International Recognition

ANGLO | Cambridge Assessment English — Authorised Platinum Exam Centre

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Dear colleagues,

We are about to start the enrolment period for the November December examination sessions. At the Anglo we have worked really hard to make candidate registration easier and faster. Now, candidates can complete registration and request special arrangements from home in a much more convenient way. In this issue you will find all the information you need for your students to enrol.

This is also the time to decide if our students are ready to take an exam. We invite you to explore the brand new guide Cambridge has designed to help teachers, parents and students to make this decision and to read a very interesting article on test validity.

We have also included access to the information candidate booklets and a very special invitation for the free global preparation centres event to take place on 20th September. The key themes will be related to our role as preparation centres and how to empower our students to be ready to take their exams. Not to be missed !

Last but not least, we are looking forward to seeing you all on 9th September at the Anglo Conference! Join us to listen to Facundo Ponce De Leon, Eduardo Magarelli, Richard Cowley, Pablo Toledo, Claudia Rey, Michael Tomlinson, Martin Villareal, Claudia Ourthe-Cabalé, Lucy Crichton, Daniela Zallocco and Eugenia Dellossa. This is a time of amazing opportunities and challenges in education and we can´t wait to learn what they will have to say about it!

Finally, you will also find all examination dates and fees for the November December sessions.

Kind regards,

The Anglo Department of International Examinations

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How to decide if your students are ready to take an exam

This guide offers practical advice and resources to help teachers decide if a student is ready to take a Cambridge English Qualification. From pretesting and sample papers, to tips on informing parents that their child is exam ready, we have a range of useful information and revision resources available.

Download the guide here.

Registering students for Cambridge Exams at the Anglo: enrolment period starts on 21ˢᵗ August

As from this year registration is much easier and faster! You can explore our new registration portal here: https://anglo.market/home

Registration is much more friendly and you can complete registration and requests for special arrangements from home.
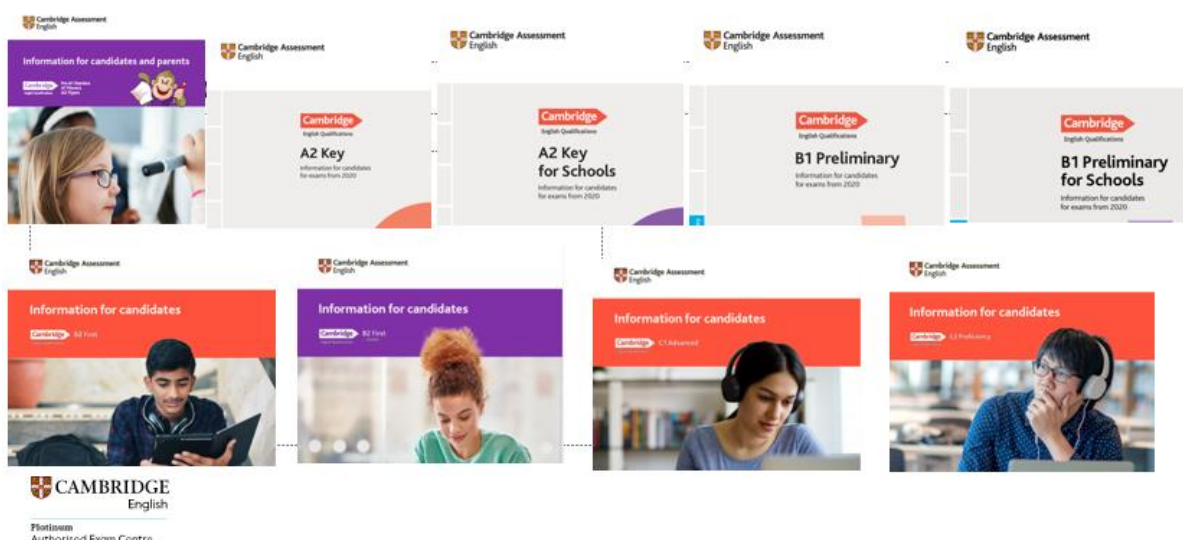
The enrolment period starts on **21ˢᵗ August** and finishes on **15ᵗʰ September.**

The late fee entry period starts on 16ᵗʰ September and finishes on 26ᵗʰ September.

