

## Detailed results of statistical analyses

### Relationship between the respondents' professional roles and their needs for assessment training

In this part of the report, the respondents' professional roles were examined. The respondents were divided into (1) those who only worked as language teachers and reported having no other professional role, and (2) the other respondents who either combined the role of a language teacher with one or more other roles (e.g. textbook writer, member of an exam board) or who worked in some other role than that of a language teacher. (The variable 'role\_2' in the ENLTA survey data file categorises the respondents into these two groups.)

Only the respondents who were based in European countries were included and who replied to the first part of the questionnaire (the Teachers' questionnaire) were included in these analyses.

The following presents the more detailed results of the statistical analyses by which the relationship between background variables and the respondents' need for assessment training were studied. The results are extracts from the SPSS output files. Only the statistically significant results are reported here.

The analyses reported here are based on the Chi-Square Tests. The SPSS-programme that was used on compute the chi-squares defines them in the following way:

“The Chi-Square Test procedure tabulates a variable into categories and computes a chi-square statistic. This goodness-of-fit test compares the observed and expected frequencies in each category to test either that all categories contain the same proportion of values or that each category contains a user-specified proportion of values.”

To interpret the chi-square output, please pay attention to the following points.

- (1) The smaller table 'Chi-Square Tests' shows if there is a statistically significant relationship between the two variables that are studied. The first row (Pearson Chi-Square) displays the Chi-Square value and the significance level of the finding (Asymp. Sig.). If the significance level is smaller than .05, there is a significant relationship between the two variables, i.e. the observed frequencies in the 'Crosstab' table are not based on chance. The number of observations in each cell of the table should be more than 5; if there are too many cells with fewer than 5 observations, the chi-square test / value is not reliable (note the extra row of text immediately after the 'Chi-Square Tests' table).
- (2) The bigger table 'Crosstab' displays how the respondents in the two or more background categories replied to the question concerning their need to receive training on the particular assessment activity or concept. 'Count' shows the number of actual responses in each category and 'Expected Count' shows what the expected number should have been if the distribution of responses were based on chance alone, given the total number of respondents in the two or more groups compared.
- (3) The percentage row displays the percentage of the observed responses in each category (i.e. it is based on the 'Count'), and is useful in interpreting and describing the results in practice.
- (4) Standardized Residuals in the last row in each cell are useful in locating where exactly the observed overall relationship / difference (identified by the significant chi-square value) takes place. Roughly speaking, if the standardized residual is bigger than +2.0 or smaller than -2.0, then the difference between the observed value (Count) and the expected value in that cell is significant. Note that if the statistical significance level of the chi-square is not very strong (i.e. it is only somewhat smaller than .05), the standardized residuals may not be outside the +/- 2.0 range for any of the cells in the table, and thus, it is difficult to say what exactly is the source for the significant overall chi-square value. However, in such cases, too, it is probably the cells with the highest standardized residuals which contribute the most to the overall significant results (see e.g. the table for the activity 'To find out what needs to be taught' below).

## Preparing your own classroom tests \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
Preparing your own classroom tests	no need for training	Count	57	113	170
		Expected Count	74,5	95,5	170,0
		% within Teacher only vs. other roles	23,1%	35,6%	30,1%
		Std. Residual	-2,0	1,8	
	need basic training	Count	46	28	74
		Expected Count	32,4	41,6	74,0
		% within Teacher only vs. other roles	18,6%	8,8%	13,1%
		Std. Residual	2,4	-2,1	
	need more advanced training	Count	144	176	320
		Expected Count	140,1	179,9	320,0
		% within Teacher only vs. other roles	58,3%	55,5%	56,7%
		Std. Residual	,3	-,3	
Total	Count	247	317	564	
	Expected Count	247,0	317,0	564,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	
	Std. Residual				

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17,609(a)	2	,000
Likelihood Ratio	17,714	2	,000
Linear-by-Linear Association	4,091	1	,043
N of Valid Cases	564		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 32,41.

