



Universidad Veracruzana

Dirección de Centros de Idiomas y de Autoacceso

A Mexican Assessment Adventure



2000 - 2019

“Lis de Veracruz: Arte, Ciencia, Luz”



Universidad Veracruzana

Dirección de Centros de Idiomas y de Autoacceso



“Lis de Veracruz: Arte, Ciencia, Luz”



VERACRUZ

12/07/2019



- 1. Background**
- 2. Process**
- 3. Achievements**
- 4. Learning**



1. Background

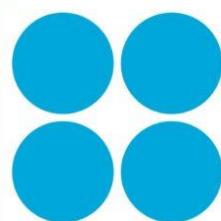
- National curriculum reform in all state universities, late 1990s
- New CLT curriculum for English > new assessment system
- ELT staff updating (assessment literacy) to develop appropriate assessment tools and procedures



1. Background



Universidad Veracruzana



**BRITISH
COUNCIL**



2. The Process: 1998 - 2000

- Staff assessment knowledge & skills development
- Specifications created for new progress & achievement tests for curricular English courses
- New tests constructed, piloted, analyzed
- R & D approach to on-going improvement
- These tests continue being developed today



2. The Process: After 2000

- UV needed a range of standardized proficiency tests for various purposes...
- Average monthly income of many students' families:

c. \$1,600 pesos - about 65 sterling, today !!!



2. The Process: After 2000

Need for proficiency tests:

- To be exempted from required English courses
- To satisfy entrance requirements for undergraduate and postgraduate courses
- To satisfy exit requirements of all BA courses
- To support applications for internal grants
- To support applications for Mobility/exchange Programs



2. The Assessment Adventure begins...

Not only...

To continuously develop:

“The knowledge, skills and abilities required to design, develop, maintain or evaluate, standardized and/or classroom based tests...”



2. The Assessment Adventure begins...

But also...

“The ability to place knowledge, skills, processes, principles and concepts acquired in [other] historical, social, political and philosophical frameworks...

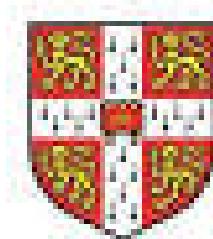
... and relate them to the socio-geographic and academic needs of a specific Mexican context, to achieve a positive impact on teaching, testing and language achievement in local society, institutions, and individuals.” Adapted from Fulcher, (2012, p. 125)



2. The Process: 2000 - 2018



Universidad Veracruzana



Cambridge
Assessment





2. The Process: 2000 - 2018

Working with people...

- Test takers
- Language teachers
- Language test development team
- Language testing researchers
- Applied linguists
- Policymakers (educational politics, uni admissions, immigration, etc.)



2. The Process: 2000 - 2018

Adapting & applying new knowledge and skills...

- Principles and concepts
- Language pedagogy
- Assessment literacy
- Sociocultural values
- Local educational traditions
- Beliefs and attitudes
- Test construction skills
- Test evaluation skills



