

# Language Assessment Matters

## Issue 10, September 2018

The Newsletter of the Association for Language Testing and Assessment of Australia and New Zealand

Welcome to Issue 10 of our Newsletter.

It has been an extremely busy 6 months for Language Testing and Assessment in Australia and New Zealand! The University of Auckland hosted the 40<sup>th</sup> LTRC conference, and the University of Queensland's English Language Centre, with the support of ALTAANZ, hosted the inaugural UECA Assessment Symposium.

Reports from both events are in this issue, including four different perspectives on LTRC – from our four (!) teacher and student travel award winners. There is also a report from our student representative Ivy Chen who organised a meeting of graduate students during LTRC.

In addition, we offered a Language Assessment workshop for teachers on Saturday July 4<sup>th</sup> in Auckland directly after LTRC. Aek Phakiti and Rosemary Erlam ran a three-hour introduction to key language assessment concepts.

LTRC was a busy time for our member, Judit Tunde McPherson who took photos from morning to night. Thanks to her, we have a visual record to share in this newsletter (final four pages – surely ready for a caption competition) and online at

<https://www.facebook.com/media/set/?set=a.1369910869808113.1073741831.415661151899761&type=1&l=f280de0200>

### **PLTA \*\* Call for special issue proposals\*\* Closing soon**

PLTA invites proposals for a guest-edited special issue: details here [Call for proposals](#)

Please submit your proposals to [plta.editor@gmail.com](mailto:plta.editor@gmail.com) no later than 8th October 2018

And look out for the next regular issue this November: available for download at [PLTA](#)

## ALTAANZ AGM Roundup

### No change in Office Bearers for 2019

The ALTAANZ AGM was held on the 28<sup>th</sup> of July 2018 in Auckland. For the first time, the AGM was broadcast via a zoom meeting which allowed our Treasurer, Denise Angelo, and our Australian Teacher Representative Stephen Walker to join the meeting remotely.

The Co-Presidents, the Treasurer, and the PLTA Editors lodged their reports, which were accepted. The election of office bearers resulted in the following appointments.

**Co-President**, New Zealand, Rosemary Erlam

**Co-President**, Australia, Noriko Iwashita

**Student Representatives** – Ivy Chen and Diep Tran

At the AGM we also welcomed our new **Teacher Representative** for New Zealand, Angela Bland.

See page 4 for a full report from the AGM.

## PLTA: Call for submissions

PLTA publishes original research papers, essays/discussion papers on theory, research digests, and reports on work-in-progress. We welcome submissions from new and experienced researchers, including teachers and research students.

For further information visit <http://www.altaanz.org>

Language Assessment Matters is the newsletter of ALTAANZ, the Association for Language Testing and Assessment of Australia and New Zealand.

Do you have a Language Testing or Assessment related item you would like to have included in the newsletter? If so, please send your submission to [altaanz@gmail.com](mailto:altaanz@gmail.com) with "newsletter" in the subject line. Possible contributions could include a report on work in progress, a PhD or Master's thesis report, a conference review or report, discussion of a current issue in language testing or assessment, a description of an assessment task which has worked well for your learners or an assessment-related anecdote that you think our membership would find interesting.

**Forward Planner: Upcoming Language Assessment Events**

(please contact us at [altaanz@gmail.com](mailto:altaanz@gmail.com) to add your event)

**5<sup>th</sup> Annual International Conference of the Asian Association for Language Assessment**

*Standards in Language Assessment*

Shanghai Jiao Tong University, Shanghai, October 18<sup>th</sup> to 20<sup>th</sup> 2018 <http://aala2018.aconf.org/>

**The 6<sup>th</sup> British Council New Directions in English Language Assessment**

*Standards in Learning Systems*

Grand Hyatt Kuala Lumpur, 22<sup>nd</sup> and 23<sup>rd</sup> October 2018 <https://www.britishcouncil.my/new-directions>

