



Educational Assessment and Evaluation in Language Teaching

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Abstract: *The being reviewed scientific article is devoted to one of the most important problems of modern educational process, teaching methodologies, educational assessment, especially establishing modern, alternative assessment in teaching foreign languages. This scientific work is dedicated to the benefits of alternative assessment. This scientific work shows the correct usage of different types of assessment, applying a great variety of assessment to the education system, taking into consideration the level of learners.*

The scientific article shows developing assessment in teaching process, opening all the opportunities to English users to comprehend and gain effective results, to use the target language, to understand deeply the core meaning and value of assessment in teaching and learning ESP. The suggested decisions, implemented models, the raised subjects, given examples which are referred to testing and conclusions according to this base, without any doubt, can be used as a material for the practical and theoretical course of language assessment and testing for the graduates of higher educational institutions.

Key words: *assessment, evaluation, current education, alternative assessment, competency, self-evaluation, competent, distant learning, formative assessment, summative assessment.*

Introduction

We will not deviate from the state policy on youth, we will continue with determination. This policy is our top priority to the high level that is required today we will do our best in our society, in our powerful state, in order to make our youth independent thinkers, to raise their intellectual and spiritual potential, equal in any field to their peers around the world, to make them happy and perfect. [1.Мирзиёев Ш. М. «Эркин ва фаровон, демократик Ўзбекистон давлатини биргаликда барпо этамиз» Ўзбекистон Республикаси Президенти лавозимида киришиш тантанали маросимида бағишланган Олий Мажлис палаталарининг кўшма мажлисидаги нутқ, ТОШКЕНТ - «ЎЗБЕКИСТОН» - 2016]

Sh. M. Mirziyoyev

Education and spiritual and moral upbringing of rising generation is a basis of the development of any society. Therefore our President and government pay a great attention to the reforms conducted in the system of education. Our specialists are working so that the educational system of our republic can meet the educational standards of the developed countries. As the first *“To reach real scientific achievement the door to the world should be wide open. To be fully aware of these it is important to master foreign languages.”*

I.A. Karimov (The first president of the Republic of Uzbekistan) The first President of the Republic of Uzbekistan I. A. Karimov has stated once that the way to provide the priority of education, transform the education into the democratic, humanitarian, create intellectual-social oriented system capable to open all the possibilities of the person was chosen during the years of independence. “The task was to train the young generation on the basis of national traditions and common to humanity values, patriots of their country with high moral qualities, as well as competent specialists possessing up-to-date knowledge and skills in chosen field, with initiative, and creative thinking” [2. Каримов И. А. “Ватан равнақи учун ҳар биримиз масъулмиз”// 9-жилд.- Тошкент- 2000.] This decree makes contribution to a noteworthy development of teaching and testing ESP, ESL and also EFL in the educational establishments of Uzbekistan and from this date so much attention was paid to teach foreign language skills and their ways of assessment, as well.

Our Independence have given us so much, that we can't explain it with words. After Uzbekistan had become an independent state many changes underwent in its foreign and home politics. We say with great pride that Uzbekistan has already become a full and equal member in the world community and steadily moves along its own way of political and social economic development, and Uzbekistan maintains economic and cultural relations almost with all developed countries of the world. Increasingly rapid advances in the field of assessment have been seen in the past ten years. We know that a subject's goals and tasks, essence of teaching and learning foreign languages, continuous education on foreign languages requirements, levels of graduates' compulsory preparation in all levels of education are defined by state educational standards, especially, all requirements are elaborated wider and deeper for specialty of foreign languages. This qualification work reports the findings of a large-scale study that aims at learning how to use assessment in a correct way, defines original intentions, and how to gain the best results in learning of foreign languages. Today, we can clearly see the process of innovative improvement in educational system in Uzbekistan. As our President Sh. M. Mirziyoyev stated, we are all responsible for developing teaching and information technologies our society, because information technologies are developing so fast in the world community. [3. Ўзбекистон Республикаси Президентининг 2017 йил 30 июндаги “Республикада ахборот технологиялари соҳасини ривожлантириш учун шарт-шароитларни тубдан яхшилаш чоратадбирлари тўғрисида”ги ПФ-5099-сон Фармони] In recent years language researchers and methodologists have been carrying out experiments in order to find different ways of teaching students to all skills with less afford and time, thus, a lot of researches have been carried out in compliance with the implementation of complex of activities on enhancement and development of new teaching methods in higher educational establishments. That's why, Cabinet of Ministers issued Resolution “On approving state educational standard on foreign languages of continuous educational system on May 8, 2013”. [4. O'zbekiston Respublikasi qonun hujjatlari to'plami, 2013 y., 20-son, 251-modda.]