Click here to learn everything you need to know about enrolments and the new portal.

Information for candidate booklets

To help you prepare candidates for the exams, Cambridge has produced free materials such as sample papers, worksheets, vocabulary lists and exam guides. These guides offer all the information your students need to get familiarised with the exam format and suggest free resources they will certainly find most useful.

Download:

Young Learners candidate booklet here
A2 Key candidate booklet here
A2 Key for Schools candidate booklet here
B1 Preliminary candidate booklet here
B1 Preliminary for Schools candidate booklet here
B2 First candidate booklet here
B2 First for Schools candidate booklet here
C1 Advanced candidate booklet here
C2 Proficiency candidate booklet here

Discover other Cambridge resources here.

Global Preparation Centres Event 2023

Join us online for a day of inspiration and practical advice on how to build your confidence around Cambridge English Qualifications.

Key themes

Discover how to talk to parents about Cambridge qualifications.

Getting parents onboard with international qualifications can be a challenge. They are not educational experts and might need some help to familiarise with all the different options available. We can help you explain what makes Cambridge English Qualifications different and what the students can do with them.

Grow your confidence to prepare students for Cambridge English Qualifications.

Discover the choice of learning materials, teacher webinars, and regional resources available to teachers to help them support their learners' journey towards the examination day.

Empower your students to be prepared to take their exam.

Discover the choice of preparation materials, free and paid for resources, teacher training opportunities and resources for parents to support the learners at home.

Uncover what makes our Preparation Centres stand out in the community.

What does it mean to be a Cambridge English Qualifications Preparation Centre? Hear from one of your own about the benefits of becoming a centre and the support we offer to grow your business.

Register here

What is test validity and why should we care about it?

The concept of validity can come across as complicated, but it is an important one for anyone involved with international education. It's what ensures a test is fit for purpose and, in the case of higher education, that a student is confident and ready for the demands of the course ahead of them, enhancing what can already be a life changing opportunity.

Look at this article from the *ICEF Monitor* to find out more about the role of validity for English language testing internationally.

What is Validity?

by Evelina Galaczi, 17/07/2020
Teaching , Cambridge English Qualifications , Assessment

What is Validity?

The fundamental concept to keep in mind when creating any assessment is validity. Validity refers to whether a test measures what it aims to measure. For example, a valid driving test should include a practical driving component and not just a theoretical test of the rules of driving. A valid language test for university entry, for example, should include tasks that are representative of at least some aspects of what actually happens in university settings, such as listening to lectures, giving presentations, engaging in tutorials, writing essays, and reading texts.

Validity has different elements, which we are now going to look at in turn.

Test Purpose – Why am I testing?

We can never really say that a test is valid or not valid. Instead, we can say that a test is valid for a particular purpose. There are several reasons why you might want to test your students.

You could be trying to check their learning at the end of a unit, or trying to understand what they know and don't know. Or, you might want to use a test to place learners into groups based on their ability, or to provide test takers with a certificate of language proficiency. Each of these different reasons for testing represents a different test purpose.

The purpose of the test determines the type of test you're going to produce, which in turn affects the kinds of tasks you're going to choose, the number of test items, the length of the test, and so on. For example, a test certifying that doctors can practise in an English-speaking country would be different from a placement test which aims to place those doctors into language courses.

Test Takers – Who am I testing?

It's also vital to keep in mind who is taking your test. Is it primary school children or teenagers or adults? Or is it airline pilots or doctors or engineers? This is an important question because the test has to be appropriate for the test takers it is aimed for. If your test takers are primary school children, for instance, you might want to give them more interactive tasks or games to test their language ability. If you are testing listening skills, for example, you might want to use role plays for doctors, but lectures or monologues with university students.

Test Construct – What am I testing?

Another key point is to consider what you want to test. Before designing a test, you need to identify the ability or skill that the test is designed to measure – in technical terms, the 'test construct'. Some examples of constructs are: intelligence, personality, anxiety, English language ability, pronunciation. To take language assessment as an example, the test construct could be communicative language ability, or speaking ability, or perhaps even a construct as specific as pronunciation. The challenge is to define the construct and find ways to elicit it and measure it; for example, if we are testing the construct of fluency, we might consider features such as rate of speech, number of pauses/hesitations and the extent to which any pauses/hesitations cause strain for a listener.