**Assessing World Languages Workshop and Conference 2018**

University of Macau, October 30<sup>th</sup> to November 2<sup>nd</sup> 2018

<https://fah.umac.mo/laser/awl2018/>

**The Language Testing Forum 2018 / UKALTA Conference and AGM**

*Assessing languages across general and specific contexts*

University of Bedfordshire, Luton, 23<sup>rd</sup> to 25<sup>th</sup> of November

**ALAA/ALANZ/ALTAANZ Conference 2018**

*Engaging diversity: Creating connections and building knowledge*

University of Wollongong, 26<sup>th</sup> to 28<sup>th</sup> of November

<https://www.alaa2018conference.com/>

**LTRC 2019**

*Language Testing and Social Justice*

4 – 8 March, Atlanta, Georgia USA

Call for Papers is Open – closes Monday 1<sup>st</sup> October

<https://www.iltaonline.com/page/LTRC2019CFP>

**AGM Full Report, by Rosemary Erlam Co-President**

The ALTAANZ 2018 AGM was held during LTRC on Wednesday July 4<sup>th</sup> during the lunch break. There were 23 attendees including three who were present virtually via Zoom.

Rosemary Erlam chaired the meeting and started by presenting the Presidents' report which outlined key ALTAANZ activities during the previous year. These included sponsorship of workshops and travel awards for teachers and students to attend LTRC (see relevant reports presented elsewhere in the Newsletter). A particular highlight was the appointment of two teacher representatives, Stephen Walker (Australia) and Angela Bland (New Zealand). This report was followed by the Treasurer's report presented by Denise Angelo via Zoom. A key financial issue has been the lack of revenue over the 2017-2018 year period due to the fact that ALTAANZ has supported ALANZ/ALAA (Auckland, November 2017), LTRC (Auckland, July 2018) and ALAA/ALANZ (Wollongong, November 2018) rather than putting on its own conference. The idea of the need to host a stand-alone conference in 2020 was discussed, and it was decided that Melbourne, Canberra or Tasmania would be attractive options. The Editors of PLTA, Lyn May and Sally O'Hagan were both present to talk to the Editors' report. The possibility of another Special Issue was suggested, and Lyn and Sally have since been working on a call for proposals (see elsewhere in Newsletter).

Election of office bearers was the next agenda item. The Co-Presidents had been nominated to stand for another 2-year term and so Rosemary and Noriko Iwashita were re-elected unopposed. Fortunately, the student representatives, Ivy Chen and Diep Tran, were also happy to stand again and were re-elected unopposed. There was some discussion as to whether the PLTA Editors' term was up for renewal, fortunately, Lyn and Sally were happy to continue in their current roles.

A key item on the agenda was the use of Dropbox. The executive have been having problems with too much material to store and difficulty ensuring access for all members. The Executive will decide which documents and folders are priorities to be retained so that capacity can be released.

There was discussion about ALTAANZ policy in relation to citizenship issues, citing the recent case of the Australian Department of Home Affairs wanting to write their own test for immigration purposes. The importance of ALTAANZ supporting such submissions and responses was emphasized and ways in which this can happen (e.g., links on the website) were suggested.

***ALTAANZ Teacher and Student Travel Awards***

In years in which ALTAANZ is hosting a stand-alone conference it will make awards available to assist teacher and student members to attend. One award will be offered to a student member studying in Australia and one to a student member studying in New Zealand; an award will be offered to a teacher working in Australia and in New Zealand respectively. The award will include a lump sum of Au\$500 and may also allow for free conference registration.

The award will be advertised and priority will be given to applicants who intend to share some aspect of the conference experience with their peers/colleagues. There will be an expectation that successful applicants will write a report for the Newsletter.

The policy documents outlining these awards were presented and discussed at the AGM.



### **A Report on an ALTAANZ sponsored initiative –**

#### **An English Language Assessment Symposium aimed at English language teachers.**

**Stephen Walker UQ-ICTE**

On July 14<sup>th</sup> 2018 ALTAANZ helped to sponsor a new professional development initiative for English language teachers interested in language testing.