The term assessment covers a wide range of groups and skills. In higher educational institutions all assessment users need to choose the most appropriate types of assessment for their learners from those ones, already available. Others may be in a position to commission

appropriate tests for their specific purposes. All teachers of ESP who use assessment in practice and assessment developers share the need to understand what the results of assessment mean for a particular purpose. The value of any type of assessment results always depends on the quality of the suggested types of assessment. The better the general quality of the assessment, the more interpretable the assessment (we can remind here tests for example) result in relation to the CEFR.

“Educational assessment and evaluation in language teaching”- the title of this Qualification work was chosen according to the requirements of the national staff preparing program and its core has been included to the plans and programs which the Higher Educational Institutions intend to fulfill them during the education system. In education system, to gain knowledge, we should work hard and in order to check up and to control our knowledge, we need assessment. The significance of our work can be proved that we found out several strategies of assessment and we applied them in practice to see the results.

This investigation shows the importance of assessment in teaching process, in opening all the opportunities to English users to comprehend and gain effective results, to use the target language, to understand deeply the core meaning and value of assessment in teaching and learning ESP. It is very important to notice that people teaching and learning language users will have been able to use and comprehend specific details concerning assessment and testing. Without any doubt, suggested decisions, implemented models, the raised subjects, given examples which are referred to testing and conclusions according to this base can be used as a material for the practical and theoretical course of language assessment and testing for the graduates of higher educational institutions.

In this Qualification work is we tried to determine the various ways of assessment in addition to testing, to analyze test structure irrespective to its functions and criteria thoroughly. This project of research has the following concrete tasks emanating from the main aim:

- to differentiate assessment, testing, and evaluation;
- to distinguish the notion of assessment distinctively;
- to accept the alternative assessment as an innovative approach;
- to divide above two evaluation tools into varieties according to the educational process, sphere and aspect, final output;
- to specify practical module of “Language assessment and testing” with curriculum and syllabus;
- to define all the possible types of assessment;
- to reveal language assessment and testing criteria with additional principles;

In our Qualification work we acquired the exact ways of determining assessment, evaluation and testing. We can use as methodological base for this investigation the works of the famous scholars B. Walvoord, D. Ravitch, A. D. Cohen, G.S. Hanna, L. Bachman, N. Gronlund, M.L. Peggy, who contributed their heritage in the field of assessment. The *problem development status* of the current research is based on the most widely used works of afore-stated scholars and their viewpoints on tests. For instance, R. Dietel, J. Herman, and R. Knuth defined assessment as “any method used to better understand the current knowledge that a student possesses”. According to B. Law and M. Eckes, testing can be defined as “single-occasion, unidimensional, timed exercise, usually in multiple choice or short-answer form.” For a long time, student learning was measured only by testing in traditional school settings. Currently, it is realized that there is not only one way of gathering information about student learning. And in our investigation we tried to interpret all types of assessment and a broader concept of assessment that is being widely used to its concrete criterion.