2. The Process: 2000 - 2018

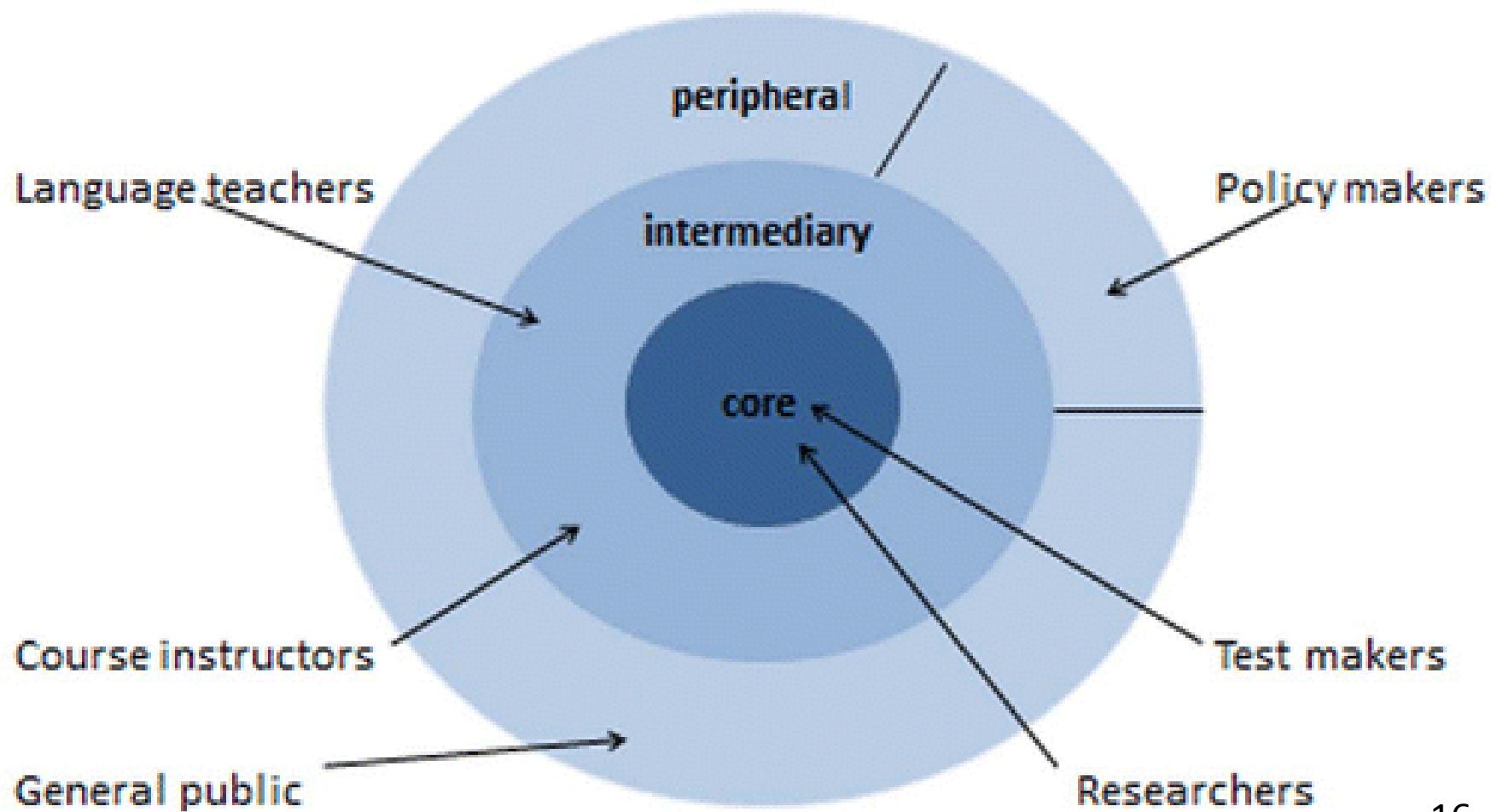
Understanding

- Types of Language Assessment Literacy

- Different Stakeholder Groups

(O'Loughlin 2013; Pill & Harding 2013; Taylor 2009; 2013)

General levels of knowledge and skills



3. Achievements



3. Achievements

Initial training and on-going collaborative development

- Administrative team
- Item Writing team
- Design and production team
- Oral examiner team
- Statistical analysis team
- Research team



3. Achievements

- Specifications (specs) for tests at each level developed with experts *and then independently*
- On-going data collection for updating c. every 5 years
- Examinations bank with multiple versions of all exams



3. Achievements

1. **Paper One**: Reading and Writing
2. **Paper Two**: Listening Comprehension
3. **Paper Three**: Speaking



	Common European Framework of Reference (CEFR)	EXAVER	ESOL Examinations	IELTS	TOEFL IBT
PROFICIENT	C2 C1		CPE CAE	8.5 – 9.0 7 – 8	
INDEPENDENT	B2 B1	EXAVER 3 EXAVER 2 EXAVER 1	FCE PET KET	5.5 – 6.5 4 – 5	95 – 120 72 – 94 42 – 71
BASIC	A2 A1				



CeNNi

Certificación Nacional de Nivel de Idioma

MFC-2018

Tramita tu
CENNI.