ALTAANZ partnered with University English Language Centres Australia (UECA) and The University of Queensland's English language teaching centre (UQ-ICTE) to host the full-day event.

For ALTAANZ, participation in the symposium provided an opportunity to achieve its stated training goal of 'stimulating professional growth and best practice in language testing and assessment through workshops and conferences'. Almost one-hundred delegates attended the event from all parts of Australia with some travelling from as far away as Vietnam. The audience was made up entirely of practising English language professionals who, due to their specific involvement in English language programs which provide direct entry to university degree programs, are involved in the development of high-stakes English language assessment. Participation in the event therefore provided the chance for ALTAANZ to raise its profile amongst this significant and relevant group of teachers.

The day featured an ALTAANZ-sponsored plenary workshop presented by Clare McDowell. Clare's involvement in language testing spans a 35-year career in language testing, test design, examiner training and hands-on test management. She has worked as an item writer for a number of standardised English language tests and has a particular interest in the area of testing listening skills. Her workshop proved to be particularly relevant and useful for all teachers involved in the development of listening assessment and assessment in general and was very well received.

The remainder of the program offered a range of presentations and catered both to those new to the testing field as well as those with considerable knowledge and experience.

Amongst the other presenters, there was a strong focus on assessment validation including topics such as item level analysis, the test development cycle, test constructs and task characteristics, rater reliability and the equating of test forms. This focus was not surprising considering the recent Revisions to National standards for ELICOS 2018 (English Language Intensive Courses for Overseas Students) in Australia which require that “formal measures must be in place to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study.”<sup>1</sup>

This was the first ever opportunity for teachers responsible for assessment development in Australian university language teaching centres to come together and share their experiences, expertise and challenges. Feedback from attendees has been overwhelmingly positive with immediate calls to repeat the event and make it a permanent feature of the professional development calendar. Comments from delegates highlighted the high quality of presentations, the diverse range of topics covered, the spirit of professional curiosity and openness on display, and the opportunities to interact and network with colleagues working in the field.

I would like to thank ALTAANZ for supporting this endeavour and helping it to meet the professional development needs of such a large group of teachers working in the area of language testing and assessment

<sup>1</sup> <https://www.legislation.gov.au/Details/F2017L01349/Explanatory%20Statement/Text>



*Megan Yucel presenting at the symposium*



## ALTAANZ and ALAA GRADUATE STUDENT MEETING at LTRC 2018

Report from Ivy Chen, Student Representative



After lunch on the last day of LTRC, we held a successful graduate student meeting, which we co-hosted with the Asian Association for Language Assessment (AALA). Representing both associations was Ivy Chen, our post graduate student representative (Australia) and co-chair of the AALA student committee.

We kicked off the event with a short introduction to ALTAANZ and AALA, followed by an acknowledgement of the winners of the ALTAANZ Student Travel Award. Susy Macqueen, our Vice President, was there to congratulate Apichat Khamboonruang (Australia) and Hien Tran (NZ) (see photo below). The rest of the event was informal, giving attendees a chance to talk to fellow students and share their research and other experiences. Our past post graduate student representative (NZ), Xiaohua Liu, also made an appearance, taking time out from his role as the co-ordinator of the student volunteers for LTRC.

A big thanks to all the students who came to the event, especially to Carol Dabarera, the secretary of the AALA student committee, who helped run the event, and to Diep Tran, our post graduate student representative (NZ), who liaised with the LTRC organisers to set up the meeting.



### LTRC Travel Award Recipient Reports

This year, because LTRC was being held in our region, the ALTAANZ committee decided to award four conference travel awards to help students and teachers to attend LTRC. This decision was made partly because we did not hold a stand-alone ALTAANZ conference in 2018.

A condition of acceptance of a travel award is the submission of a report on the conference for publication in the newsletter.

Our four recipients had different experiences at LTRC but all agreed that attending was a great decision.



