

ASSESSMENT IN FOCUS

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Assessment in Focus is dedicated to disseminate information and developments at the Testing Center, as well as to shed light on aspects of educational measurement and evaluation issues that would assist in the development and maintenance of up-to-standard and quality education at SMU, and similar higher learning institutions in Ethiopia.

Editor's Note

Assessment in Focus is a biannual newsletter dedicated to give highlights on educational matters and the current activities at the Testing Center. In addition it represents relevant articles which are meant to be the concern of stakeholders and the entire community of St. Mary's University in general. These are trainings and employment tests provided for the customers. The other issue is a nationwide academic cheating for which different solutions to minimize it are being tried. Besides a number of important professionally discussed terminologies, and 10 principles of academic integrity are suggested for curbing academic cheating.

The next issue is an explanation on construction and scoring of essay tests. It discusses the types of essay tests, construction of effective essay questions, and scoring essay tests. The use of essay tests in measuring higher order objectives is also discussed.

Thirdly advantages and disadvantages of E-assessment or digital assessment have been explained thoroughly.

Fourthly, how teachers' professional development is acquired is discussed.

Moreover, understanding of service marketing management, its quality and processes are conceptualized. Lastly, marketing communication as a dynamics of publicity and public relation is discussed.

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“Everybody is A GENIUS. But if you judge a fish by its ability to climb a tree, it will live its whole LIFE believing that it is STUPID.”
Albert Einstein



Activities at the Testing Center (TC)

Different activities have been carried out by the Testing Center over the last few months.

Enhancing the Quality of Teaching and Student Experience

- Comprehensive degree exams are conducted for CODL and regular program undergraduate students in 9 different programs (fields of study) aimed at mastery of graduates' knowledge and skills as well as better achievement for final certification.
- Assessment tools improvement and items analysis feedback reports were regularly provided to all concerned bodies- with the purpose of evaluating the learning – teaching progress.
- Fliers on measurement and evaluation and pedagogical issues were prepared and posted for College of Open and Distance Learning (CODL) and regular undergraduate program students to create awareness.

Improving Outreach Services and Partnership

- 49 test sessions of Teaching English as a Foreign Language (TOEFL) were conducted for 369 registered candidates.
- 11 test sessions of Graduate Record Examination (GRE) were conducted for 67 registered candidates
- 14 test sessions were conducted for 168 customers registered for the test.
- In conduct of praxis administration, 5 test sessions were held for 7 registered customers.
- Employment test services such as general aptitude, objective and subjective questions based tests were offered to banks, government and non-government organizations upon request.

Promotion of Major TC Activities

- Using radio advertisement and distribution of brochures was done to create awareness about the employment testing services available to customers.
- Fliers were prepared to promote the activities performed by the Testing Center to create options for customers about the benefits and provisions offered by SMU.

Trainings and Community Services

- Training was provided to government elementary schools on test blueprint preparation, test item construction, and continuous assessment to improve the teaching learning process.
- Pedagogical training was given to St. Mary's Elementary School teachers to improve their knowledge and skills in the development of quality exam tools.
- To add to the quality of the preparation of assessment tools, trainings were given to undergraduate staff on exam development and administration as well as related pedagogical issues.

Academic Cheating (Malpractice)

By Dr. Wubishet Shiferaw, Testing Center, SMU

A variety of terms such as malpractice, misconduct, cheating etc... describes practices that would interfere with the integrity of examination. Any prescribed action taken in connection with an examination that attempts to gain unfair advantage or, in some cases, to place a candidate at a disadvantage is a malpractice. The action might be taken by an exam candidate, a teacher, an invigilator, an authority, a staff member or anyone with an interest in the performance of a candidate.

Malpractice may occur at any stage in the exam



process i.e. item development, preparation of students, administration of exams, marking and issuance of results (Angom, 1990; Pido, 1994).

Nowadays, malpractice has become a prevalent social phenomenon among students resulting in a bad influence to the quality of education, and to the healthy growth of students. To solve this problem, it is necessary to identify the causes before trying to get rid of it.

