Universidad Veracruzana 1944-2024 80 Aniversario

DGRI
Dirección General de Relaciones Internacionales

DCIA
Dirección de Centros de Idiomas y de Autoacceso

EXAVer ®

UNIVERSIDAD DE COSTA RICA

ELM Escuela de Lenguas Modernas

PELEx
Programa de Evaluación en Lengua Extranjera

PELEx Services

Research-based Outreach Program

Assessment Training

customized workshop that meets your professional development

Diagnosis Tests

Placement

General English

French

Italian

Certification

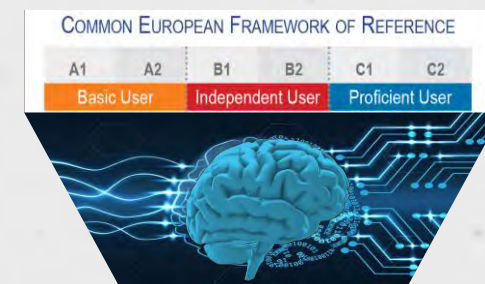Translation

English

French

Portuguese

informing, raising awareness of asssessment-related issues

PELEx Refrence framework

The Common European Framework of Reference (CEFR) is an internationally recognized framework of reference for describing language proficiency (A1-C1).

-American Council on the Teaching of Foreign Languages (ACTFL),
American Council on the Teaching of Foreign Languages Proficiency Guidelines),