*Hien Tran from the University of Auckland won one of our Student Travel Awards. This is her report on her experience.*

On July 4 -6, 2018, I attended the 40<sup>th</sup> Language Testing Research Colloquium in Auckland, New Zealand. This conference was the annual meeting of a network of institutes, organizations, universities and researchers doing research on a large array of topics related to language testing. As a Ph.D. student, I was repeatedly told by my supervisor that going to academic seminars and conferences relevant to my research topic is a valuable experience because it updates me on the current trends and theories and critical findings in the field. That is one of the reasons why I was present at this conference.

This is the first time I have gone to an international conference and fortunately, I gained lots of amazing experiences. One of the

most impressive things about LTRC 2018 was its warm welcoming atmosphere featured by fantastic traditional Māori performances and the sense of community that it propagates throughout all the organizational activities. Regarding the contents of the colloquium, this year's theme was "Language Testing and Assessment in Times of Movement, Transition and Change". I was attracted to this theme because as a teacher, one of my general teaching goals is to effectively measure learners' language ability in a globalized and modernized era. Moreover, I am now conducting research with an objective of evaluating learners' competences as affected by interest-based teaching strategies. These two goals require comprehensive knowledge about language assessment theories, research methods, policies and lessons from similar contexts. In fact, most of my concerns were answered. Also, attending the Colloquium opened a chance for me to learn not only knowledge but also related skills from international professors and experts in the field. This wonderful opportunity has fostered me to reach my goals and promoted my personal and professional development as well.

Last but not least, I would like to say great thanks to ALTAANZ in supporting me financially through the granting of ALTAANZ Student Travel Award, which substantially enhanced my overall experience in attending this colloquium.



## Personal Reflection of my first LTRC



A generous donation from ALTAANZ in the form of a teacher travel award enabled me to attend my first ever LTRC which was held in July, in the beautiful city of Auckland, New Zealand. It was certainly hard to pinpoint the highlight of LTRC 2018, so I have decided to cover a few memorable moments.

Firstly, I absolutely loved the informal format and excitement of both the works-in-progress and poster sessions. In each, there were numerous opportunities to hear about the struggles and successes of the research process. For me, the combination of professional, well-prepared presentations with the raw honesty of the presenters was compelling. The ability to ask questions relevant to my own context was helpful and I came

away with a notebook full of useful tips and some new ideas to entertain.

The research paper sessions at LTRC were varied, informative and useful. A presentation that took my mind to places it hadn't been before was Vahid Aryadoust and Chiao-Yi Wu's session on the topic of infrared spectroscopy to provide neurocognitive evidence for validity. Rather than look at pure statistics to provide a criterion-related validity argument, the research aimed to measure activity in regions of the brain while candidates were listening to a test recording and use this as evidence of validity. I personally found the pairing of language and neuroscience fascinating and thoroughly enjoyed learning about the fNIRS technology used for functional neuroimaging.

I also appreciated the multiple formats for communicating information at LTRC. There were plenaries and special lectures, parallel sessions, informal poster sessions, meet and greet events, and symposiums. A notable symposium for me was 'China's standards of English Language Ability', which discussed the development of the new China's Standards of English (CSE) test and the process of linking it to the CEFR. The sheer scale of the project is incredible and the impact that the CSE has had so far and will continue to have on the social and educational context in China is exciting.



*The China Standards of English Panel taking questions.*

However, for my first LTRC it was the concept of learning-oriented assessment that probably made the biggest impression. Learning-Oriented Assessment (LOA) was a theme that ran across a few parallel sessions, (especially those from Lyn May and colleagues and Megan Vincett and Clarissa Lau) but was also the focus of a 2-day preconference workshop by James E. Purpura and Carolyn E. Turner that I attended.