David et al. (1992) point out that pressure for good grades, student stress, ineffective deterrents, teacher's attitudes, and an increasing lack of academic integrity are important determinants of cheating.

Similar conclusions are reported from several investigations that inadequacies in the examinations, poor teacher performance, high difficulty level of exams, inadequate teaching, lack of textbooks, poor physical conditions, and chronic absences of teachers may lead students to malpractice.

Classroom's that emphasize grades and test scores may also drive students to cheat. When exam results are used for competitive purposes and can have a profound and immediate impact on course of examinee's life, such situation may encourage students to cheat.

Inadequate preparation of students for exams, lack of time to study, the wish to help a friend, laziness and stress are other situational factors that encourage student's malpractice.

In general, causes of cheating can be grouped /organized as external and individual/ personal factors. External factors mainly refer to problems of test item development, test administration, badly organized courses, economic benefit etc. Personal factors ascribe to laziness, low grades, failure, expectation to success, a version to teacher wish to social acceptance; wish to help a friend, dishonest

behavior etc. Baird (1980), Daris et al. (1992) and Helherington & Feldman (1964).

Academic dishonesty is a social problem since it involves the future generation. Since control of exam malpractice is a never – ending battle, institutions should always strive to devise new ways and means to control and prevent this serious problem.

Students' moral behavior and ethical reasoning should be developed through continuous education. This influence can be made stronger through an open ethical dialog with students as it is every teacher's concern.

Teachers should regard cheating as a wrong practice. Teaching students high ethical and moral standards are of strategic importance to start the process of moral development, if "academic freedom" is to be the reality in the future. Daris and Ludvigson (1995) point out that cheating can be reduced by using positive reinforcement and by encouraging and enabling the students to acquire an outlook that will prevent from cheating.

In this regard, teachers should give enough attention to the affective domain of educational objectives, besides promoting knowledge and skills. The training and education offered should contribute towards the development of student's positive attitude, conviction, character and behavior as part of their personality.

According to Anderman et al. (1998), creating a good socio-moral environment for the moral development of students is necessary in their professional activities as well as in their everyday life out of which society will benefit or suffer in the long run. Similarly, external factors that seem to cause cheating could be reduced through course supervision, improving studying techniques and discipline, as well as better coordination of courses and exams among the academic staff.



Procedures to standardize the conditions under which examinations are prepared, administered and scored are necessary to minimize the malpractices. If procedures are successfully implemented, the integrity of exams could be maintained so that no candidate is placed at an advantage or disadvantage relative to other candidates because of unfair practice, Goldstein and Lews (1996).

Seriously checking whether the rules and regulations are followed by all concerned bodies and taking the necessary corrective measures against any academic dishonesty could also contribute to minimize the problem.

Regarding the management of cheating in the classroom, the research of Mc Cabe et al. (1997) suggests the following 10 principles of academic integrity for faculty:

1. Affirm the importance of academic integrity;
2. Foster love of learning and informant of trust;
3. Treat students as an end in themselves;
4. Foster an environment of trust in the classroom;
5. Encourage student responsibility for academic integrity;
6. Clarify expectations for students;
7. Develop fair and relevant forms of assessment;
8. Reduce opportunities to engage in academic dishonesty;
9. Challenge academic dishonesty when it occurs; and
10. Help define and support campus-wide academic integrity standards.

Note. From McCabe et al. (2001).

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Construction and Scoring Essay Tests

By Desalegn Shanko, Testing Center, SMU

Tests or Exams are divided into two broader categories namely, Objective and subjective. Both types of tests/exams have their own merits and demerits in assessing students' achievement. They are also used to assess other objectives like selection for jobs, promotion, rewarding students (workers) etc. Objective tests are easy to score and assess large content of coverage with limited time, whereas essay tests have difficulty in scoring and coverage of large contents. However, essay tests are helpful to measure high level objectives and measuring original work of students. Essay tests are useful for teachers when they want students to select, organize, analyze, synthesize, and/or evaluate information. In other words, they rely on the upper levels of Blooms Taxonomy. Guessing is very limited in essay tests, whereas there are probabilities of guessing in objective tests. In this article we will analyze how, when to construct essay tests and guide to score fairly objectively.