## Using ready-made tests \* Teacher only vs. other roles

Crosstab

		Teacher only vs. other roles		Total	
		Role: teacher only	Role: other role or combination roles		
Using ready-made tests	no need for training	Count	119	170	289
		Expected Count	128,7	160,3	289,0
		% within Teacher only vs. other roles	54,1%	62,0%	58,5%
		Std. Residual	-,9	,8	
	need basic training	Count	47	32	79
		Expected Count	35,2	43,8	79,0
		% within Teacher only vs. other roles	21,4%	11,7%	16,0%
		Std. Residual	2,0	-1,8	
	need more advanced training	Count	54	72	126
		Expected Count	56,1	69,9	126,0
		% within Teacher only vs. other roles	24,5%	26,3%	25,5%
		Std. Residual	-,3	,3	
Total	Count	220	274	494	
	Expected Count	220,0	274,0	494,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	
	Std. Residual				

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,620(a)	2	,013
Likelihood Ratio	8,578	2	,014
Linear-by-Linear Association	,645	1	,422
N of Valid Cases	494		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 35,18.

## Interpreting test results \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
Interpreting test results	no need for training	Count	48	86	134
		Expected Count	58,7	75,3	134,0
		% within Teacher only vs. other roles	20,2%	28,2%	24,7%
		Std. Residual	-1,4	1,2	
	need basic training	Count	77	45	122
		Expected Count	53,5	68,5	122,0
		% within Teacher only vs. other roles	32,4%	14,8%	22,5%
	need more advanced training	Count	113	174	287
		Expected Count	125,8	161,2	287,0
		% within Teacher only vs. other roles	47,5%	57,0%	52,9%
	Total	Count	238	305	543
		Expected Count	238,0	305,0	543,0
% within Teacher only vs. other roles		100,0%	100,0%	100,0%	
Std. Residual		-1,1	1,0		

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24,237(a)	2	,000
Likelihood Ratio	24,194	2	,000
Linear-by-Linear Association	,046	1	,831
N of Valid Cases	543		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 53,47.

## Giving feedback \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
Giving feedback	no need for training	Count	62	112	174
		Expected Count	75,7	98,3	174,0
		% within Teacher only vs. other roles	25,9%	36,1%	31,7%
		Std. Residual	-1,6	1,4	
	need basic training	Count	62	47	109
		Expected Count	47,5	61,5	109,0
		% within Teacher only vs. other roles	25,9%	15,2%	19,9%
		Std. Residual	2,1	-1,9	
	need more advanced training	Count	115	151	266
		Expected Count	115,8	150,2	266,0
		% within Teacher only vs. other roles	48,1%	48,7%	48,5%
		Std. Residual	-,1	,1	
Total	Count	239	310	549	
	Expected Count	239,0	310,0	549,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	
	Std. Residual				

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12,328(a)	2	,002
Likelihood Ratio	12,322	2	,002
Linear-by-Linear Association	1,604	1	,205
N of Valid Cases	549		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 47,45.

## Using informal, continuous, non-test \* Teacher only vs. other roles

Crosstab

		Teacher only vs. other roles		Total	
		Role: teacher only	Role: other role or combination roles		
Using informal, continuous, non-test	no need for training	Count	52	79	131
		Expected Count	57,2	73,8	131,0
		% within Teacher only vs. other roles	22,5%	26,5%	24,8%
		Std. Residual	-,7	,6	
	need basic training	Count	83	68	151
		Expected Count	65,9	85,1	151,0
		% within Teacher only vs. other roles	35,9%	22,8%	28,5%
		Std. Residual	2,1	-1,8	
	need more advanced training	Count	96	151	247
		Expected Count	107,9	139,1	247,0
		% within Teacher only vs. other roles	41,6%	50,7%	46,7%
		Std. Residual	-1,1	1,0	
Total	Count	231	298	529	
	Expected Count	231,0	298,0	529,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,992(a)	2	,004
Likelihood Ratio	10,939	2	,004
Linear-by-Linear Association	,510	1	,475
N of Valid Cases	529		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 57,20.