*Carolyn Turner*

Over two days, I had the opportunity not to only to learn about the framework of LOA, but also to *experience* it through structured online activities. As a teacher, I found the framework's ability to conceptualise the synergies across assessment, instruction and learning appealing and potentially very useful. I enjoyed the workshop style learning environment, the fabulous presenters and the breaks for questions. We also had the pleasure of meeting James Purpura's cats virtually, when they video-bombed the Skype sessions!



*A "virtual" Jim Purpura*

So, to summarise, my first-ever LTRC was a humbling experience where I learned a lot, and felt part of a dynamic, questioning but cohesive community.

Thank you ALTAANZ!

Kerensa Townsend



*Kerensa Townsend, Teacher Travel Award Winner*



*Apichat Khamboonruang, and John Read, Student Travel Award Winner and conference convenor*

### ***ALTAANZ Student Travel Award Report***

I would like to express my deep gratitude to the ALTAANZ committee for providing me with the ALTAANZ Student Travel Award to attend the 40th LTRC in Auckland. This year, not only was the venue suitable, but the host was hospitable and the theme was fashionable as well. I really enjoyed the conference. More LTRC details can be found in the downloadable programme handbook on the ILTA website. To me, classroom assessment appears to receive outstanding interest this year and it is thus worth bringing up here.

As we may already know, classroom assessment has long been reconceptualised. I would briefly recap Moss's Samuel J. Messick Memorial Lecture and Purpura and Turner's learning-oriented assessment workshop. Classroom assessment involves a systematic process of deploying a variety of methods to accumulate data from various sources with a view to generating information that helps teachers interpret learning progression and make decisions on improving teaching/learning.

Moss also called for frameworks which can capture the actual interpretation/use of assessment in the educational context and extend beyond the test score to consider sociocultural dimensions and various sources of information to support teaching/learning and ultimately learning progression. Due probably to this, Kane's argument-based approach is questioned concerning its application in the classroom context, where the actual interpretation/use of assessment information are not solely obtained from the test score and are linked not merely to language ability but centrally to learning progression.

We now see that assessment is not just about quantitative measurement but also about qualitative assessment, both of which can be undertaken complementarily to shape classroom assessment. This becomes clearer when Turner presented in her Distinguished Achievement Award Lecture that a mixed-methods methodology has been and will be increasingly popular in language assessment research although many mixed-methods studies appear not to mention the underpinning research worldview.

Clearly, we need well-established assessment frameworks which capture the multifaceted dimension of classroom teaching, learning, and assessment and incorporate various relevant sources of information to eventually promote learning progression in an ongoing classroom. Hopefully, we will soon have such frameworks to experiment with, and I am very positive that several attempts have been made to actualise such frameworks.

The 40th LTRC did allow me to witness a continuing progress in the language assessment field. I very much hope to see everyone again at the 41st LTRC on March 4-8, 2019 in Atlanta, Georgia USA.

*Apichat Khamboonruang, PhD Candidate  
School of Languages and Linguistics,  
The University of Melbourne*

## **Attending the Roundtable, the 40<sup>th</sup> Language Testing and Research Colloquium and Language Assessment Workshop for Teachers as a Teacher Travel Award Recipient for ALTAANZ 2018**

*Angela Bland*

It is funny how the stars can sometimes fall into line. On the 23<sup>rd</sup> April, 2018, I received an e-mail from Rosemary Erlam. The e-mail was to tell me about the Roundtable which was occurring prior to the 40<sup>th</sup> Language Testing and Research Colloquium at the University of Auckland, New Zealand between 2<sup>nd</sup> and 6<sup>th</sup> July. Within the space of a few weeks I had joined the ALTAANZ committee as the New Zealand Teacher Representative and was well on the way to getting myself to the Roundtable, the LTRC; and also, the workshop for teachers following the conference; facilitated by Rosemary herself, along with Aek Phakiti. This also involved applying for the ALTAANZ Teacher Travel Award for LTRC 2018; hence, here we are. This report pulls together some highlights over the six days from the 40 odd pages of word-processed notes I had put together.