According to the Merriam-Webster online dictionary the word *assessment* comes from the root word *assess* (1400-50; late Middle English *assessen* < Medieval Latin *assessāre* to assess a tax, which is defined as:

1. to impose (as a tax) according to an established rate b: to subject to a tax, charge, or levy
2. to make an official valuation of (property) for the purposes of taxation
3. to determine the importance, size, or value of (assess a problem)
4. to charge (a player or team) with a foul or penalty
5. to evaluate something or someone

Assessment in education is best described as an action "to determine the importance, size, or value of." Educational assessment is the process of documenting, usually in measurable terms, knowledge, skill, attitudes, and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole.

The final purpose of assessment practices in education depends on the theoretical framework of the practitioners and researchers, their assumptions and beliefs about the nature of human mind, the origin of knowledge, and the process of learning.

Assessment strategies include: Essays, exams, reports, projects, presentations, performances, laboratories or workshops, resource development, artwork, creative design tasks, quizzes and tests, journal writing, portfolio;

The term *assessment* is generally used to refer to all activities teachers use to help students learn and to gauge student progress. A number of important distinctions can be made in relation to assessment. There is no significance to whether one term in the distinction is placed on the left or on the right. The Common European Framework of Reference (CEFR), being a major influence on language teaching across Europe, and Uzbekistan included, presents an extensive list of individual types of assessment, some examples being: formative/summative assessment, subjective/objective assessment, direct/indirect assessment, holistic/analytic assessment (Council of Europe, p. 183). It should be noted that there are as many divisions of individual types of assessment as there are authors dealing with this issue. In other words, the layout of the classification overlaps and coincides with others according to the criteria that are used to create the particular classification.

Though the notion of assessment is generally more complicated than the following categories suggest, assessment is often divided for the sake of convenience using the following distinctions:

1. Formative, and summative
2. Objective and subjective
3. Referencing (criterion-referenced, norm-referenced)
4. Informal and formal.

Formative assessment and Summative assessment

Assessment is often divided into initial, formative, and summative categories for the purpose of considering different objectives for assessment practices.

Formative assessment -is generally carried out throughout a course or project. Formative assessment, also referred to as "educative assessment," is used to aid learning. In an educational setting, formative assessment might be a teacher (or **peer**) or the learner, providing feedback on a student's work and would not necessarily be used for grading purposes. Formative assessments can take the form of diagnostic, standardized tests, quizzes, oral question, or draft work. Formative assessments are carried out concurrently with instructions. The result may count. The

formative assessments aim to see if the students understand the instruction before doing a summative assessment.

Summative assessment - Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade. Summative assessments are evaluative. The summative assessments are made to summarize what the students have learned, to know if they understand well. This type of assessment is graded and often counts, it can be in form of tests, final exams, projects, etc. These assessments are important because they decide if the student passed or fails the class. If teachers only do summative assessments, the learners will know how well they acquired too late. **Summative assessment** sums up attainment at the end of the course with a grade. It is not necessarily proficiency assessment. Indeed a lot of summative assessment is norm referenced, fixed-point, achievement assessment.

There are seven practices to effective learning, one of them is about showing the criteria of the evaluation before the test. Another is about the importance of pre-assessment to know what the skill levels of a student are before giving instructions. Giving a lot of feedback and encouraging are other practices.

Educational researcher Robert Stake explains the difference between formative and summative assessment with the following analogy:

When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative.

Formative assessment

- Takes place on an ongoing basis as instruction is proceeding
- Rates the student in terms of functional ability to communicate, using criteria that the student has helped to identify
- Helps students recognize ways of improving their learning
- Is the approach taken by alternative assessment methods

Types of Formative Assessment

- Observations during in-class activities; of students' non-verbal feedback during lecture;
- Homework exercises as review for exams and class discussions);
- Reflections journals that are reviewed periodically during the semester;
- Question and answer sessions, both formal—planned and informal—spontaneous;
- Conferences between the instructor and student at various points in the semester;
- In-class activities where students informally present their results;
- Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress.