## To give grades \* Teacher only vs. other roles

Crosstab

		Teacher only vs. other roles			
			Role: teacher only	Role: other role or combination roles	Total
To give grades	no need for training	Count	89	137	226
		Expected Count	98,8	127,2	226,0
		% within Teacher only vs. other roles	38,2%	45,7%	42,4%
		Std. Residual	-1,0	,9	
	need basic training	Count	48	31	79
		Expected Count	34,5	44,5	79,0
		% within Teacher only vs. other roles	20,6%	10,3%	14,8%
		Std. Residual	2,3	-2,0	
	need more advanced training	Count	96	132	228
		Expected Count	99,7	128,3	228,0
		% within Teacher only vs. other roles	41,2%	44,0%	42,8%
		Std. Residual	-,4	,3	
Total	Count	233	300	533	
	Expected Count	233,0	300,0	533,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11,293(a)	2	,004
Likelihood Ratio	11,223	2	,004
Linear-by-Linear Association	,335	1	,563
N of Valid Cases	533		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 34,53.

## To find out what needs to be taught \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
To find out what needs to be taught	no need for training	Count	74	116	190
		Expected Count	82,8	107,2	190,0
		% within Teacher only vs. other roles	32,6%	39,5%	36,5%
		Std. Residual	-1,0	,8	
	need basic training	Count	54	44	98
		Expected Count	42,7	55,3	98,0
		% within Teacher only vs. other roles	23,8%	15,0%	18,8%
		Std. Residual	1,7	-1,5	
	need more advanced training	Count	99	134	233
		Expected Count	101,5	131,5	233,0
		% within Teacher only vs. other roles	43,6%	45,6%	44,7%
		Std. Residual	-,2	,2	
Total	Count	227	294	521	
	Expected Count	227,0	294,0	521,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	
	roles				

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,063(a)	2	,029
Likelihood Ratio	7,021	2	,030
Linear-by-Linear Association	,380	1	,538
N of Valid Cases	521		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 42,70.



## To place students \* Teacher only vs. other roles

Crosstab

		Teacher only vs. other roles		Total	
		Role: teacher only	Role: other role or combination roles		
To place students	no need for training	Count	81	124	205
		Expected Count	87,9	117,1	205,0
		% within Teacher only vs. other roles	36,8%	42,3%	40,0%
		Std. Residual	-,7	,6	
	need basic training	Count	66	46	112
		Expected Count	48,0	64,0	112,0
		% within Teacher only vs. other roles	30,0%	15,7%	21,8%
		Std. Residual	2,6	-2,2	
	need more advanced training	Count	73	123	196
		Expected Count	84,1	111,9	196,0
		% within Teacher only vs. other roles	33,2%	42,0%	38,2%
		Std. Residual	-1,2	1,0	
Total	Count	220	293	513	
	Expected Count	220,0	293,0	513,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	
	Std. Residual				

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15,267(a)	2	,000
Likelihood Ratio	15,151	2	,001
Linear-by-Linear Association	,174	1	,676
N of Valid Cases	513		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 48,03.

## To award final certificates \* Teacher only vs. other roles

Crosstab

		Teacher only vs. other roles			Total
		Role: teacher only	Role: other role or combination roles		
To award final certificates	no need for training	Count	81	120	201
		Expected Count	85,5	115,5	201,0
		% within Teacher only vs. other roles	36,8%	40,4%	38,9%
		Std. Residual	-,5	,4	
	need basic training	Count	61	46	107
		Expected Count	45,5	61,5	107,0
		% within Teacher only vs. other roles	27,7%	15,5%	20,7%
		Std. Residual	2,3	-2,0	
	need more advanced training	Count	78	131	209
		Expected Count	88,9	120,1	209,0
		% within Teacher only vs. other roles	35,5%	44,1%	40,4%
		Std. Residual	-1,2	1,0	
Total	Count	220	297	517	
	Expected Count	220,0	297,0	517,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11,906(a)	2	,003
Likelihood Ratio	11,802	2	,003
Linear-by-Linear Association	,409	1	,523
N of Valid Cases	517		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 45,53.

