

 <p>Lecture Notes</p>	Name Of Lecturer: Augustine Momoh. Turay	
	Course Title: Language Arts 1 (Basic Grammar)	
	Course Goal: The goal of this online teaching is to allow students have access to learning materials in order to help them build their basic grammar skills and Communication.	
	Class & Semester: Language Arts TC-1-2nd Semester	Course Status: Core
	Course Code: LA1	Credit Hours:2
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Date & Time: 15-05-2020		
Topic: LANGUAGE TESTING		
Week : 8		Lecture No: 008
Learning Objective: By the end of this online teaching, students are expected to: <ol style="list-style-type: none"> Explain the concept language testing. Identify the different types of tests. List the advantages and disadvantages of the different types of tests. 		
<u>Week 8</u> Question: <ol style="list-style-type: none"> List the various types of test item. State the characteristics of a good test. Why do we administer tests? 	<u>Week 8</u> <p style="text-align: center;">LANGUAGE TESTING</p> <p>Testing and Evaluation are two related concepts in the teaching and learning process. When we teach, there should be a way of finding out whether what we have taught has been understood. Testing provides us with this kind of information.</p> <p>Evaluation is a systematic determination of merit, worth and significance of something or someone using criteria against a set of standards.</p> <p>Types of Tests</p> <p>Teacher-made tests – These are test constructed, administered and scored by individual teachers in their classrooms.</p> <p>Standardized tests – These are assessments that are administered and scored in exactly the same way for all students. Traditional standardized tests are typically mass-produced and machine-scored; they are designed to measure skills and knowledge that are thought to be taught to all students in a fairly standardized way.</p> <p>Key considerations in test use</p>	

Educational institutions use tests to accomplish purposes based on their educational goals, which include the following:

- Making placement
- Promotion
- Graduation
- Admission

A more constructive view of testing exists when

- (a) Testing is seen as an opportunity for interaction between teacher and student,
- (b) Students are judged on the basis of the knowledge they have,
- (c) The tests are intended to help students improve their skills,
- (d) The criteria for success on the test are clear to students,
- (e) Students receive a grade for their performance on a set of tests representing different testing methods (not just one),
- (f) The test takers are trained in how to take tests – especially those involving unfamiliar formats,
- (g) The tests are returned promptly, and
- (h) The results are discussed (Shohamy 2000)

Characteristics of Good Tests

Validity – Test validity refers to a determination of how well a test actually measures what it says it measures. In other words, validity refers to the degree to which accumulated evidence and theory support specific interpretations of test scores entailed by proposed uses of a test.

Reliability – refers to the degree of consistency of test results over test administrations, forms, items, scores etc. An example of reliability of test results over test administration is when the same students, taking the test multiple times, receive similar scores.

Fairness – tests are fair when they yield score interpretations that are valid and reliable for all groups of students who take the tests. This means that the tests must measure the same academic constructs (knowledge, skills) for all groups of students who take them.

Cut scores – also known as cut points or cut off scores are specific points on the test or scale where test results are used to divide levels of knowledge, skill or ability.

Test construction and administration

At most levels in the educational system, paper-and-pencil tests are the most commonly used procedure for gathering formal evidence about pupils' learning. Tests are composed of short communications called questions or items. Each question must be brief and should set a clear problem for the pupils to think about. Each question must also be complete in itself and independent of other questions.

Types of test questions

There are two basic types of paper-and-pencil test questions. These include selection items and supply items

(1) Selection items are those in which a pupil selects the correct answer from among a number of options presented. Selection items include true – false, matching and multiple choice.

(i) **Multiple choice** – These consist of a stem, which presents the problem or question to the pupil, and a set of options or choices, from which the pupil selects an answer. This is used to test learning outcomes at the recall and comprehension levels.

Limitations:

- It does not allow pupils to construct, organize and present their own answers.
- It is susceptible to guessing.
- There are high chances for pupils to compare

(ii) True-False – This format requires pupils to classify a statement into one of two response categories; true-false, yes-no, correct-incorrect, fact-opinion. They also test recall and comprehension behaviours.

(iii) Matching – Matching items consist of a column of premises, a column of responses and directions for matching the two. Unlike multiple choice items, which have a different set of choices for each item, matching items use the same set of choices for all the premises.

Advantages

- Compact and easy to construct and score
- Tests factual knowledge quickly

Limitation

Tests mainly lower level behaviour

(2) **Supply Items** are those in which the pupil supplies or constructs his/her own ideas. Supply items consist of short answers or completion (also called fill-in-the-blank) items and essay questions.

(i) **Short Answers** – short-answer and completion items are very similar. The short answer format presents the problem with a direct question, while the completion format presents the problem as an incomplete sentence.

Advantages

- Fairly easy to construct and score
- Reduces the chances of pupils' guessing answers

Limitation

- They tend to test mainly factual knowledge and comprehension

(ii) **Essay** – These give pupils the greatest opportunity to construct their own responses. Pupils have the freedom to decide how to approach the question, what ideas to include, how their points will be organised and what conclusions they will draw.

Advantage

Most useful for testing higher level cognitive processes such as analyzing, synthesizing and evaluating.

Summary: We have so far discussed language testing, the different types of test and the advantages and disadvantages of these tests.

Assignment:

1. What is language testing
2. List the features of a good test
3. List any two advantages and disadvantages of the different types of tests you know.

Further Reading: Read on Testing.

References:

1. Judith Dwyer (1997) *The Business Communication Handbook* (4th Edition): Prestige Hall-Sydney, New York, Toronto.

Raymond Murphy (2004) *English Grammar in Use* (3rd Edition): Cambridge University Press.