Summative assessment

- Takes place at the end of a predetermined period of instruction (for example, mid-term, final)
- Rates the student in relation to an external standard of correctness (how many right answers are given)
- Is the approach taken by most traditional and standardized tests [5.(National Capital Language Resource Center (NCLRC). (2004). Assessing learning: Traditional tests. Page 2. In The essentials of language teaching. Retrieved from <http://www.nclrc.org/essentials/assessing/traditional.htm>)]

Summative assessment, by contrast, sums up what the students have learned over a period of time - usually a unit, semester or the whole year and looks back at how successful the students

have been in achieving the objective(s) of the unit, semester or the whole year (Hughes 2003, p. 5).

Types of Summative Assessment

- Examinations (major, high-stakes exams);
- Final examination (a truly summative assessment);
- Term papers (drafts submitted throughout the semester would be a formative assessment);
- Projects (project phases submitted at various completion points could be formatively assessed);
- Portfolios (could also be assessed during its development as a formative assessment);
- Performances;
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation.

Summative assessment is more product-oriented and assesses the final product, whereas formative assessment focuses on the process toward completing the product.

Summative and formative assessments are often referred to in a learning context as *assessment of learning* and *assessment for learning* respectively.

Assessment of learning is generally summative in nature and intended to measure learning outcomes and report those outcomes to students, parents and administrators. Assessment of learning generally occurs at the conclusion of a

class, course, semester or academic year. Assessment for learning is generally formative in nature and is used by teachers to consider approaches to teaching and next steps for individual learners and the class.

A common form of formative assessment is ***diagnostic assessment***. Diagnostic assessment measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning. ***Self-assessment*** is a form of diagnostic assessment which involves students assessing themselves. ***Forward-looking assessment*** asks those being assessed to consider themselves in hypothetical future situations.

Assessment by others/self-assessment

Assessment by others: judgements by the teacher or examiner.

Self-assessment: judgements about your own proficiency.

Learners can be involved in many of the assessment techniques reminded above. Research suggests that provided 'high stakes' (e.g. whether or not you will be accepted for a course) are not involved, self-assessment can be an effective complement to tests and teacher assessment. Accuracy in self-assessment is increased (a) when assessment is in relation to clear descriptors defining standards of proficiency and/or (b) when assessment is related to a specific experience. This experience may itself even be a test activity. It is also probably made more accurate when learners receive some training. The main potential for self-assessment, however, is in its use as a tool for motivation and awareness raising: helping learners to appreciate their strengths, recognise their weaknesses and orient their learning more effectively.

Achievement assessment/proficiency assessment

Achievement assessment is the assessment of the achievement of specific objectives – assessment of what has been taught. It therefore relates to the week's/term's work, the course book, the syllabus. Achievement assessment is oriented to the course. It represents an internal perspective.

Proficiency assessment on the other hand is assessment of what someone can do/knows in relation to the application of the subject in the real world. It represents an external perspective. Teachers have a natural tendency to be more interested in achievement assessment in order to get feedback for teaching. Employers, educational administrators and adult learners tend to be more interested in

proficiency assessment: assessment of outcomes, what the person can now do. The advantage of an achievement approach is that it is close to the learner's experience. The advantage of a proficiency approach is that it helps everyone to see where they stand; results are transparent.

There are three concepts that are traditionally seen as fundamental to any discussion of assessment: *validity*, *reliability* and *feasibility*.

Validity is the concept with which the Framework is concerned. A test or assessment procedure can be said to have validity to the degree that it can be demonstrated that what is actually assessed (the construct) is what, in the context concerned, should be assessed, and that the information gained is an accurate representation of the proficiency of the candidates(s) concerned.