### **A sneak peek before the LTRC: The Roundtable**

I entered the lecture theatre of the Roundtable on Monday morning to see some familiar faces and colleagues: Julie Luxton, Breda Mathews, Professor John Read, Mark Dawson-Smith and Tjitske Hunter. It was also a privilege to be amongst some leading international experts in testing and assessment. The focus of the Roundtable was “Connecting Language Testers and Specialists in L2 Pedagogy: Issues in Classroom-based Assessment”. Overall there were five papers presented of which I would like to highlight two for this report: James Purpura and his focus on Learning-orientated assessment, and John Read and Mark Dawson-Smith’s presentation on developing the New Zealand Certificate in English Language.

Within the overall focus on Classroom-based assessment, James Purpura discussed Learner-Orientated Assessment as a “framework of reference” rather than a method or approach. He emphasised that most ‘classroom’ assessments do not involve formal tests, but rather, ‘practice’ activities. Teachers are constantly, whether intentionally or not, embedding assessments into their instruction. Within this framework, Purpura and Turner (2015) believe that teachers need a comprehensive framework which they have coined the Learner-Orientated Approach. The Learning Orientated Assessment sits within Classroom-based assessment (also called ‘formative assessment’ or ‘assessment for learning’) and works to not only measure progress but also promote learning.

From a personal view, it was great to see Mark and John presenting on the New Zealand Certificate in English Language, because I had worked with them both on the NZCEL Review panel in 2016. Mark and John shared the NZCEL journey and described how it had replaced the 274 different English Language qualifications previously in use for private and tertiary teaching establishments. Their presentation was partly a celebration of the collaboration they had achieved with these institutions. They outline the three objectives of the NZCEL initiative as: 1) To share best practice on the design and delivery of NZCEL, including teaching, learning and assessment, 2) To guide the sector and 3) To influence decision making/change when and where appropriate. They identified three key problems. The first is distinguishing from a Low B2 to a High B2 range on the CEFR B2 level. The second was with consistency in relation to appropriate texts. This is exacerbated by the use of texts which reputable publishers claim



are at a particular level (e.g., B1), when they are not. A major assessment issue is the designing of assessments. As Mark and John stated, this is a specialist skill; therefore, assessment writers must be trained, and a team of experts are needed, especially for listening and reading texts. The presentation was followed by some constructive criticism about the appropriacy of using the Common European Framework as an 'aligning tool'.

**My keynote address highlight: Joseph Lo Bianco's "No Policy without Testing! How the Language of Policy Persuasion and Persuasive Language Help to Make Testing Count"**

The LTRC got off to a great start with none other than Joseph Lo Bianco who reminded us that the development of language policy has to consider assessment. This was the first time I had heard Joe speak. He shared his experiences of language policy development in Myanmar. The question proposed is "How do we produce equitable and effective policies in such complex circumstances, and what role, if any, does language assessment play?" Lo Bianco outlined the process where 40-60 participants were 'locked away' for 3-6 days. He noted that the progress was slow, but that everybody was invested in it and worked collaboratively. Essential was the shared vision of "our constitution / our activity" and the fact that experts did not dominate but that real problems were articulated around real stories and real children. He further emphasised the role of language policy in resolving ethnic conflicts. Interesting for me to consider is how these principles could assist in creating language policies in schools with increasing linguistic diversity in New Zealand.

**My paper highlight: The Effect of Multilingual Assessment on the Science Achievement of Pupils**

This paper which was delivered by Fauve De Backer, and which won the 2018 Lado Memorial Award, was of personal interest for its emphasis on the linguistically diverse classrooms, which I am in each day. The research was part of a bigger multilingual project in Belgium in Flanders. The goal of the project was to reduce the language barrier for multilingual students. There is a large amount of autonomy for schools in Belgium because there are no centralised exams. Because of migration, many students speak a language other than the language of instruction and are thus disadvantaged by assessments designed for monolinguals (Menken, 2010). The project, conducted in 35 primary schools, introduced bilingual tests (Pennock-Roman & Rivera, 2011) and read-aloud accommodations (Rivera et al., 2006). In total 445 multilingual pupils participated by completing a computer-based Science test involving 43 multiple choice items with translations simultaneously displayed. The key question was: Are the bilingual accommodations effective? Students overall found the bilingual support helpful; however, results indicate that not all pupils will benefit equally from bilingual accommodations. Achievement was significantly better for pupils who were stronger in their L1. In New Zealand schools, this type of accommodation happens rarely and at best is haphazard because we are still coming to grips with multilingual environments.