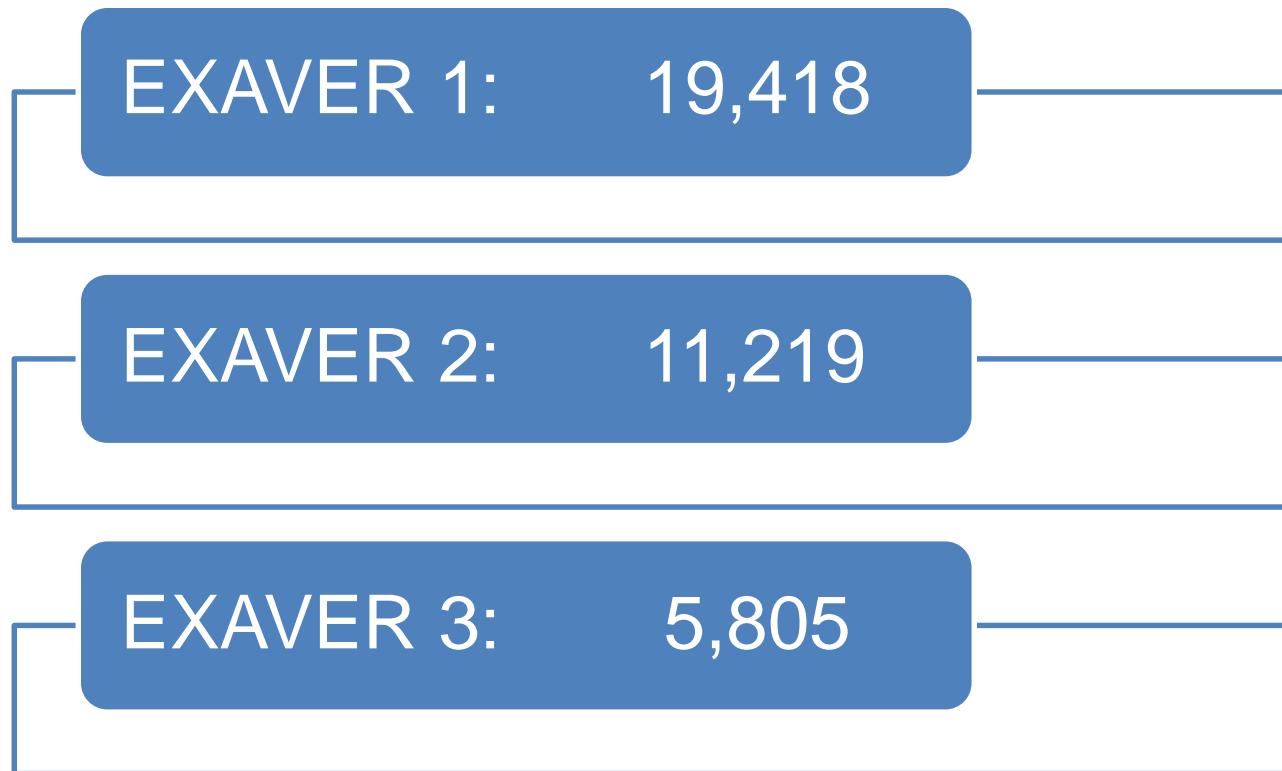


¡Ahora
es más
fácil!