Reliability, on the other hand, is a technical term. It is basically the extent to which the same rank order of candidates is replicated in two separate (real or simulated) administrations of the same assessment. The three main ways in which the Framework can be used:

- 1. For the specification of the content of tests and "what is assessed" examinations: **what is assessed.**
- 2. For stating the criteria to determine the attainment how performance is interpreted of a learning objective: **how performance is interpreted.**
- 3. For describing the levels of proficiency in existing how comparisons can be made tests and examinations thus enabling comparisons to be made across different systems of qualifications: **how comparisons can be made.**

These issues relate to different kinds of assessment in different ways. There are many different kinds and traditions of assessment. An assessment procedure also needs to be practical, to be feasible. Feasibility is particularly an issue with performance testing.

Informal and formal: Assessment can be either *formal* or *informal*. Formal assessment usually implies a written document, such as a test, quiz, or paper. A formal assessment is given a numerical score or grade based on student performance, whereas an informal assessment does not contribute to a student's final grade. An informal assessment usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, [rubrics](#), performance and portfolio assessments, participation, peer and self-evaluation, and discussion.

Descriptors of communicative activities

Descriptors of communicative activities can be used in three separate ways in relation to the attainment of objectives.

1. *Construction:* scales for communicative activities help in the definition of a specification for the design of assessment tasks.
2. *Reporting:* Scales for communicative activities can also be very useful for reporting results. Users of the products of the educational system, such as employers, are often interested in the overall outcomes rather than in a detailed profile of competence.
3. *Self- or teacher-assessment:* Finally, descriptors for communicative activities can be used for self- and teacher-assessment in various ways, of which the following are some examples:

Checklist: For continuous assessment or for summative assessment at the end of a course. The descriptors at a particular level can be listed. For example the descriptor can ask for and provide personal information might be exploded into the implicit constituent parts I can introduce myself; I can say where I live; I can say my address in French; I can say how old I am, etc. and I can ask someone what their name is; I can ask someone where they live; I can ask someone how old they are, etc. The use of descriptors in this way has become more common in the last 10 years. Experience has shown that the consistency with which teachers and learners can interpret descriptors

is enhanced if the descriptors describe not only WHAT the learner can do, but also HOW WELL they do it.

Descriptors of aspects of proficiency related to particular competences

Standards of quality-in general, high-quality assessments are considered those with a high level of [reliability](#) and [validity](#). Approaches to reliability and validity vary, however.

Reliability relates to the consistency of an assessment. A reliable assessment is one that consistently achieves the same results with the same (or similar) cohort of students. If the results are consistent from person to person and time to time, the assessment is *reliable*.

Various factors affect reliability—including ambiguous questions, too many options within a question paper, vague marking instructions and poorly trained markers. "I enjoy using computers."

Validity- A *valid* assessment is one that measures what it is intended to measure.

If the assessment satisfies the real purpose of the assessment, the assessment is valid. For example, it would not be valid to assess driving skills through a written test alone. A more valid way of assessing driving skills would be through a combination of tests that help determine what a driver knows, such as through a written test of driving knowledge, and what a driver is able to do, such as through a performance assessment of actual driving. Teachers frequently complain that some examinations do not properly assess the *syllabus* upon which the examination is based; they are, effectively, questioning the validity of the exam. Validity of an assessment is generally gauged through examination of evidence in the following categories:

1. Content – Does the content of the test measure stated objectives?
2. Criterion – Do scores correlate to an outside reference? (ex: Do high scores on a 4th grade reading test accurately predict reading skill in future grades?)
3. Construct – Does the assessment correspond to other significant variables? (ex: Do [ESP](#) students consistently perform differently on a writing exam than native English speakers)

