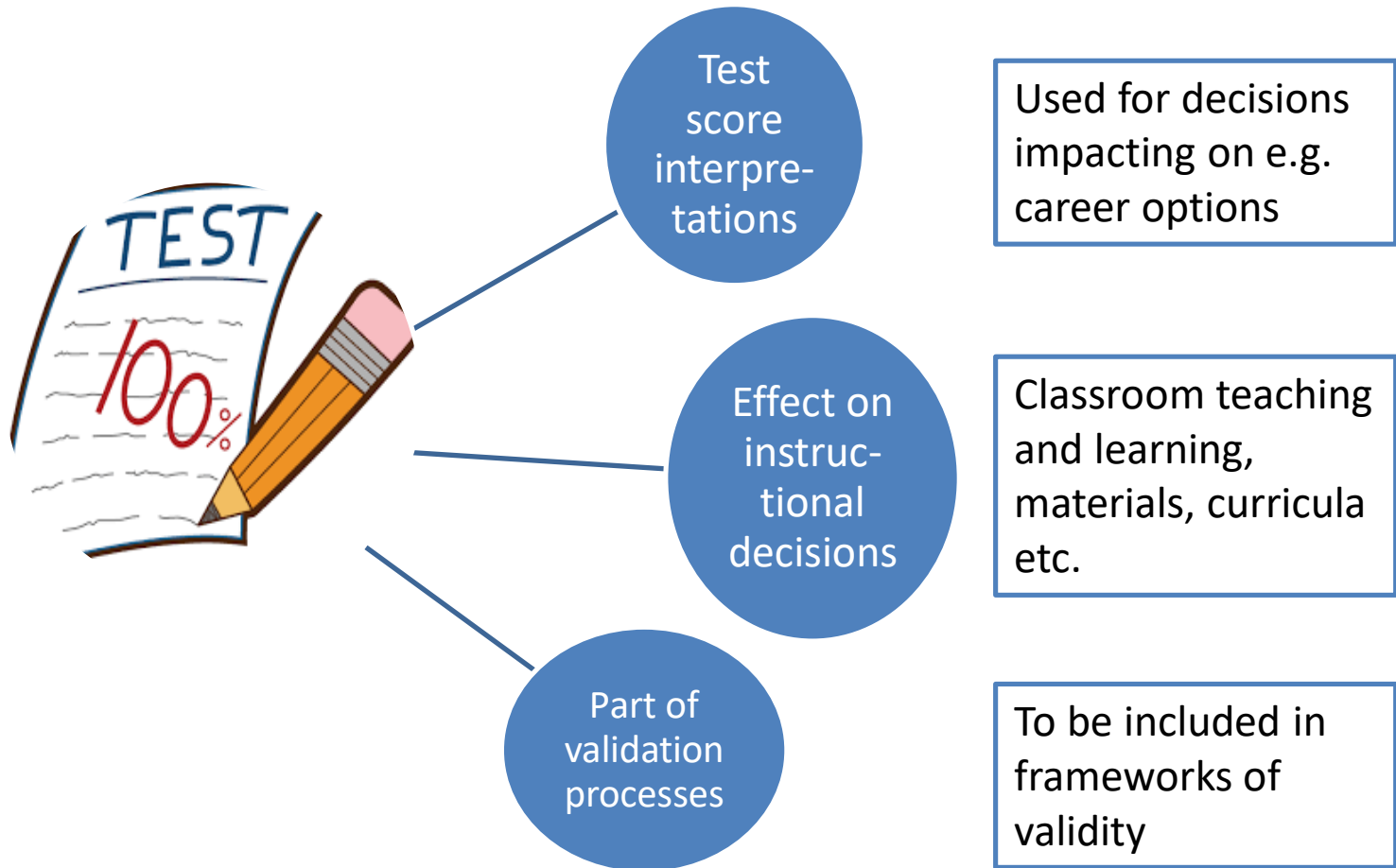
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Overview