MFC-2018

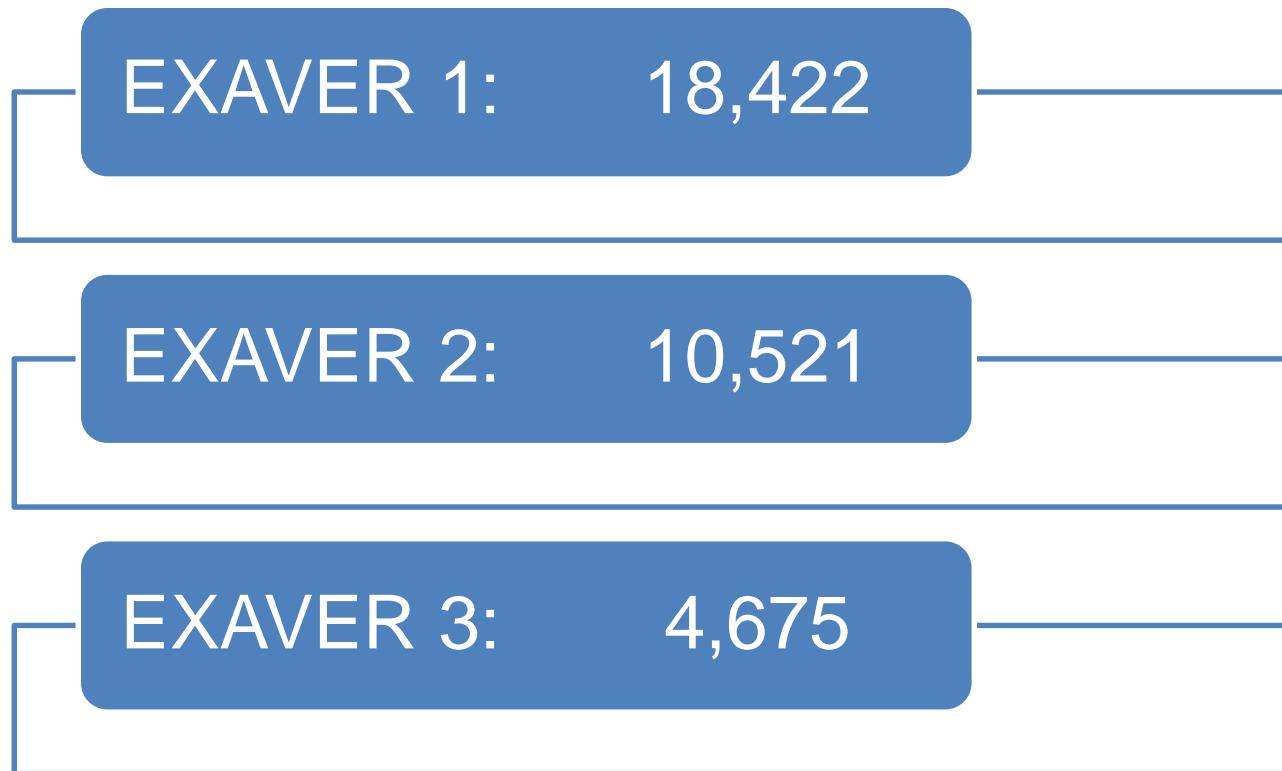


Overall total candidates 2002-2018: 36,443



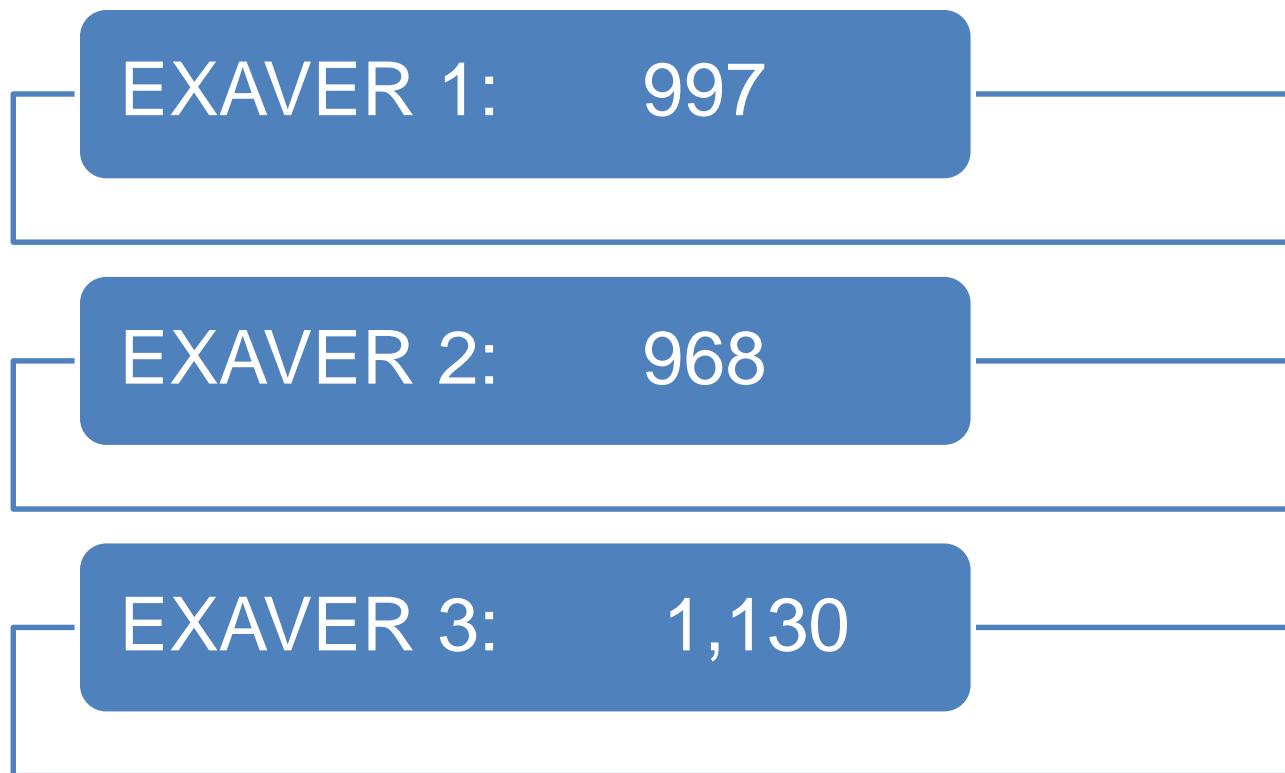


Examinations administered on campus: 33,348





Examinations administered off campus: 3,095





English language teaching and testing at UV, 2019

- University Language Centres (*Centros de Idiomas*)
- Schools and departments of the UV (*Facultades*)
- General Public: University Language Centres & DELEX (*Facultad de Idiomas*)
- The Self Access Centers (CAA)
- Postgraduate Programs
- EDIL (Online diagnostic test) for students and staff
- EDCI (English language competencies examination)

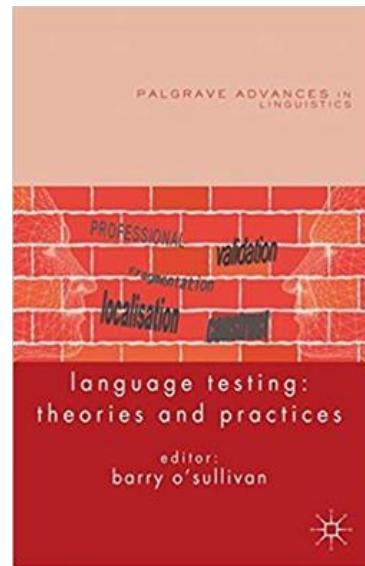


Beyond the University...

- EXAVER certificates required to support applications for tenure for English teachers (secondary school and above)
- Also required by employers at a range of local schools and businesses



Beyond the University...



Developing affordable local tests: the EXAVER project. In O'Sullivan, B. (Ed.) (2011) *Language testing: theories & practices*. United Kingdom: Palgrave Macmillan



Beyond the University...

- **2007:** Article, MEXTESOL Journal
- **2008:** University of Cambridge, ALTE, 3rd Annual International Conference. www.alte.org
- **2011:** University of Michigan, ILTA, 33rd Annual Language Testing Research Colloquium.
www.iltaconline.com
- **2014:** Presentation and article, Portugal, David Ryan
- **2015:** EXPO Guadalajara FII (Feria International de Idiomas) Guadalajara exhibition



Beyond the University...