A good assessment has both *validity* and *reliability*, plus the other quality attributes noted above for a specific context and purpose. In practice, an assessment is rarely totally valid or totally reliable. A ruler which is marked wrongly will always give the same (wrong) measurements. It is very reliable, but not very valid. Asking random individuals to tell the time without looking at a clock or watch is sometimes used as an example of an assessment which is valid, but not reliable. The answers will vary between individuals, but the average answer is probably close to the actual time. In many fields, such as medical research, educational testing, and psychology, there will often be a trade off between reliability and validity. If assessment is easy to design, conduct, and mark, then, the assessment is *practical*. If tests use real English and tasks are realistic, the assessment is *authentic*. If assessment affects students' learning, there is *washback*. It is well to distinguish between "subject-matter" validity and "predictive" validity. The former, used widely in education, predicts the score a student would get on a similar test but with different questions. The latter, used widely in the workplace, predicts performance. Thus, a subject-matter-valid test of knowledge of driving rules is appropriate while a predictively valid test would assess whether the potential driver could follow those rules.

Alternative assessment as a basic and new trend in assessment profile.

Alternative assessment is a type of evaluation that directly evaluates learners' language skills. Paper-and-pencil tests show a learner's knowledge about the language. Different types of alternative assessment show a learner's ability to use the language. They also give learners a role in their own evaluation process. Here are some reasons for using some kind of alternative assessment:

- Learners make real use of the target language – in this case, English – for an actual purpose. The language is a means of communication.
- Learners demonstrate what they have actually learned and how well they can use what they have learned. Criteria or guidelines based on the goals of the class are set up in advance so both teachers and students know what needs to be done to successfully complete the class.
- Learners get involved in their own evaluation. Understanding how to evaluate themselves enables learners to take responsibility for and self-direct some of their own learning.
- Learners' motivation to learn and use the language may be increased.
- It gives learners the chance to directly display their progress to family members and others in their school and community.

The term “alternative assessment” refers to a variety of different types of evaluation procedures, for example:

- Self-assessment; self record-keeping
- Peer feedback and assessment
- Portfolios
- Performance assessment
- Observations
- Conferences/ interviews
- Learning logs
- Journals

Alternative assessment methods: Effective alternative assessment relies on observations that are recorded using checklists and rubrics.[6. (National Capital Language Resource Center (NCLRC).(2004). Page 4.(Retrieved from <http://www.nclrc.org/essentials/assessing/traditional.htm>.)]

Alternative assessment has incontestable advantages over traditional testing methods, as it takes into consideration the learning of each student, as well as each student's cultural background and level of knowledge. The focus is definitely placed on what the students know and can do and not on what they do not know. Therefore, alternative assessment has the clear advantage of emphasizing the student's strong points while minimizing their weak points. More than that, alternative testing offers both the teacher the opportunity not to compare levels and knowledge but to follow a student's evolution individually and in time. According to Simonson and others, there are three approaches in alternative assessment: 1) Authentic assessment, 2) performance based assessment, and 3) constructivist assessment.

Performance: A student's active generation of a response that is observable either directly or indirectly via a permanent product, **Authentic:** The nature of the task and context in which the assessment occurs is relevant and represents “real world” problems or issues” (Elliott 1995). Authentic assessment aims to relate the instruction to the real-world experience of the learners. The task needs to be meaningful in order to be authentic (Simonson et al., 2007). Winking (1997) also points out the role of authenticity and states that alternative assessments require higher order thinking skills so that students can solve real-life related problems. Finally, Bailey (1998) relates the power of the performance tests are not only to their authenticity, but also to their direct and highly contextualized nature.

Alternative assessment strategies include open-ended questions, exhibits, demonstrations, hands-on execution of experiments, computer simulations, and portfolios. Using tasks for assessment is a direct way of testing whether students have learned how to accomplish the task. In order to use tasks for testing, we need to add appropriate assessment criteria.

One form of alternative assessment is to have students keep track of their own work. Another form is to have learners look at and correct each other's work. In these two segments we should take into consideration:

1. Records of their own work that students keep, and the means by which they keep the records.
2. An example of assignment criteria/ guidelines.
3. How the class was organized.
4. Types of materials/ skills students were using and working on.
5. The teacher's behavior, the students' behavior, and the interaction between them.

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