**ALTE Salamanca 2018-11-22**

*SIG Teacher training – minutes*

*Minutes from Leuven*

* There are no minutes from Leuven; it was a shared SIG with LAMI (teachers in the context of LAMI).

*Current situation*

* Teachers have limited knowledge in assessment and test development
	+ Education/formal knowledge
		- Many teachers does not know what their tests measure/what they are trying to assess with their tests.
		- Different teacher groups have different competencies in assessment and test development: in some countries more recently educated teachers are better equipped than older ones; assessment and test development is partly included in some teacher education but certainly not all.
	+ Praxis/experience
		- Praxis includes borrowing tests from each other.
		- Many teachers are influenced by their own experiences of testing/being tested in developing tests.
		- The relation between test results and teacher status
			* Rumours on which teachers give high grades; can be a result of giving the same test every day of the week 🡪 a test that reflects on the teacher more than on the student.
* Different policies/rules regarding assessment (formative/summative) in different school systems (public/private)
	+ The existence of national tests often leads to teaching for the test instead of following the curriculum 🡪 students learn stuff of by heart instead of developing language competence. Many teachers does not know enough about assessment to question this.
	+ National policies on how many progression tests teachers should conduct over the year.

*What do teachers need to know about test development?*

* The purpose of the test.
* The impact of the test; raising awareness of test impact and the decision-making process.
* How to define the construct.
* The relationship between learning, teaching and testing – washback in teaching.

*Ideas for future SIGs*

* A suggestion to structure the following SIGs according to ‘Teachers and their different roles in testing’
	+ Teachers preparing for tests
	+ Teachers producing tests
	+ Teachers marking tests
* An overarching aim is to discuss how to work with teachers on test development
	+ A suggestion to start with an awareness-raising exercise – the impact, the importance, the implications of testing.
	+ Work with (authentic?) example tasks, reliable and unreliable, to illustrate the difference.
		- Some people in the group have experience with working with teachers’ own tests, as an awareness raising exercise.

*Next SIG*

* A suggestion that Annika Spolin presents her course on test development and assessment of language skills (in brief); simulate the course in the group and, if possible, provide a summary of the most important literature (possibly, what passages to read).
* Discuss the outcome/end result of this SIG: should it be guidelines/booklet, guidance?
* Prepare for the next SIG by talking to people in our own offices – do a short inventory of the knowledge and the material that we already have/work with, in order to start with a collective sharing of knowledge at the next SIG.