## Testing receptive skills \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
Testing receptive skills	no need for training	Count	58	102	160
		Expected Count	68,7	91,3	160,0
		% within Teacher only vs. other roles	25,3%	33,6%	30,0%
	need basic training	Count	49	22	71
		Expected Count	30,5	40,5	71,0
		% within Teacher only vs. other roles	21,4%	7,2%	13,3%
	need more advanced training	Count	122	180	302
		Expected Count	129,8	172,2	302,0
		% within Teacher only vs. other roles	53,3%	59,2%	56,7%
	Total	Count	229	304	533
		Expected Count	229,0	304,0	533,0
		% within Teacher only vs. other roles	100,0%	100,0%	100,0%
Std. Residual		-,7	,6		

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23,417(a)	2	,000
Likelihood Ratio	23,408	2	,000
Linear-by-Linear Association	,086	1	,769
N of Valid Cases	533		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 30,50.

## Testing productive skills \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
Testing productive skills	no need for training	Count	52	100	152
		Expected Count	65,3	86,7	152,0
		% within Teacher only vs. other roles	22,7%	32,9%	28,5%
		Std. Residual	-1,6	1,4	
	need basic training	Count	43	19	62
		Expected Count	26,6	35,4	62,0
		% within Teacher only vs. other roles	18,8%	6,3%	11,6%
		Std. Residual	3,2	-2,8	
	need more advanced training	Count	134	185	319
		Expected Count	137,1	181,9	319,0
		% within Teacher only vs. other roles	58,5%	60,9%	59,8%
		Std. Residual	-,3	,2	
Total	Count	229	304	533	
	Expected Count	229,0	304,0	533,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	
	Std. Residual				

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22,494(a)	2	,000
Likelihood Ratio	22,558	2	,000
Linear-by-Linear Association	1,022	1	,312
N of Valid Cases	533		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 26,64.

## Testing grammar/vocabulary \* Teacher only vs. other roles

Crosstab

		Teacher only vs. other roles		Total	
		Role: teacher only	Role: other role or combination roles		
Testing grammar/vocabulary	no need for training	Count	68	107	175
		Expected Count	75,5	99,5	175,0
		% within Teacher only vs. other roles	30,0%	35,8%	33,3%
		Std. Residual	-,9	,8	
	need basic training	Count	49	22	71
		Expected Count	30,6	40,4	71,0
		% within Teacher only vs. other roles	21,6%	7,4%	13,5%
		Std. Residual	3,3	-2,9	
	need more advanced training	Count	110	170	280
		Expected Count	120,8	159,2	280,0
		% within Teacher only vs. other roles	48,5%	56,9%	53,2%
		Std. Residual	-1,0	,9	
Total	Count	227	299	526	
	Expected Count	227,0	299,0	526,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22,380(a)	2	,000
Likelihood Ratio	22,366	2	,000
Linear-by-Linear Association	,103	1	,748
N of Valid Cases	526		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 30,64.

## Testing integrated language skills \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
Testing integrated language skills	no need for training	Count	40	87	127
		Expected Count	54,2	72,8	127,0
		% within Teacher only vs. other roles	18,0%	29,2%	24,4%
		Std. Residual	-1,9	1,7	
	need basic training	Count	59	35	94
		Expected Count	40,1	53,9	94,0
		% within Teacher only vs. other roles	26,6%	11,7%	18,1%
		Std. Residual	3,0	-2,6	
	need more advanced training	Count	123	176	299
		Expected Count	127,7	171,4	299,0
		% within Teacher only vs. other roles	55,4%	59,1%	57,5%
		Std. Residual	-,4	,4	
Total	Count	222	298	520	
	Expected Count	222,0	298,0	520,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22,284(a)	2	,000
Likelihood Ratio	22,307	2	,000
Linear-by-Linear Association	1,012	1	,314
N of Valid Cases	520		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 40,13.