There are two types of essay questions: restricted and extended response.

- **Restricted Response** - These essay questions limit what the students will discuss in the essay based on the wording of the question. What the students are to write about has been expressed to them within the question.
- **Extended Response** - These allow students to select what they wish to include in order to answer the question. The students are given the overall topic, but they are free to use their



own judgment and integrate/include outside information to help support their opinion.

Student Skills Required for Essay Tests

Before expecting students to perform well on either type of essay questions, we must make sure that they have the required skills to perform well. Following are four skills that students should have learned and practiced before taking essay exams:

1. The ability to select appropriate material from the information learned in order to best answer the question;
2. The ability to organize that material in an effective manner;
3. The ability to show how ideas relate and interact in a specific context; and
4. The ability to write effectively in sentences and paragraphs.

Constructing an Effective Essay Question

Following are a few tips to help in the construction of effective essay questions:

- Begin with the lesson objectives in mind. Make sure to identify what you wish the students to show by answering the essay question.
- Decide if your goal requires a restricted or extended response. In general, if you wish to see whether the students can synthesize and organize the information that they have learned, then restricted response is the way to go. However, if you wish them to judge or evaluate something using the information taught during class, then you will want to use the extended response.
- If you are including more than one essay, be cognizant of time constraints. You do not want to punish students because they would run out of time on the test.
- Write the question in a novel or interesting manner to help motivate the students.

- State the number of points that the essay is worth. You can also provide them with a time guideline to help them as they work through the exam.
- If your essay item is part of a larger objective test, make sure that it is the last item on the exam.

Scoring the Essay Item

The analytical approach for scoring essays allows an instructor to be fairly objective. It consists of four steps: (a) specifying the features the answer must contain; (b) specifying the criteria for judging the adequacy of each feature; (c) assigning point values to each of the criteria; and (d) reading each student's answer using the criteria to help determine the student's score. In spite of several problems the analytical approach may present, it is more objective and thus enables instructors to score essays more accurately.

One of the downfalls of essay tests is that they lack reliability. Even when teachers grade essays with a well-constructed rubric, subjective decisions are made. Therefore, it is important to try and be as reliable as possible when scoring your essay items. Here are a few tips to help improve reliability in grading:

1. Determine whether you will use a holistic or analytic scoring system before you write your rubric (rules for scoring). With the holistic grading system, you evaluate the answer as a whole, rating papers against each other. With the analytic system, you list specific pieces of information and award points for their inclusion.
2. Prepare the essay rubric in advance. Determine what you are looking for and how many points you will be assigning for each aspect of the question.
3. Avoid looking at names. Some teachers have students put numbers on their essays to overcome this pitfall.



4. Score one item at a time. This helps ensure that you use the same thinking and standards for all students.
5. Avoid interruptions when scoring a specific question. Again, consistency will be increased if you grade the same item on all the papers in one sitting.
6. If an important decision like an award or scholarship is based on the score for the essay, obtain two or more independent readers.
7. Beware of negative influences that can affect essay scoring. These include handwriting and writing style bias, the length of the response, and the inclusion of irrelevant materials.
8. Review papers that are on the borderline a second time before assigning a final grade.

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What is Digital Assessment, or E-Assessment?

By Gezahegn Zewdie, Testing Center, SMU

Digital assessment or E-Assessment refers to the use of the application of information technology in many different ways to assess the performance of students. It is an electronic assessment, online assessment, on screen assessment or computer-based assessment to assess knowledge, skills and progress. Digital or E-assessment is presented and exercised to overcome all the inadequacies of traditional pen and paper assessment modes of assessment.

There are several types of Digital or E-assessments.

The different types of online assessments contain elements of one or more of the following, depending on the assessment's purpose: formative, summative and diagnostic etc.