-The Canadian Language Benchmarks (CLB),

The ILR (Interagency Language Roundtable) proficiency scale, and

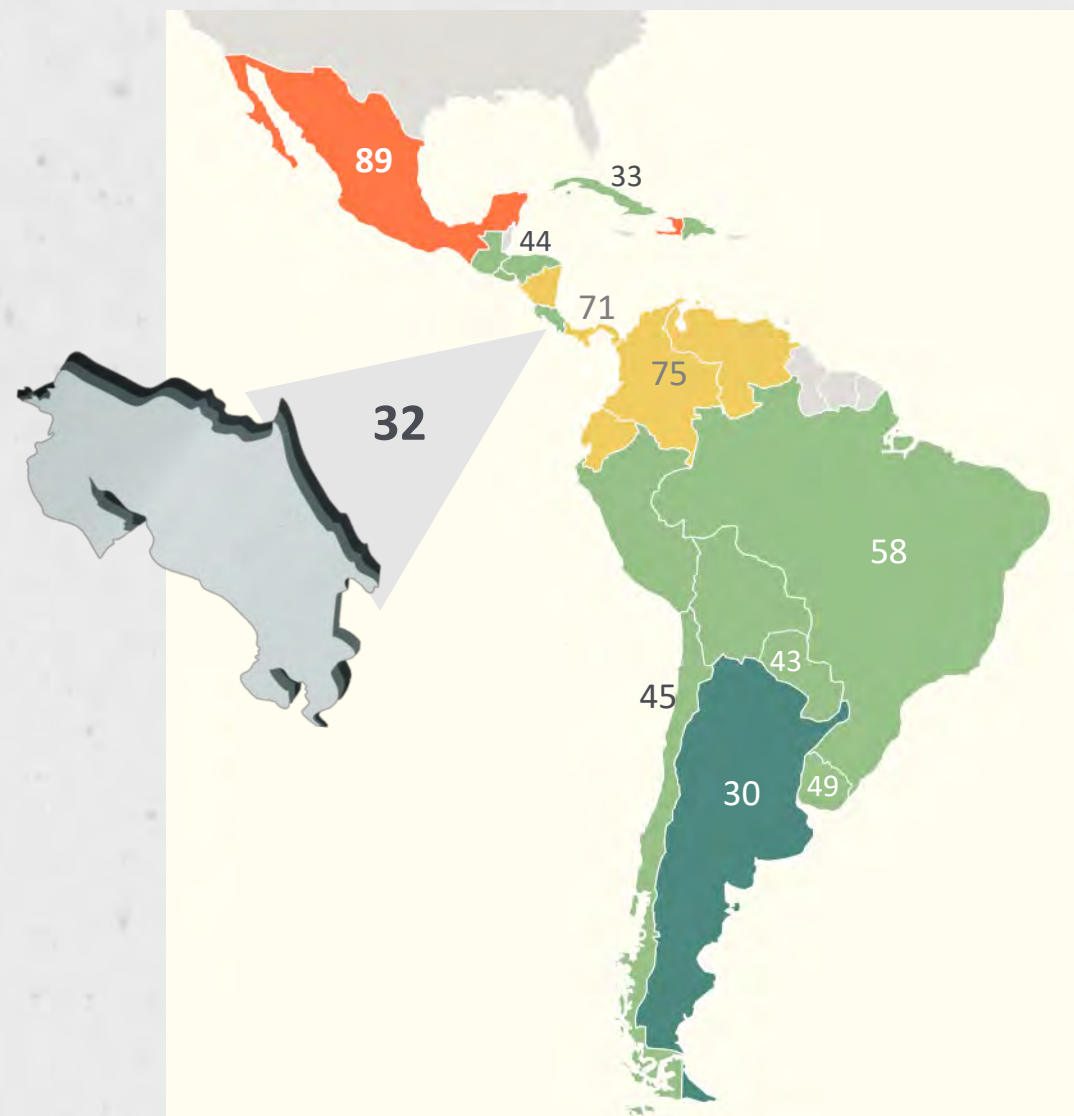-WIDA (Wisconsin, Delaware, Arkansas Assessment language framework)
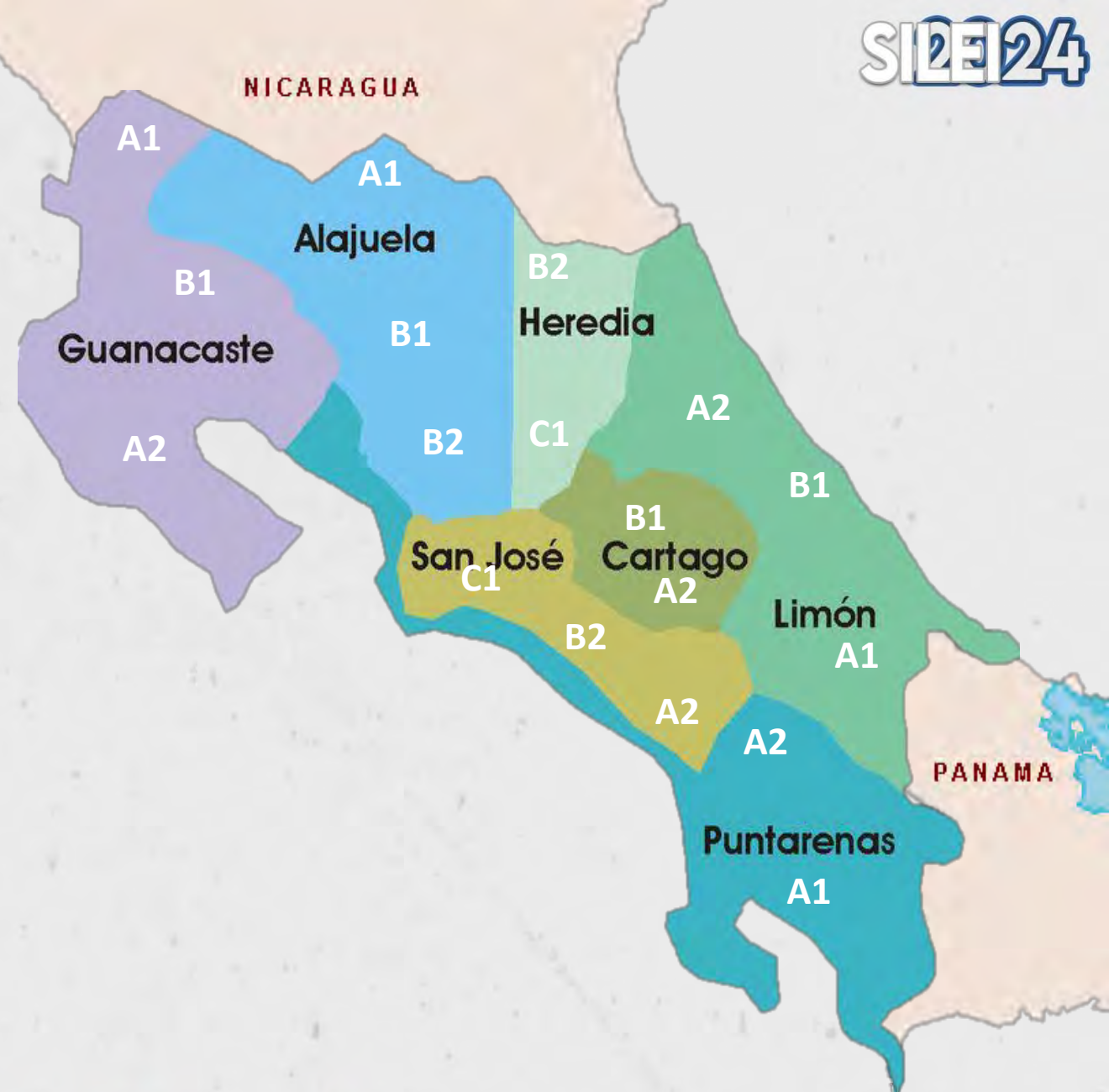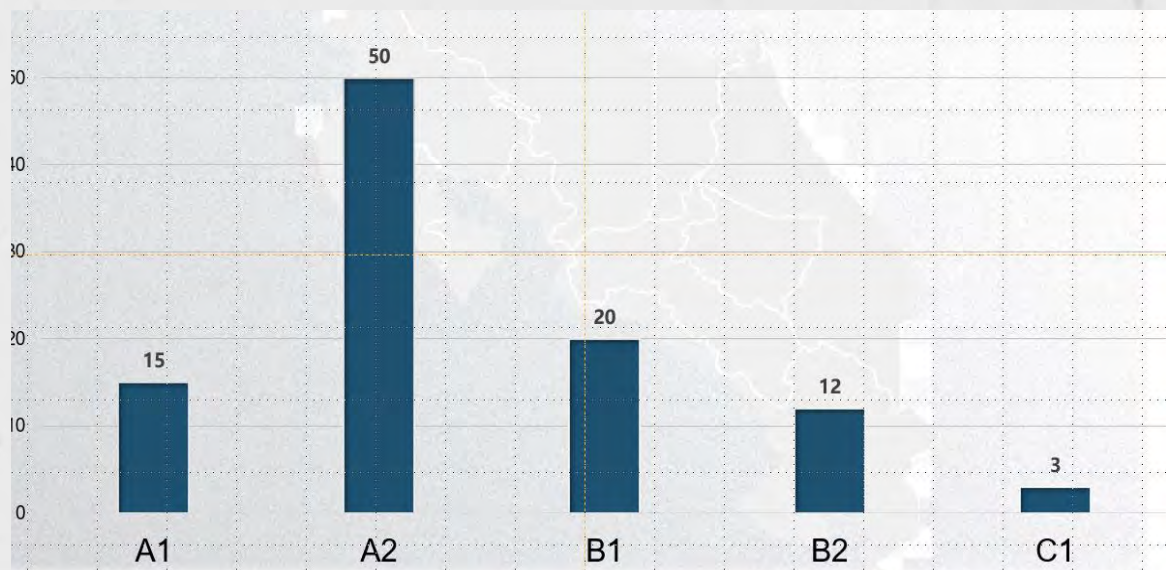
PELEx: Glocal Language Tests

