A Framework for conceptualizing Speaking test validity

TEST TAKER CHARACTERISTICS
- Physical/physiological
- Psychological
- Experiential

CONTEXT VALIDITY

SETTING: TASK
- Purpose
- Response format
- Known Criteria
- Weighting
- Order of items
- Time constraints

DEMANDS: TASK
- Linguistic
  - Channel
  - Discourse mode
  - Text lengths
  - Nature of information
  - Topic familiarity
  - Lexical range
  - Structural range
  - Functional range
- Interlocutor
  - Speech rate
  - Variety of accent
  - Acquaintanceship
  - Number
  - Gender

SETTING: ADMINISTRATION
- Physical conditions
- Uniformity of administration
- Security

COGNITIVE VALIDITY

LEVEL OF PROCESSING
- Conceptualisation
- Grammatical encoding
- Morphophonological encoding
- Phonetic encoding/
  Articulation
- Self-monitoring

INFORMATION SOURCES
- Conceptualisation
- Speaker’s general goals
- World knowledge
- Knowledge of listener/situation
- Recall of discourse to date
- Rhetoric/discourse patterns
- Grammatical encoding
- Recall of ongoing topic
- Syntax
- Pragmatic knowledge
- Knowledge of formulaic chunks
- Combinatorial possibilities
- Phonological encoding
- Lexical knowledge
- Phonological knowledge
- Phonetic encoding
- Syllabary: knowledge of articulatory settings
- Self-monitoring
- Speaker’s general goals
- Target utterance stored in buffer
- Recall of discourse so far

RESPONSE

SCORING VALIDITY

Rating
- Criteria/rating scale
- Rating process
- Rating conditions
- Rater characteristics
- Rater training
- Post exam adjustment
- Grading and awarding

SCORE/GRADE

CONSEQUENTIAL VALIDITY

Rating
- Washback on individuals in classroom/workplace
- Impact on institutions and society

CRITERION-RELATED VALIDITY

Rating
- Cross test comparability
- Comparison with different versions of the same test
- Comparison with external standards