- **Formative assessment:** is basically an exercise or a practice test. It allows the candidate to check to what extent he or she masters a certain topic. Giving feedback is crucial in formative assessments, so the candidate knows where to work upon and can learn from his mistakes.
- **Summative assessment:** is basically an exam given at the end of a program. It contributes to a student's final score, or defines if someone gets certified, accredited, or is accepted to start a study or a job. It is crucial for summative assessments to be valid, reliable and delivered securely. Fortunately, it is much easier to secure and analyse online exams unlike the case for pen and paper exams.
- **A diagnostic assessment:** is a form of pre-assessment or a pre-test where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction. These assessments are typically low-stakes and usually do not count for grades. An identical assessment may be given post-instruction to identify if students have met a course's required learning objectives. With this form of assessment, teachers can plan meaningful and efficient instruction and can provide students with an individualized learning experience.

Main Advantages of Digital or E-assessment

Digital or E-assessment has several advantages when compared to traditional paper-based assessments, both for the organization and users. Here are some of the advantages of E-assessment.

1. **Accessibility and convenience** -It can be accessed from anywhere, minimizing or eliminating



architectural barriers or any other impediment due to displacement.

2. Time and travel savings- A person who is expected to take the exam, can take the exam from anywhere; any person can do the exam from the place that he/she chooses, even from their home, and without spending hours to travel.
3. Cost reduction - Online exams do not require paper or support material beyond a computer and an internet connection. Conducting exams online, especially those at scale, seems very practical since there is no need to print innumerable question papers, involve all school staff in the organization, assign invigilators, invite hundreds of students to spacious classrooms to take tests, and provide them with answer-sheets and supplementary materials. Thus, flexibility of venue and time, lowered human, logistic and administrative costs contribute to the dominance of Electronic assessment over paper and pencil tests.
4. Simultaneous evaluation of large groups of students- The dynamics of virtual tests make it possible to test several people simultaneously, contributing to the saving of resources.
5. Immediate Grades- Depending on the type of assessment, test takers can see their scores as soon as they finish the test.
6. More objective results- Thanks to the different automated scoring methods, there is no room for subjectivity in objective type tests. Scoring is efficient and rapid.
7. Improved technological skills- Having to keep up to date with virtual testing tools gets all students used to digitization.
8. Making tests dynamic- In the exams, the examinee can use all kinds of argumentative or

dynamic support, such as videos, recordings, or 3D animations that can give to the test additional value.

9. Obtaining measurable data- Many online test software programs offer reports and statistics on the development of the test. If you are the examiner, you can use them to improve the test quality.
10. Transparency: Electronic assessment allows educators to quickly evaluate performance of a group against an individual learner for analytical and pedagogical reasons. Report-generating capabilities of “Electronic Assessment” enable educators to identify learning problem areas on both individual and group levels soon after assessments occurred in order to adapt to learners’ needs, strengths, and weaknesses.

Disadvantages of online exams

- Requires access to technology.
- There is no equity in the conditions to take the exam.
- Technical problems or connection errors may occur.
- The context of the examinee may be incompatible with taking the exam.
- The student may lack concentration due to not having the habit of virtual work.
- There is a risk of hacking the online exam by impersonation, involvement of third parties, or consultation of unauthorized sources.

Source:

<https://tophat.com/glossary/d/diagnostic-assessment/>
<https://assess.com/what-is-digital-assessment/>

Teachers Professional Development

By Degefa Burayou, SMU

Teachers’ professional development is a type of



continuing education effort for educations. It is a way teachers can improve their skills and, in turn, boost student outcomes. As a general understanding, learning can take place in formal or informal settings which include conferences, courses seminars and workshops. So, there is increasing evidence that instructional coaching and teacher collaboration are the most effective forms of professional development for teachers. Thus, effective professional development is defined as a structured professional learning that results in changes in teacher practices and improvements of student learning outcomes. The following are considered as strengths of effective professional development. These are: being organized, emphatic, comfortable with adapting quickly, creative, problem solving, good at building relationships, maintaining strong communication skills, having passion and energy, being team - oriented person, being able to manage behavior, and having strong numeracy as well as literacy skills.