400.000
Thousand users

countries 7

14 years

25 languages

People we reached in 2017–24

We are present on the ground

Building connections since 2010

Languages we assess In translation

PELEx: Glocal Language Tests

4
Types of users

7
Provinces

3
Digital Tests

4
affiliations

People we reach in primary
Secondary
University
Companies

We are present on the ground & online

Building linear, adaptive & multistage tests since 2023

ILTA
LAALTA
ALTE
CIECPE

SILE24

01

02

03

ILTA — INTERNATIONAL LANGUAGE TESTING ASSOCIATION

LAALTA — Latin American Association for Language Testing and Assessment

ALTE — Associate Member
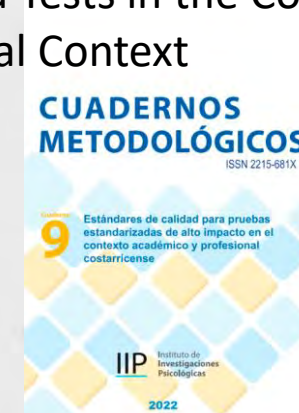
Interinstitutional Squad of Quality Standards for High-Impact Standardized Tests in the Costa Rican Academic and Professional Context

ALTE Auditing System

ALTE Q

CIECPE — Comisión Interinstitucional de estándares de calidad para pruebas de alto impacto en el contexto académico y profesional costarricense

CUADERNOS METODOLÓGICOS
ISSN 2215-681X

9 Estándares de calidad para pruebas estandarizadas de alto impacto en el contexto académico y profesional costarricense

IIP — Instituto de Investigaciones Psicológicas
2022

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ELM — Escuela de Lenguas Modernas

PELEx — Programa de Evaluación en Lengua Extranjera

MINISTERIO DE EDUCACIÓN PÚBLICA

01

02

CONARE

CONSEJO NACIONAL DE RECTORES

PEN
PROGRAMA
ESTADO DE LA NACIÓN

03

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Family of Tests

TEYL-UCR

EPT-UCR

ECT-UCR

French-UCR
Italian-UCR
Portuguese-UCR

GET-UCR

ELTA-UCR

Development of PELEx Language Tests

The UCR digital English Language tests are designed to comply with the basic principles of standardized assessment such as:

a. **Practicality of the test**. (8000 students per day) and results in real time.
b. **Reliability**. Results consistent with the needs of the students.
c. **Validity**. Research conducted to find evidence of the validity of the content,
    its consequences or impact, among others.

d. **Authenticity**. Authentic tasks that can be extrapolated to classroom contexts.

e. **Impact**. The interpretation of results (assigning a CEFR band) useful
    for different stakeholders.

Our testing policy has proudly embraced a zero-paper approach, significantly minimizing our environmental impact

PELEx FRAMEWORK

UCR-PELEx

Test prep logistics
Technical issues
Platform security
Data privacy

PELEX-MEP Planning

Levels and group identification and selection/modalities
Sampling of groups

Test results Delivery

Stakeholders Test use, Scoreboard by student, institution, región, modality, province, transparency

TEST Application Mock test

PELEX-Communication

Teams meetings with MEP stakeholders (English teachers, technicians, Directors, National and regional English advisors

Test Results analysis

Psychometrics, score reporting CEFR level PreA1 to C1

Test Application by PELEX

Follow up operation, monitoring, call center, proctoring, etc

Usability testing

considerations :

Authoring software   Navigation   Page layout

interface design   Colors   item type

The primary aim of good interface design is to reduce to a minimum construct-irrelevant variance that could be attributed to test method (Messick, 1989)

Construct irrelevant variance (CIV) is **the introduction of extraneous, uncontrolled variables that affect assessment outcomes and therefore its validity.**
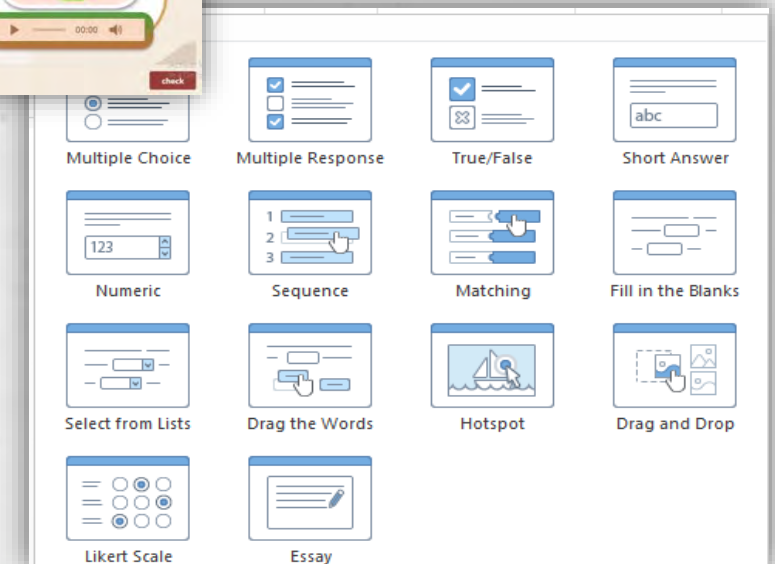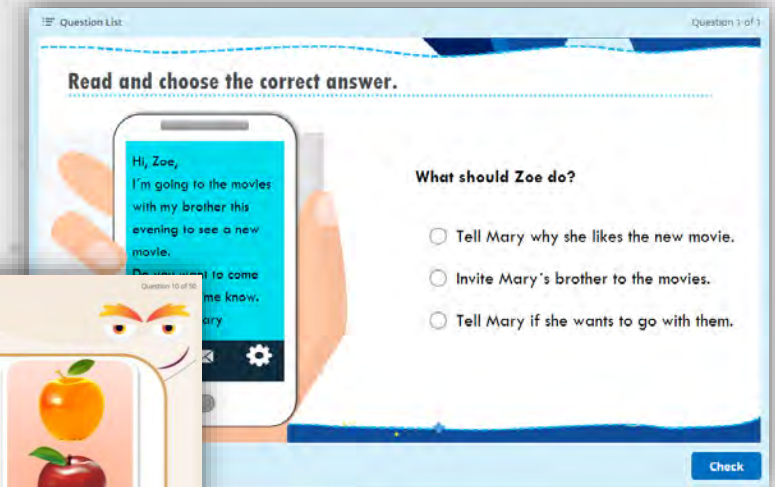
Reliability and Evidence of Validity