**A nice way to spend a Saturday morning: Language Assessment Workshop for Teachers**

To continue the theme of classroom-based assessment, I also attended the Language Assessment Workshop for teachers given by Rosemary Erlam from the University of Auckland and Aek Phakiti from the University of Sydney. This was organised by ALTAANZ. Rosemary began the session with pointing out how the comparison of a New Zealand 1934 French exam and a 2004 French Scholarship exam demonstrate different beliefs in language use and



learning and how these have implications for assessment. She stressed that assessment needs to match what has happened in the classroom.

Rosemary and Aek gave us a reminder of the five principles for language assessment. These are practicality, authenticity, validity, reliability and washback (Brown & Abeywickrama, 2010). We also discussed the effective feedback cycle where, as Sadler (2013) states, we need to be “opening up feedback and teaching students to see”. Students need to know the purpose of the task or test, how far they have achieved this, and how to move closer to their goal.

Rosemary also discussed Kahoot, an online game used extensively in New Zealand, not only in language classrooms, but in subjects across the curriculum. She pointed out that Kahoot is motivating and fun, but that it has limitations: no assessment of productive language or of aural comprehension, the length of stimuli is limited and there is credit given for speed. Students can be disadvantaged by competitive activities such as these. Some of the ways Kahoot can be used more effectively were discussed.

One of the final points was the concept of “dynamic assessment” (Poehner, 2008, 2009) based on Vygotsky’s notion of the Zone of Proximal Development. Dynamic assessment involves a process-orientated approach and demonstrates the potential ability of individual students when their performance is ‘scaffolded’ in various ways. The example used was the New Zealand PM Benchmarking reading assessment, a test of English reading from Years 1 to 8, assessing oral reading and comprehension. Rosemary highlighted an ESOL’s teacher use of dynamic assessment in a primary school. The teacher gave short questioning prompts (e.g. *What happened next?*), suggestions (e.g. *Look at the picture*), verbal and non-verbal prompts to explain unknown words (e.g. facial expressions), sentence starters and spoke in the students’ home language. As a result, all students were assessed at higher reading levels than they had been previously.

I would like to acknowledge and thank Rosemary, ALTAANZ and ILTA for the challenging and rejuvenating six days: from the Roundtable to the workshop on Saturday. I was able to reignite what I already knew about language testing, but more importantly develop more understanding and further avenues to pursue.



Angela Bland (left) and Johanna Motteram at LTRC 2018, photo Judit Tunde McPherson



*Rosemary Erlam, Janet Von Randow, Morena Magalhães and Noriko Iwashita at the conference dinner*

ALL LTRC PHOTOS Judit Tunde McPherson



*Ute Knoch, Lia Plakans, and Susy Macqueen at the conference dinner*





*Stephanie Rummel, Cathie Elder, Claudia Harsch, Ivy Chen and Maria Treadaway during the welcome reception*



*Cathie Elder offering a vote of thanks to John Read for a superbly organised conference*





*Micheline Chalhoub-Deville, Nick Saville, Cathie Elder and Claudia Harsch testing their knowledge at the wine tasting event.*



*John Read and Rosemary Erlam drinking to the success of the conference - wine tasting event*





*Ute Knoch, Ofra Inbar-Lourie, and Morena Magalhães choosing their favourites - wine tasting event*



*Barry O'Sullivan, Janet Von Randow and Johanna Motteram at the wine tasting event*