1. Introduction
2. Test consequences and consequential validity
3. Kane's validation framework and LAL: An unequal pair?
4. Conclusion and way forward

1. Introduction



2. Test consequences and consequential validity: terminology

- McNamara (2000): **impact** as the effects of tests on the macrolevels of education, **washback**: related to the effects of tests on macrolevels of language teaching and learning (Cheng (2014): difference in scope)
- **Consequences**: term derives from educational assessment, related to **validity** frameworks (Cheng et al. 2015)
- Consequences of testing: associated with test validity / **consequential validity**, regarded as part of validation (e.g. Chalhoub-Deville 2016)

2. Test consequences and consequential validity: terminology

Messick (1989: 245) defines consequential validity as the aspect of construct validity that “appraises the value implication of score interpretation as a basis for action as well as the actual and potential consequences of test use, especially with regard to sources of invalidity related to issues of bias, fairness and distributive justice”

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Teachers make decisions based on score interpretations, in low-stakes and high-stakes contexts

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Emergence of sociocultural understandings influences views on consequences of test use; teachers as important agents in assessment

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Teachers need to be equipped with relevant expertise to be cognizant of sources of invalidity

3. Kane's (2013) validation framework and LAL – an unequal pair?

- Assessment Literacy: coined by Stiggins (1991)
- LAL: Inbar-Lourie (2008: 389) as „having the capacity to ask and answer critical questions about the purpose for assessment, about the fitness of the tool being used, about testing conditions, and **about what is going to happen with the results**“

3. Kane's (2013) validation framework: types of consequences

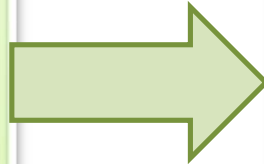
Intended outcomes

Adverse impact

Systemic effects

Intended outcomes of score-based decision procedures

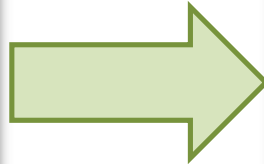
- Achieve desired outcomes
- Evaluated in terms of how well they achieve these goals
- Test-based accountability programmes: designed to drive learner performance by articulating goals as standards; not always desired effects



- Teachers profiting from LAL to recognize the desired outcome of a test / assessment
- Gauge whether the test achieved the intended goals, cognizant of test construct, critically appraise it
- Test-based accountability programmes: teachers as source of information of how well the accountability systems achieve their goals, assist in monitoring process in an active role

Adverse impact / differential impact on groups

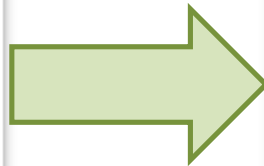
- Impact of test-based decisions on vulnerable groups
- Fairness and equality issues for minority groups, e.g. learners with disabilities, having received more attention



- Teachers endowed with LAL notice differential impact, can link their observations to the test
- Identify bias in a test=> be aware of differential impact => better protection of vulnerable groups
- Ability to adapt teaching better to the needs of learners in order to provide an appropriate test preparation

Systemic effects

- Intended effects of testing programmes on the system: organizational, curriculum, instruction, content, outcomes
- Group effects, impacting differently on different groups



- Teachers observe adverse (un)intended consequences of test use, in particular washback
- In an IUA, they could contribute to the necessary evidence with systematic observations
- With LAL: teachers empowered to recognize / critically appraise impact of assessment instrument use on classroom practice => more agency in assessment

4. LAL and test consequences: Conclusion and way forward

- Fruitful to include teachers to accumulate evidence and observation as part of the IUA in a wider sense
- Kane (2013): multiple participants needed for the evaluation of potential consequences of tests; possible contributions of teachers, other stakeholders?
- Research needed on e.g. conceptualizations of the integration of LAL as a basis for validation in theoretical frameworks

Thank you!



Let us pick your brains... 😊