I. Test construction

a. Methodological and referential framework
b. Purposes of Testing
c. Construct and sub-constructs of the test
d. Cut-off points and their respective criteria
e. Technical-scientific validity studies related to the concurrence of Results with other tests

III. Test Grading

a. Scoring processes to ensure the accuracy of the result.
b. Interpretation of scores
c. Return of results to different populations, and uses and usefulness of the results

II. Exam Administration

a Established procedures for the application and administration of the test
b. If applicable, adaptation or modifications made

IV. Analysis of Consistency

a. Statistical and psychometric studies on the level or degree of Item discrimination
b. Studies on the consistency of the items
c. Consistency studies between judges for oral and written production (validation by expert judgment)
d. Task consistency analysis

Adaptive and MST TESTS
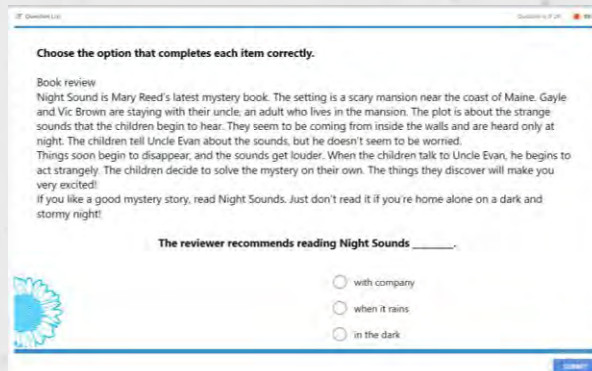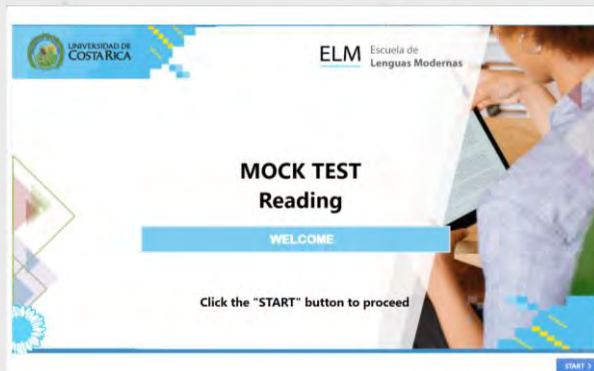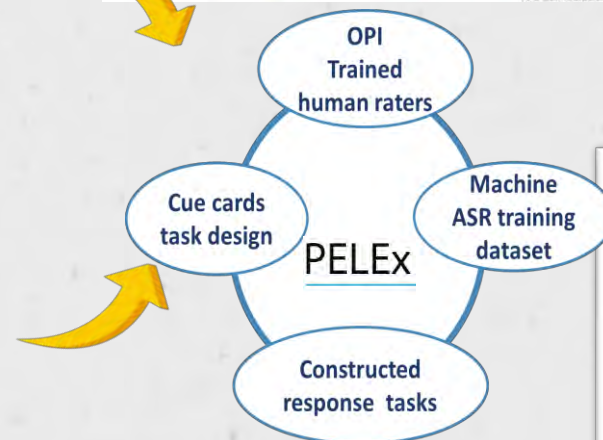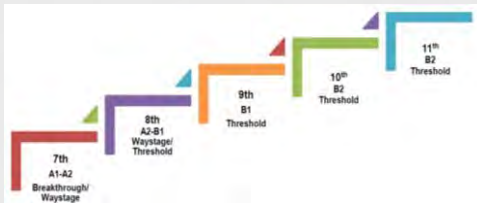

