

PROPOSAL FOR THE CREATION OF A LANGUAGE ASSESSMENT LITERACY SPECIAL INTEREST GROUP WITHIN THE INTERNATIONAL LANGUAGE TESTING ASSOCIATION

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Submitted by the following ILTA members:

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Within the language assessment community, the issue of language assessment literacy (LAL) has been a growing preoccupation and focus of research—so much so that LAL was chosen as the theme of LTRC 2017 in Bogota, Colombia. At the conclusion of LTRC 2017, the conference organisers suggested (with ILTA Executive Board support) that efforts be taken to more formally connect those members of our community working in LAL. This proposal is the culmination of these efforts.

In preparation for the creation of this SIG, we have created an extensive bibliography of approximately 100 works in LAL and in assessment literacy, well as an initial contact list of approximately 70 members of our community working in this area who may be interested in joining the SIG. *Now that this preparation is complete, we would like to formally request that the LALSIG be established: The Language Assessment Literacy Special Interest Group.* In requesting the creation of this SIG, we commit to complying with all ILTA general policies, and to be fully accountable in our activities to the Executive Board of ILTA.

LALSIG DRAFT MISSION

- To expand the constituency of ILTA to include a broader range of assessment stakeholders;
- To encourage partnerships and information sharing between language assessment specialists and language teachers, test score users, and other language assessment stakeholders—to the mutual benefit and LAL development of all parties.
- To promote communication among researchers working in the area of LAL, cultivating the development of international research partnerships.

TENTATIVE ACTIVITIES OF LALSIG

- Organisation of an annual LALSIG Symposium or panel at LTRC, organised by SIG members. Such a panel could involve inviting test score users or other stakeholders not

normally attending LTRC, but who are directly impacted by language assessment. One example would be to organise a panel which includes university admissions officers who can discuss their perspective and challenges in their use of language test scores in admissions decisions.

- Participation in the creation of a repository of materials and resources promoting better understanding of language assessment for a variety of audiences and in a variety of languages; especially in areas of the world that have had fewer opportunities to access such materials.
- Creation and delivery of workshops in language assessment to local language teachers, either in person (i.e. a dedicated pre-conference workshop at LTRC) or through electronic modules. LTRC in Bogota hosted a number of highly successful pre-conference workshops in language assessment for French, English, German, Japanese, and Spanish to language teachers across South America.
- Support of collaborative and dialogical praxis between language assessment researchers and practitioners (perhaps facilitated with a re-imagined ILTA Workshops and Meetings Grant).
- The creation of a repository of case studies or project summaries related to language assessment literacy and its development, for advocacy purposes (such as the reports currently produced by recipients of the Workshops and Meetings Award).

Following the creation of the SIG, we would initiate the following steps:

1. We would request that a group be created on the ILTA website where we can post the resource bibliography and other information;
2. We would send out a message to the contact list we have created, to form our initial membership;
3. We would request a dedicated listserv for this membership group; and
4. We would poll the membership to determine the people who would assume chairing duties for the first year. This duty can be shared, as decided by the members. The Chair(s) would be responsible for reporting on the activities of the SIG to the Executive Board, and for coordinating the activities held in the SIG's name in consultation with the membership.