Test Tasks – How am I testing?

Once you've defined what you want to test, you need to decide how you're going to test it. The focus here is on selecting the right test tasks for the ability (i.e. construct) you're interested in testing. All task types have advantages and limitations and so it's important to use a range of tasks in order to minimize their individual limitations and optimize the measurement of the ability you're interested in. The tasks in a test are like a menu of options that are available to choose from, and you must be sure to choose the right task or the right range of tasks for the ability you're trying to measure.

Test Reliability - How am I scoring?

Next it's important to consider how to score your test. A test needs to be reliable and to produce accurate scores. So, you'll need to make sure that the scores from a test reflect a learner's actual ability. In deciding how to score a test, you'll need to consider whether the answers are going to be scored as correct or incorrect (this might be the case for multiple–choice tasks, for example) or whether you might use a range of marks and give partial credit, as for example, in reading or listening comprehension questions. In speaking and writing, you'll also have to decide what criteria to use (for example, grammar, vocabulary, pronunciation, essay, organisation in writing, and so on). You'll also need to make sure that the teachers involved in speaking or writing assessment have received some training, so that they are marking to (more or less) the same standard.

Test Impact - How will my test help learners?

The final – and in many ways most important – question to ask yourself is how the test is benefitting learners. Good tests engage learners in situations similar to ones that they might face outside the classroom (i.e. authentic tasks), or which provide useful feedback or help their language development by focusing on all four skills (reading, listening, writing, speaking). For example, if a test has a speaking component, this will encourage speaking

practice in the classroom. And if that speaking test includes both language production (e.g. describe a picture) and interaction (e.g. discuss a topic with another student), then preparing for the test encourages the use of a wide range of speaking activities in the classroom and enhances learning.

Anglo Congress 2023 – An opportunity not to be missed!

During this one-day experience we'll have the chance to listen to 11 specialists talk about the challenges to be faced by teachers in the light of recent developments in our post-pandemic world. Find more information here.

Enrol here

We look forward to seeing you all on 9th September!

Cambridge Exams Dates and Fees for 2023

You can access all the dates here:

https://www.anglo.edu.uy/wp-content/uploads/2023/08/PRECIOS-FECHAS-Y-PERIODOS-DE-INSCRIPCION-AGOSTO-A-DICIEMBRE-2023-1.pdf

IELTS Exams Dates and Fees for 2023

You can access all the dates here:

Fee 2023: USD 255

MET Go! Exams Dates and Fees for 2023

MET Go! is an on-demand exam so we can make arrangements for your candidates to sit the test whenever it suits them. Just contact us at inscripcionescambridge@anglo.edu.uy and we will make all the arrangements.

Fee 2023: USD 95

Linguaskill Dates and Fees for 2023

Linguaskill is on demand so we can make arrangements for your candidates to sit the test whenever it suits them. Just contact us at linguaskillcambridge@anglo.edu.uy and we will make all the arrangements.

Fee 2023: USD 45 per Module

How to contact us

Anglo Department of International Examinations – Director & Centre Exams Manager (Nora Ramos)

2902 3773 ext 1280
nramos@anglo.edu.uy

Anglo Department of International Examinations – Exams Officer (Adda Corbo)

2902 3773 ext 1121/1122/1141
acorbo@anglo.edu.uy

IELTS Test Administration

ielts@anglo.edu.uy

Linguaskill Test Administration
Exams Enrolments

linguaskillcambridge@anglo.edu.uy
inscripcionescambridge@anglo.edu.uy

Exams Results

resultadoscambridge@anglo.edu.uy

Anglo Schools Department
(Jenifer Goldblum)

2902 3773 ext 1135
jgoldblum@anglo.edu.uy

Anglo Department of In-Company Training
(Fernando Cid)

2902 3773 ext 1146
inco@anglo.edu.uy

Anglo Academic Department
(Celia Fernández & Teresita Curbelo)

2902 3773 ext 1129
cfernandez@anglo.edu.uy
tcurbelo@anglo.edu.uy