## Testing aspects of culture \* Teacher only vs. other roles

Crosstab

		Teacher only vs. other roles		Total	
		Role: teacher only	Role: other role or combination roles		
Testing aspects of culture	no need for training	Count	43	94	137
		Expected Count	58,3	78,7	137,0
		% within Teacher only vs. other roles	19,6%	31,8%	26,6%
		Std. Residual	-2,0	1,7	
	need basic training	Count	71	61	132
		Expected Count	56,1	75,9	132,0
		% within Teacher only vs. other roles	32,4%	20,6%	25,6%
		Std. Residual	2,0	-1,7	
	need more advanced training	Count	105	141	246
		Expected Count	104,6	141,4	246,0
		% within Teacher only vs. other roles	47,9%	47,6%	47,8%
		Std. Residual	,0	,0	
Total	Count	219	296	515	
	Expected Count	219,0	296,0	515,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	
	Std. Residual				

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13,807(a)	2	,001
Likelihood Ratio	13,940	2	,001
Linear-by-Linear Association	2,778	1	,096
N of Valid Cases	515		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 56,13.

## Establishing reliability \* Teacher only vs. other roles

Crosstab

		Teacher only vs. other roles			Total
		Role: teacher only	Role: other role or combination roles		
Establishing reliability	no need for training	Count	42	46	88
		Expected Count	37,6	50,4	88,0
		% within Teacher only vs. other roles	18,6%	15,2%	16,6%
		Std. Residual	,7	-,6	
	need basic training	Count	92	66	158
		Expected Count	67,5	90,5	158,0
		% within Teacher only vs. other roles	40,7%	21,8%	29,9%
		Std. Residual	3,0	-2,6	
	need more advanced training	Count	92	191	283
		Expected Count	120,9	162,1	283,0
		% within Teacher only vs. other roles	40,7%	63,0%	53,5%
		Std. Residual	-2,6	2,3	
Total	Count	226	303	529	
	Expected Count	226,0	303,0	529,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28,488(a)	2	,000
Likelihood Ratio	28,608	2	,000
Linear-by-Linear Association	15,128	1	,000
N of Valid Cases	529		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 37,60.



## Establishing validity \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
Establishing validity	no need for training	Count	43	46	89
		Expected Count	38,1	50,9	89,0
		% within Teacher only vs. other roles	19,1%	15,3%	16,9%
		Std. Residual	,8	-,7	
	need basic training	Count	90	66	156
		Expected Count	66,7	89,3	156,0
		% within Teacher only vs. other roles	40,0%	21,9%	29,7%
		Std. Residual	2,8	-2,5	
	need more advanced training	Count	92	189	281
		Expected Count	120,2	160,8	281,0
		% within Teacher only vs. other roles	40,9%	62,8%	53,4%
		Std. Residual	-2,6	2,2	
Total	Count	225	301	526	
	Expected Count	225,0	301,0	526,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26,857(a)	2	,000
Likelihood Ratio	26,971	2	,000
Linear-by-Linear Association	14,922	1	,000
N of Valid Cases	526		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 38,07.

## Using statistics \* Teacher only vs. other roles

Crosstab

		Teacher only vs. other roles			Total
		Role: teacher only	Role: other role or combination roles		
Using statistics	no need for training	Count	44	52	96
		Expected Count	40,5	55,5	96,0
		% within Teacher only vs. other roles	19,8%	17,1%	18,3%
		Std. Residual	,5	-,5	
	need basic training	Count	101	84	185
		Expected Count	78,1	106,9	185,0
		% within Teacher only vs. other roles	45,5%	27,6%	35,2%
		Std. Residual	2,6	-2,2	
	need more advanced training	Count	77	168	245
		Expected Count	103,4	141,6	245,0
		% within Teacher only vs. other roles	34,7%	55,3%	46,6%
		Std. Residual	-2,6	2,2	
Total	Count	222	304	526	
	Expected Count	222,0	304,0	526,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23,825(a)	2	,000
Likelihood Ratio	24,020	2	,000
Linear-by-Linear Association	12,232	1	,000
N of Valid Cases	526		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 40,52.