Professional development for teachers takes place on a number of different levels: district- wide, among teachers in a given school, or even in a classroom or individual basis. In this case, teacher professional development is important because it affects student learning; as a result, students achievement should be the ultimate goal of teacher professional development. In this endeavor, the most effective professional development engages teams of teachers that focus on the needs of their students. As a result of the engagement, they learn and solve problems together in order to ensure that all students achieve success.

It also encourages the success of new teachers. According to a study, almost a third of teachers leave the profession within five years of qualifying. Needless to mention, while there are a number of explanations for this statistics, there is no substitute for hands- on experience when it comes to effective classroom teaching. It is evident that teachers spend

their whole career developing new skills in response to the challenges they encounter; but new and experienced teachers develop the skills they need to feel confident in the classroom. This implies that effective professional development helps teachers shape career- long learning.

Consequently, it promotes a growth mind-set in a manner that thoughtful, targeted teacher professional development opportunities boost student outcomes enhancing growth mindset.

Furthermore, teacher professional development encourages teachers to be active participants in their own learning, and ensures that students and teachers alike are eager to learn.

Nevertheless, lack of professional development resources for teachers can be discouraging. In this case, managers and concerned bodies should provide access to adequate resources and show determination to allocate as much as possible the necessary assistance for the professionals in their organizations. The situation exhibits that the issue is not given the attention to invest in the quality of teaching and puts more stress on teachers to develop their skills alone. To stay alive, modern teachers need the following: adaptability, confidence, communication, team play, continuous learner, imaginative, leadership, organization, innovation, ability to engage, understanding of technology, knowing when to unplug and ability to empower.

Source: www.prodigygame.com

Understanding the Essentials of Service Marketing Management

By Eyoul Genene, Testing Center, SMU

The strategic planning, execution, and oversight of marketing initiatives targeted at promoting intangible services as opposed to material goods are all included in service marketing management.



Its main goals are to provide outstanding customer service, establish enduring bonds with clients, and add value through service provision. In order to clarify the fundamentals of service marketing management, this article will examine its constituent parts in detail.

- **The Nature of Services:** Services are different in quality, ephemeral, inseparable from consumption, and intangible. Comprehending these distinct attributes is vital in formulating efficacious marketing tactics within the service sector.
- **Service Product Development:** Creating and developing service offers that satisfy target consumers' needs and expectations is the responsibility of service marketing management. Determining service features, perks, pricing policies, and delivery procedures are all part of this.
- **Service Quality Management:** In service marketing, sustaining a high standard of service quality is crucial. The goal of service quality management is to consistently provide dependable, accommodating, and compassionate service experiences, meeting or surpassing client expectations.
- **Customer Relationship Management (CRM):** Developing a solid rapport with clients is crucial for companies that provide services. In order to personalise interactions, anticipate needs, and increase customer satisfaction and loyalty, CRM techniques entail analysing consumer wants, preferences, and behaviours.
- **Service Promotion and Communication:** Innovative and focused communication techniques are needed to promote intangible services. To attract, educate, and persuade potential clients, service marketing management entails creating attractive

messaging, utilizing digital media, and taking part in relationship-building activities.

- **Service Distribution Channels:** Having efficient distribution channels is essential to provide clients with services that work. In order to guarantee smooth service delivery and client accessibility, service marketing management entails the selection, administration, and optimization of distribution channels.
- **Service Pricing Strategies:** Because services are intangible and have a perceived value, pricing them can be difficult. Determining the best pricing techniques that capture value for the service provider, stand out from the competition, and reflect the value offered are all part of service marketing management.
- **Service Process Management:** The set of actions required to provide a service to clients is referred to as a service process. The goals of service marketing management are to improve service effectiveness and efficiency, reduce wait times, and streamline procedures.

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The Dynamics of Publicity and Public Relations

By Eyouel Genene, Testing Center, SMU

Introduction

Within the dynamic field of marketing and communications, the ideas of publicity and public



relations are essential for influencing consumer impressions of brands and cultivating goodwill among stakeholders. Companies hoping to successfully negotiate the complexities of today's media environment must have a thorough awareness of these words.

