

(٢)

كلية التربية

المادة: لغويات تطبيقية

الفرقة: الرابعة

القسم: لغة انجليزية

أستاذ المقرر: د/ نسرین عبد الباسط العناني

المحاضرة الثانية

Methods of Assessment

Reasons for Testing

The Objectives of Test-Types

- ❑ What basic questions should a teacher/tester ask himself/herself before setting a test - what to test? How to do it? Whether to test at all? Why the assessment is being made? What it should contain? The consequences for teaching, learning and administering? The quality of the proposed test material?

❑ What are the characteristics of a good test?

- ❑ **The characteristics of a good test are:** **Validity:** the test should measure what it is intended to measure and nothing else. **Reliability:** if administered a 2nd time a reliable test would result in the same order of merit when neither learning nor teaching has intervened. **Discrimination:** Decide first whether the primary purpose is to discriminate between testees. School exams are generally designed to discriminate as widely as possible among the testees.
- ❑ **Backwash:** effects of test on learning & teaching. Does it have a good influence on the learning & teaching that takes place before the test.

What Are the Relationships between Learning, Teaching & Testing

- ❑ **Content validity**: Purposes for assessment: Aims of teacher/ learner.
- ❑ **Content specification** = list: ensures that test reflects all areas to be assessed in suitable proportion.
- ❑ **Balanced sample**: [nature of items included].
- ❑ **Backwash / Washback**: Influence on learning & teaching before the test. Teaching through testing.

What are the main reasons for testing?

- ❑ **Achievement / Attainment Tests:** usually more formal, designed to show mastery of a particular syllabus [e.g. end-of-year tests, school-leaving exams, public tests] though similar [re-syllabus] to progress tests. Rarely constructed by classroom teacher for a particular class. Designed primarily to measure individual progress rather than as a means of motivating or reinforcing language.
- ❑ **Progress Tests:** Most classroom tests take this form. Assess progress students make in mastering material taught in the classroom. Often given to motivate students. They also enable students to assess the degree of success of teaching & learning and to identify areas of weakness & difficulty. Progress tests can also be diagnostic.

- ❑ **Diagnostic Tests:** can include Progress, Achievement and Proficiency tests, enabling teachers to identify specific weaknesses / difficulties so that an appropriate remedial program can be planned. **Diagnostic Tests** are primarily designed to assess students' knowledge & skills in particular areas before a course of study is begun.
- ❑ **Placement Tests:** sort new students into teaching groups so that they are approx. the same level as others when they start. Present standing. General ability rather than specific points of learning. Variety of tests necessary. Reference forward to future learning. Results of Placement Tests are needed quickly.

❑ **Proficiency Tests:** Measure students' achievements in relation to a specific task which they are later required to perform [e.g. follow a university course in the English medium; do a particular job]. Reference forward to particular application of language acquired: future performance rather than past achievement. They rarely take into account the syllabus that students have followed. Common standard e.g. driving test regardless of previous learning.

❑ **Aptitude Tests:** measure student's probable performance. Reference forward but can be distinguished from proficiency tests. Aptitude tests assess proficiency in language for language use while Proficiency tests measure adequacy of control in L2 for studying other things through the medium of that language.

What Are the Essential Differences between a Classroom Test and an External Examination?

- ❑ Most external exams are designed to discriminate as widely as possible among testees.

Briefly describe the following types of test in terms of their objectives: aptitude – placement – diagnostic – achievement - proficiency

- ❑ **Aptitude** has no past and concerns the future: re language performance itself.
- ❑ **Placement Tests**: sort new students into teaching groups so that they are approx. the same level as others when they start.

- ❑ **Diagnostic** concerns the past. It may or may not refer to a known syllabus.
- ❑ **Achievement** has a known syllabus and concerns the future.
- ❑ **Proficiency** relates to the future: re- Use of Language to undertake a non-language task.

Can One Measure a Student's Progress in Learning a L2? What Are the Difficulties?

- ❑ Defining the syllabus: Clear statement of aims & methods & specification of the content of learning.
- ❑ The design and content of the progress test will seek to show that students have attained those abilities the course seeks to develop.

- ❑ Difficulty in knowing whether to attribute progress to the course, previous knowledge, outside influences, time in host environment or classroom, etc. The quality of the test and the assumptions on which it is based.

How Does One Specify Test Objectives? How Far Does the Way Objectives Are Defined Influence Subsequent Assessment?