## External: taking part in rating \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
External: taking part in rating	no need for training	Count	56	103	159
		Expected Count	68,2	90,8	159,0
		% within Teacher only vs. other roles	25,1%	34,7%	30,6%
		Std. Residual	-1,5	1,3	
	need basic training	Count	60	39	99
		Expected Count	42,5	56,5	99,0
		% within Teacher only vs. other roles	26,9%	13,1%	19,0%
		Std. Residual	2,7	-2,3	
	need more advanced training	Count	107	155	262
		Expected Count	112,4	149,6	262,0
		% within Teacher only vs. other roles	48,0%	52,2%	50,4%
		Std. Residual	-,5	,4	
Total	Count	223	297	520	
	Expected Count	223,0	297,0	520,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16,954(a)	2	,000
Likelihood Ratio	16,869	2	,000
Linear-by-Linear Association	,474	1	,491
N of Valid Cases	520		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 42,46.

## External: using statistics \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
External: using statistics	no need for training	Count	65	67	132
		Expected Count	56,6	75,4	132,0
		% within Teacher only vs. other roles	29,7%	22,9%	25,8%
		Std. Residual	1,1	-1,0	
	need basic training	Count	86	77	163
		Expected Count	69,9	93,1	163,0
		% within Teacher only vs. other roles	39,3%	26,4%	31,9%
		Std. Residual	1,9	-1,7	
	need more advanced training	Count	68	148	216
		Expected Count	92,6	123,4	216,0
		% within Teacher only vs. other roles	31,1%	50,7%	42,3%
		Std. Residual	-2,6	2,2	
Total	Count	219	292	511	
	Expected Count	219,0	292,0	511,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	
	Std. Residual				

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20,139(a)	2	,000
Likelihood Ratio	20,410	2	,000
Linear-by-Linear Association	13,280	1	,000
N of Valid Cases	511		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 56,57.

## External: writing items \* Teacher only vs. other roles

Crosstab

		Teacher only vs. other roles		Total	
		Role: teacher only	Role: other role or combination roles		
External: writing items	no need for training	Count	62	94	156
		Expected Count	66,7	89,3	156,0
		% within Teacher only vs. other roles	28,1%	31,8%	30,2%
		Std. Residual	-,6	,5	
	need basic training	Count	82	47	129
		Expected Count	55,1	73,9	129,0
		% within Teacher only vs. other roles	37,1%	15,9%	25,0%
		Std. Residual	3,6	-3,1	
	need more advanced training	Count	77	155	232
		Expected Count	99,2	132,8	232,0
		% within Teacher only vs. other roles	34,8%	52,4%	44,9%
		Std. Residual	-2,2	1,9	
Total	Count	221	296	517	
	Expected Count	221,0	296,0	517,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	
	Std. Residual				

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32,079(a)	2	,000
Likelihood Ratio	32,051	2	,000
Linear-by-Linear Association	3,310	1	,069
N of Valid Cases	517		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 55,14.

## External: Reviewing items \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
External: Reviewing items	no need for training	Count	68	95	163
		Expected Count	69,9	93,1	163,0
		% within Teacher only vs. other roles	30,6%	32,1%	31,5%
		Std. Residual	-,2	,2	
	need basic training	Count	82	51	133
		Expected Count	57,0	76,0	133,0
		% within Teacher only vs. other roles	36,9%	17,2%	25,7%
		Std. Residual	3,3	-2,9	
	need more advanced training	Count	72	150	222
		Expected Count	95,1	126,9	222,0
		% within Teacher only vs. other roles	32,4%	50,7%	42,9%
		Std. Residual	-2,4	2,1	
Total	Count	222	296	518	
	Expected Count	222,0	296,0	518,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	
	Std. Residual				

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29,126(a)	2	,000
Likelihood Ratio	29,177	2	,000
Linear-by-Linear Association	4,881	1	,027
N of Valid Cases	518		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 57,00.

