



Types of Tests

-3rd Lecture-

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Types of Tests

Q/ What are the main factors that decide the type of assessment?

- **Purpose (why we do a test)**
 - Measuring proficiency
 - Placing student in a level of a course
 - Diagnose strength/ weaknesses
 - Diagnose difficulty/Measure achievement of a course
- **Objective (what to get from a test)**
 - Improvement, employment, admission to HE, etc

Specifying the purpose of an assessment instrument and stating its objectives is an essential first step in choosing, designing, revising, or adapting the procedure finally used by a tester.

Achievement Test

Purpose

- Measure a student's ability within a lesson/ unit/ course

Material

- Limited to particular curriculum

Time

- Within a particular time frame
- After a course
- 5- 10 min/ 3 hours

Future learning

- Diagnostic role to indicate what a student needs for future learning

Main Objective

- Determine if a course objectives (knowledge/skills) have been met by the end of instruction period

Function

- Summative (end of course)
- Formative (give feedback of students performance)

Specifications

- Lesson/unit objectives
- Importance of each objective
- Classroom tasks
- Test timeframe
- Feedback potential

Diagnostic Test

Purpose

- Diagnose aspects of language a student need to develop (what a course need to include)

Material

- No

Future learning

- Diagnostic role to indicate what a student needs for future learning

Q/ What is the difference between Achievement T. and Diagnostic T.?

Achievement T.

Tests the extent to which a student have acquired language features that are already taught

Diagnostic T.

Elicit information on what a student need to work on in the future

Placement Test

Purpose

- Place a student in a particular level/ section/ course/ prog

Material

- Usually include material

Characteristics

- Test neither be v. easy nor v. difficult
- Effort + expense

Ex.

- Assessing comprehension/ production
- Gab filling, written oral performance, existing standardized test

Function

- Formative (tells what should be emphasized in a next lesson/ week)

Main Objective

- Correctly place a student into a course level

Secondary Objective

- Diagnose a student's performance

Proficiency Test

Purpose

- Tests global competence in a language

Material

- No

Ex.

- Standardized MCQ tests
- TOEFL

Characteristics

- Summative
- Norm- referenced

Main Objective

- Decide accepting or denying a person's passage into the next level of education

Diagnostics feedback

- No (because they measure performance against a norm with a core/ percentile rank)

Negatives

- Time consuming
- Costly

Availability

- Yes (better not waste time designing them)

Aptitude Test

Purpose

- Measure capacity/ general ability to learn a foreign language
- Measure ultimate predicted success in the course to be undertaken

Main Objective

- To be applied into the classroom learning of any language

Ex.

- MLAT (Modern Language Aptitude Test)
- PALB (Pimsleur Language Aptitude Battery)

Characteristics

- Involve memorization and puzzle-solving

Negatives

- No research further to improve their communicative success in a language

Availability

- Seldom (today)

Reference

- **Brown, H. D. & Abeywickrama, P. (2012). Language Assessment: Principles & Classroom Practices. 2nd Ed. Pearson Education, USA.**