Definition of objectives: The best basis for setting valid tests is to ask questions at every stage, but especially at the beginning of test development process, so that specification is as clear a statement as possible of why assessment is being made, what it will contain and the consequences for teaching, learning and administration.

What Are Discrete Point Tests? What Are Tests of Integrative Skills?

- ❑ **Discrete Point Tests:** cannot be pragmatic. There is no ordinary discourse situation and no normal language use context where a learner might be asked to listen and distinguish between “ship” & “sheep” or perform active to passive transformations.
- ❑ **Integrative Testing:** Attempt to assess a learner’s capacity to use many bits all at the same time. Integrative tests are often pragmatic in the sense that they set tasks which cause the learner to process sequences of elements in a language that conform to the normal contextual constraints of that language, and which require the learner to relate sequences of linguistic elements via pragmatic mappings to extralinguistic context.

What is (a) Objective and (b) Subjective Testing?

- ❑ From the point of view of marking, the **objective test** has only one correct answer per item, yet the **subjective test** may result in a range of possible answers, some of which are more acceptable than others.

What are Standardized Tests: Psychometric Objective & Linguistic Realistic?

An objective test is one that has been tried out on a proper sample of the population for whom it is intended and that on this sample it has been shown to work i.e. to be both reliable and valid. It is usually made up of items each of which is discrete in itself and shown to contribute to the total performance of the test. Items are linguistically meaningful.

What are the Main Requirements of an Efficient Test?

- ❑ **Reliability, Validity, Discrimination and Practicality.**
Practicality- How long will the test take? Rest of the class? Equipment? How long will it take to mark? How many people are involved? [expense]. Reproduction of test materials in quantity? [shortage]? Efficient filling?

What Is Test Discrimination? When Is It Not Needed?

- ❑ **Discrimination** is the capacity of a test to discriminate among different candidates and to reflect the differences in the performances of the individuals in the group. Tests on which almost all candidates score 70% clearly fail to discriminate between various students.

- ❑ Tests which are to be **standardized** [intended for a large test population and first tried out on a representative sample of testees].
- ❑ **Sampling**. The small sample mirrors the much larger group for whom the test is intended.
- ❑ The results of this test are then examined to determine the extent to which it discriminated between individuals who are different. Discriminatory powers must be established.
- ❑ Discriminatory powers may be needed with placement tests, but may not be needed with diagnostic tests or tests concerned with how much of a syllabus students have mastered [i.e. administered internally].

What Are Norm-referenced Tests? Criterion-referenced Tests?

- ❑ **Norm-referenced:** The purpose is to compare the level of performance of an individual with the general standard of performance shown by the total group that he/she belongs to and can be compared with. e.g. IQ test.
- ❑ **A Norm-referenced test** compares the behavior of the individual with the behavior of others. In Norm-referenced testing, the primary purpose is to discriminate.
- ❑ **Criterion-referenced tests:** Emphasis is not on how individual stands with his/her peers BUT on whether or not individual student knows something rather specific that (s)he ought to know or can perform something specific that (s)he is supposed to be able to do.

- ❑ A **criterion-referenced test** describes the behavior of individual with reference to externally predetermined & specified objectives. The criterion is some externally defined object.

What is test reliability? What are the aspects of reliability that are most important for the teacher/learner?

- ❑ The reliability of a test is its consistency.
- ❑ There are **three aspects of reliability**: 1) Circumstances in which the test is taken 2) The way in which it is marked 3) the uniformity of assessment it makes.

How can the reliability of a test be established?

- ❑ **Stability reliability:** A measuring device is stable if it gives the same result when used twice on the same object.
- ❑ **Equivalence reliability:** A measuring device is equivalent to another measuring device if both give the same results when applied to the same object.

What is test validity? What are the most important aspects of validity for the teacher/ learner

- ❑ When a test measures what it is intended to measure and nothing else, it is **valid**. **Validity** is the extent to which a test measures what it is intended to measure. Most important kinds of validity are **content** and **face validity**.

- ❑ **Content Validity** – the test accurately reflects the syllabus on which it is based. The test reflects all areas to be assessed in suitable proportion.
- ❑ **Face Validity** – the test looks a good one: what teachers and students think of the test.
- ❑ **Predictive Validity** – the test accurately predicts performance in some subsequent situation.
- ❑ **Concurrent Validity** – the test gives similar results to existing tests that have already been validated.
- ❑ **Constructive Validity** – the test reflects accurately the principles of a valid theory of foreign language learning!

With My Best Wishes