## External: acting as an interviewer \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
External: acting as an interviewer	no need for training	Count	56	103	159
		Expected Count	69,1	89,9	159,0
		% within Teacher only vs. other roles	24,5%	34,6%	30,2%
	need basic training	Std. Residual	-1,6	1,4	
		Count	65	42	107
		Expected Count	46,5	60,5	107,0
	need more advanced training	% within Teacher only vs. other roles	28,4%	14,1%	20,3%
		Std. Residual	2,7	-2,4	
		Count	108	153	261
	Total	Expected Count	113,4	147,6	261,0
		% within Teacher only vs. other roles	47,2%	51,3%	49,5%
		Std. Residual	-,5	,4	
Count		229	298	527	
		Expected Count	229,0	298,0	527,0
		% within Teacher only vs. other roles	100,0%	100,0%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17,868(a)	2	,000
Likelihood Ratio	17,823	2	,000
Linear-by-Linear Association	,598	1	,439
N of Valid Cases	527		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 46,50.

## External: defining assessment criteria \* Teacher only vs. other roles

Crosstab

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
External: defining assessment criteria	no need for training	Count	50	71	121
		Expected Count	52,4	68,6	121,0
		% within Teacher only vs. other roles	22,2%	24,1%	23,3%
	need basic training	Std. Residual	-,3	,3	
		Count	76	55	131
		Expected Count	56,7	74,3	131,0
	need more advanced training	% within Teacher only vs. other roles	33,8%	18,6%	25,2%
		Std. Residual	2,6	-2,2	
		Count	99	169	268
Total	Expected Count	116,0	152,0	268,0	
	% within Teacher only vs. other roles	44,0%	57,3%	51,5%	
	Std. Residual	-1,6	1,4		
	Count	225	295	520	
		Expected Count	225,0	295,0	520,0
		% within Teacher only vs. other roles	100,0%	100,0%	100,0%

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16,164(a)	2	,000
Likelihood Ratio	16,090	2	,000
Linear-by-Linear Association	2,496	1	,114
N of Valid Cases	520		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 52,36.



**Teachers - total nbr of activities etc with need for advanced education (Banded) \*  
Teacher only vs. other roles**

**Crosstab**

		Teacher only vs. other roles		Total	
		Role: teacher only	Role: other role or combination roles		
Teachers - total nbr of activities etc with need for advanced education (Banded)	5 or fewer advanced	Count	17	15	32
		Expected Count	13,8	18,3	32,0
		% within Teacher only vs. other roles	7,7%	5,1%	6,3%
		Std. Residual	,9	-,8	
	5-10 advanced	Count	32	43	75
		Expected Count	32,2	42,8	75,0
		% within Teacher only vs. other roles	14,5%	14,7%	14,6%
		Std. Residual	,0	,0	
	10-15 advanced	Count	40	37	77
		Expected Count	33,1	43,9	77,0
		% within Teacher only vs. other roles	18,2%	12,7%	15,0%
		Std. Residual	1,2	-1,0	
	15-20 advanced	Count	54	54	108
		Expected Count	46,4	61,6	108,0
		% within Teacher only vs. other roles	24,5%	18,5%	21,1%
		Std. Residual	1,1	-1,0	
20 or more advanced	Count	77	143	220	
	Expected Count	94,5	125,5	220,0	
	% within Teacher only vs. other roles	35,0%	49,0%	43,0%	
	Std. Residual	-1,8	1,6		
Total	Count	220	292	512	
	Expected Count	220,0	292,0	512,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	
	Std. Residual				

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11,763(a)	4	,019
Likelihood Ratio	11,811	4	,019
Linear-by-Linear Association	5,365	1	,021
N of Valid Cases	512		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 13,75.