Adaptive testing based on a candidate's level of ability.
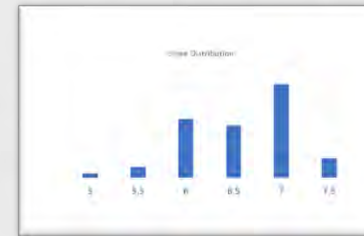
Localized Automated Speaking Test for EFL Learners

Proficiency CEFR level for Primary and Secondary School in Costa Rica

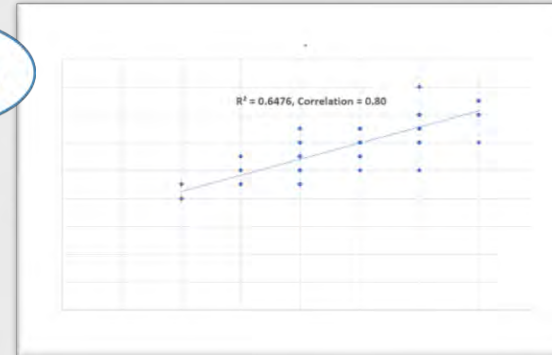## Localized (CR) Oral Task Development

A. **Read-aloud**

B. **Ask a question**

C. **Tell a picture-based story**

D. **Share an opinión and rationale**

E. **Open-ended question**

Reliability & Calibration

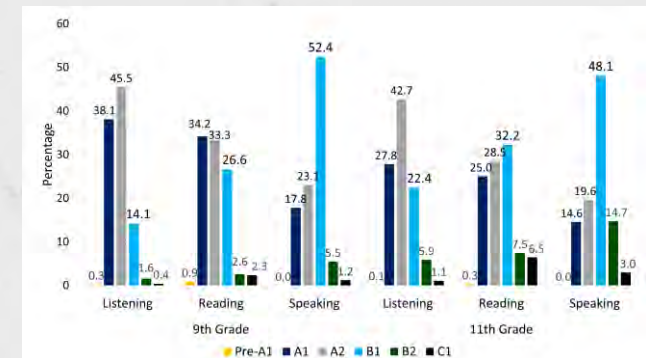$R^2 = 0.6476$, Correlation = 0.80

High Precision Scoring: Machine-Human

Speaking Application- August 2023
(primary & secondary)

TEYL

CEFR	3-q Quiz scores	Q5 scores in 5-q test	5-q Quiz scores
A0	9%	9%	13%
A1	61%	72%	67%
A1+	13%	1%	10%
A2	9%	6%	6%
A2+	4%	8%	4%
B1	4%	4%	0%
B1+		1%	
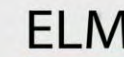
Secundaria

Stakeholders Use of Test

Scoreboard Preparation: The results are compiled into detailed reports that may include individual scores, class or group performance, and aggregated data by institution, region, modality, and province
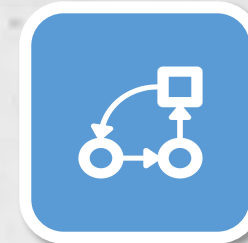
Direct Communication: The results are sent to relevant stakeholders, which may include educational institutions, regional education authorities, teachers, and administrators.

•**Stakeholder Meetings:** Meetings are often held with key stakeholders, such as language teachers, school directors, and regional advisors, to review the results.

•**Interpretation Sessions:** Sessions may be conducted to help stakeholders understand the data, trends, and implications of the test results.

Curriculum Adjustments: Changes or enhancements to the curriculum may be implemented to better align with the identified needs and performance levels.

Remember

"No test is perfect. It's important to consider them as one of many tools for assessment as and for learning. They should be used in conjunction with other evaluations and observations to get a well-rounded understanding of an individual's language abilities."

takeaway

"The PELEX language tests provide a comprehensive and environmentally sustainable assessment of language proficiency, offering detailed insights into individual and group performance that help guide educational improvements and professional development."

SILE 2024

RELEVANCE OF LANGUAGE ASSESSMENT

Cultural and Educational Alignment

THANKS!

Questions?

Allen Quesada-Pacheco
e-mail: allenquesada@gmail.com
July 5th, 2024

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