

CREATING LISTENING ASSESSMENT FOR ESL STUDENTS

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Annotation: In this listening assessment is consist of one part and is intended to check my students' listening skills, and prepare real IELTS exam. Listening skills is receptive skill the is one of the most vital to acquire in English language. The objective of this listening assessment task is to enhance my learners' listening skills and prepare IELTS exam. While doing this task, students should have enough knowledge from topic related vocabulary and grammar. In this task, students should find the correct directions from the map. This task is considered as selective listening task since students will listen to announcement from the University's broadcast to find the correct directions. This is about four-minute audio and it will be at an appropriate level for my learners' levels and their language proficiency. I will provide the link below.

1. https://youtu.be/wrX_Jf6WDMM?si=m3r34X-5sNFuDHz8

In order to assess my students' comprehension and their answers, the check list is provided by me. This assessment task is considered as an achievement test according to its target. As Flowerdew & Miller (2012) defined that "An achievement test aims to measure what the learners know after a course of instruction, that is, how much learning has been achieved" (p. 227). I will use holistic rubric for this task as listening task is receptive skill. As Ayhan claimed that "Holistic rubrics contain different levels of performance that describes the quality, quantity, quantity/quality of a task" (p. 87).

According to tests' reliability, the first task is reliable since it has the key answers. Reliability ensures consistent measurement in language tests, protecting students from teacher subjectivity and bias, and is often seen as a corollary of fairness (Tsayari & Benarjee, 2014). When it comes to validity of the tasks. It is a little bit valid since students should have good vocabulary and grammar knowledge to do these tasks. The validity of a test or assessment is determined by the soundness of the interpretations made of the test scores or performances (Tsayari & Benarjee, 2014). This listening assessment task is fair since the map is showed before the recording for each student. Fairness in assessments ensures freedom from bias,



excluding disadvantaged groups based on lack of knowledge or skills (Tsagari & Benarjee, 2014).

Here are some prompts to support students:

1. Where is the library?
2. Where is the café?
3. Where is the main hall?
4. Where is the cafeteria?
5. Where is the garden?

By the help of this questions, my learners can get the opportunity to concentrate while listening and find the correct direction easily.

Holistic rubric for listening assessment task.

Course: Listening course
Prerequisite: B1 and B2
Syllabus: TBLT
Course objective: Students listen attentively to audio recordings, comprehend the main ideas and focus on key vocabulary, can understand complex grammar structures.

Assessment objective By the end of the unit SWBAT	Standards
Recognize and distinguish between primary themes and asides in spoken language, as long as it is provided in standard or a known variant.	# 40. CEFR B2. Can distinguish main themes from asides, provided the lecture or talk is delivered in standard language or a familiar variety.
Understand clearly some news from the broadcast materials, analyze lexical resources, can comprehend the content.	# 73. CEFR B1+. Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language.
Comprehend the shows, assess what is happening on, can analyze the main ideas while listening standard form of language.	# 89. CEFR B2. Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.
Understand and interpret spoken language in conventional forms that they are likely to encounter in social, professional, or academic situations.	# 71. CEFR B2+. Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify viewpoints and attitudes as well as the information content.



Novice (from 7 to 8)	<ul style="list-style-type: none">• Student lacks of confidence in accepting concepts.• Students can find the correct answers from 7 to 8 out of 15.• Students cannot comprehend exactly what is going on in the audio.• Students cannot get the main idea from the audio, only understand some key vocabulary.
Satisfactory (from 11 to 12)	<ul style="list-style-type: none">• Student is focused, performs intentionally and with confidence while listening audio.• Students can find the correct answers from 11 to 12 out of 15.• Students can comprehend what is going on in the audio with some distractions.• Students can get the main idea from the audio with some struggle.
Advanced (from 13 to 14 or 15)	<ul style="list-style-type: none">• Student is mindful, professional and attentive while listening.• Students can find the correct answers from 13 to 14 out of 15.• Students can comprehend what is going on in the audio effectively.• Students can get the main idea from the audio easily.

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