**Teachers - total nbr of activities etc with need for basic education (Banded) \*  
Teacher only vs. other roles**

Crosstab

		Teacher only vs. other roles		Total	
		Role: teacher only	Role: other role or combination roles		
Teachers - total nbr of activities etc with need for basic education (Banded)	5 or fewer basic	Count	14	28	42
		Expected Count	20,0	22,0	42,0
		% within Teacher only vs. other roles	7,1%	12,8%	10,1%
	5-10 basic	Std. Residual	-1,3	1,3	
		Count	53	63	116
		Expected Count	55,2	60,8	116,0
	10-15 basic	% within Teacher only vs. other roles	26,8%	28,9%	27,9%
		Std. Residual	-,3	,3	
		Count	34	56	90
	15-20 basic	Expected Count	42,8	47,2	90,0
		% within Teacher only vs. other roles	17,2%	25,7%	21,6%
		Std. Residual	-1,4	1,3	
	20 or more basic	Count	43	39	82
		Expected Count	39,0	43,0	82,0
		% within Teacher only vs. other roles	21,7%	17,9%	19,7%
	Total	Std. Residual	,6	-,6	
		Count	54	32	86
		Expected Count	40,9	45,1	86,0
	% within Teacher only vs. other roles	27,3%	14,7%	20,7%	
	Std. Residual	2,0	-1,9		
	Count	198	218	416	
	Expected Count	198,0	218,0	416,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15,805(a)	4	,003
Likelihood Ratio	15,977	4	,003
Linear-by-Linear Association	11,165	1	,001
N of Valid Cases	416		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 19,99.

**Number of activities with either basic or advanced training need (Banded) \*  
Teacher only vs. other roles**

**Crosstab**

			Teacher only vs. other roles		Total
			Role: teacher only	Role: other role or combination roles	
Number of activities with either basic or advanced training need (Banded)	5 or fewer	Count	121	236	357
		Expected Count	144,5	212,5	357,0
		% within Teacher only vs. other roles	34,9%	46,3%	41,7%
	5 - 10 activities	Std. Residual	-2,0	1,6	
		Count	31	45	76
		Expected Count	30,8	45,2	76,0
	10 - 15 activities	% within Teacher only vs. other roles	8,9%	8,8%	8,9%
		Std. Residual	,0	,0	
		Count	32	33	65
	15 - 20 activities	Expected Count	26,3	38,7	65,0
		% within Teacher only vs. other roles	9,2%	6,5%	7,6%
		Std. Residual	1,1	-,9	
	20 or more activities	Count	71	69	140
		Expected Count	56,7	83,3	140,0
		% within Teacher only vs. other roles	20,5%	13,5%	16,3%
	Total	Std. Residual	1,9	-1,6	
		Count	92	127	219
		Expected Count	88,7	130,3	219,0
	% within Teacher only vs. other roles	26,5%	24,9%	25,6%	
	Std. Residual	,4	-,3		
	Count	347	510	857	
	Expected Count	347,0	510,0	857,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14,794(a)	4	,005
Likelihood Ratio	14,777	4	,005
Linear-by-Linear Association	7,731	1	,005
N of Valid Cases	857		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 26,32.

**Teachers - all need for assessment education combined (mean) (Banded) \*  
Teacher only vs. other roles**

**Crosstab**

		Teacher only vs. other roles		Total	
		Role: teacher only	Role: other role or combination roles		
Teachers - all need for assessment education combined (mean) (Banded)	no or little need on average	Count	32	62	94
		Expected Count	40,9	53,1	94,0
		% within Teacher only vs. other roles	12,6%	18,8%	16,2%
		Std. Residual	-1,4	1,2	
	basic need on average	Count	142	125	267
		Expected Count	116,1	150,9	267,0
		% within Teacher only vs. other roles	56,1%	38,0%	45,9%
		Std. Residual	2,4	-2,1	
	advanced need on average	Count	79	142	221
		Expected Count	96,1	124,9	221,0
		% within Teacher only vs. other roles	31,2%	43,2%	38,0%
		Std. Residual	-1,7	1,5	
Total	Count	253	329	582	
	Expected Count	253,0	329,0	582,0	
	% within Teacher only vs. other roles	100,0%	100,0%	100,0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,016(a)	2	,000
Likelihood Ratio	19,085	2	,000
Linear-by-Linear Association	,953	1	,329
N of Valid Cases	582		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 40,86.