What is Publicity and Public Relations?

- Publicity refers to the dissemination of information about a company, product, or service through various media channels with the aim of generating public interest or awareness. It often involves leveraging news outlets, social media platforms, and other channels to reach a wide audience and garner attention.
- Public relations (PR) encompasses the strategic management of relationships between an organization and its various stakeholders, including customers, employees, investors, and the broader community. PR efforts are aimed at building and maintaining a positive image and reputation for the organization while effectively managing communication during times of crisis or change.

Key Concepts in Publicity and Public Relations

- **Media Relations:** Media relations are frequently used in conjunction with publicity to provide information to bloggers, journalists, and influencers who can then spread the word to a wider audience. Building trusting connections with important media contacts, getting to know their tastes and interests, and delivering timely and interesting material are all necessary for effective media relations.
- **Content Creation and Distribution:** Press releases, blog entries, and social media updates are examples of the kind of engaging content that is produced for publicity campaigns in order to inform and engage the target audience. In order to

efficiently reach the intended audience, content distribution methods make use of a variety of channels, such as owned media channels, online platforms, and traditional media sources.

- **Crisis Management:** Public relations specialists are essential in handling crises and minimizing harm to one's reputation amid unfavorable incidents or disputes. Proactive preparation, clear communication, and quick reaction tactics are all part of crisis management, which aim to allay worries and preserve stakeholder confidence.
- **Community Engagement:** Initiatives for community involvement that attempt to foster positive relationships with stakeholders and local communities are frequently included in public relations campaigns. In order to show business ideals and dedication, community engagement may take the form of sponsorships, corporate social responsibility (CSR) initiatives, and involvement in local events.

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DO YOU NEED EMPLOYMENT/PLACEMENT TESTS? USE SMU TESTING SERVICES !!

Outsource your written and practical tests for employment / placement to SMU Testing Center!

The Testing Center of St. Mary's University provides testing services for employment / placement to both private and government organizations and enterprises in the fields indicated below.

Why not use the testing services offered and lighten your burden by letting professionals do the job for you?

Test services given by the TC are in the following fields:

- | | | |
|-------------------------|-----------------------------------|--------------------------|
| 1. Accountancy | 9. Personnel Management | 15. Secretary |
| 2. Auditing | 10. Human Resource Management | 16. Archives Management |
| 3. Cashier | 11. Business Administration | 17. Customer Service |
| 4. Finance Management | 12. Project Management | 18. Database Management |
| 5. Finance Officer | 13. Risk Management | 19. Computer Programming |
| 6. Marketing Management | 14. Procurement and Supplies Mgt. | 20. Software Engineering |
| 7. Salesperson | | 21. Computer Networking |
| 8. Accounting Clerk | | |

OTHER SERVICES OF THE TESTING CENTER AVAILABLE FOR OUTSIDE CUSTOMERS

Services that are available to outside customers include:

Screening tests for:

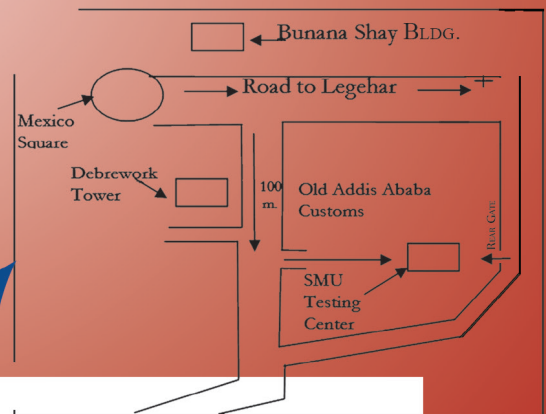
- Employment
- Placement
- Etc.

TOEFL, iBT and GRE Internet-Based Tests

Training on measurement and evaluation.

The Testing Center is located down the road opposite Bunana Shay Building near Mexico Square.

See the sketch map for details.



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