- **2015:** EXPO Guadalajara FII presentation by David Ryan and James Simmonds
- **2017:** Presentation and article on the EXAVER experience, Valencia, Anabel Gutiérrez
- **2018:** Article submitted to Teachers College Columbia University NYC, David Ryan & Janeth Tello
- **2018:** EXAVER official Trade Mark (IMPI)



3. Learning

- Policy makers
- Language teachers
- Language learners
- University Community



Better understanding of
language learning & assessment



3. Learning: specialized knowledge, skills, systems & processes

- Test development team
- Research and validation team
- Administration and production team
- Communications team



3. Learning: knowledge, skills, systems & processes

- Increasing awareness of needs within our context and beyond
- Better understanding of the process of curricular innovation



www.edx.org



3. Learning



Youtube.com



3. Learning



Youtube.com

Commitment to:

- Each other
- The UV
- Keeping up to date with research
- Doing and publishing research
- Participating in conferences
- Joining associations (ALTE, LAALTE)



3. Learning



Youtube.com

<http://www.life-coaching-insights.com>

Community
development



<https://oecd-development-matters.org>



EXAVER Team 2011



EXAVER Team 2016



Exaver Examiner Training Course

Xalapa, 2018



**EXAVER 3 Exam Administration 2018
Escuela Normal de Atizapán, Estado de México**



Universidad Veracruzana

Dirección de Centros de Idiomas y de Autoacceso

EXAVER

EXAVER 2 Centro de Idiomas de Orizaba 2018



EXAVER 2 Centro de Idiomas de Coatzacoalcos 2018

<https://www.exaver.com/our-team>