Language assessment

General Testing Terminology

1. Test and Quiz:

test is announced in advance and covers a specific unit of instruction,.

Classroom tests may be given every two or three weeks. Such tests may be constructed to last the entire class period;

الاختبار معلن ويغطى جزء محدد من المنهج وممكن يكون كل اسبوعين واوثلاثة والاختبار الفترة الدراسية

Quiz may be unannounced. Quiz is short. Frequent quizzes encourage students to devote time regularly to their language study. the quiz enables the teacher to acquaint students with types of items that will subsequently be used in tests

E.g

pop′ quiz a short test given to a class by a teacher, without prior warning or announcement.

الكويز اختبار قصير وغير معلن ويشجع الطلاب علي تكريس وقتهم بانتظام لدراسة اللغة ويساعد الطلاب على تدريبهما على اجزاء الاختبار

2-Objective and subjective test items:

An objectiveموضوعي item is one for which there is a specific correct response; therefore, whether the item is scored by one teach or another, whether is scored today or last week, it is always scored the same way e.g(Multiple-choice items & fill-in the blank).

A subjective شخصي / غير موضوعي item is one that does not have a single right answer (interview & short composition).

3- Speed and power tests:, On a speed test, - student works against time (e .g translation).

Power test student is given sufficient time to finish the test.

2. Formative and summative (test):

The formative test is given during the course instruction; its purpose is to show which aspects of the chapter the student has mastered and where remedial work is necessary. The formative test is normally graded on a pass-fail basis, and students who fail are given the opportunity to study and then take the test again

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The summative test, is usually given at the end of a marking period and measures the 'sum' total of the material covered.

3. Norm-referenced and criterion-referenced tests:

The norm-referenced test compares a student's performance against the performance of other students (Curve). اختبار مرجعي المعيار نقارن اداء الطالب بالطلاب الاخرين منحنى

The criterion-referenced test indicates whether the student has met predetermined objective or criteria.

اختبار محدد المعايير يشير الى تحقيق الطالب معايير محددة مسبقا

4. Discrete-point and global testing:

Discrete-point tests measure whether or not the student has mastered specific elements of the second language.

اختبار منفصل النقطة ويقيس هل الطالب اكتسب عناصر محددة في اللغة الثانية

Global language tests measure the student's ability to understand and use language in context. اختبار شامل يقيس مقدرة الطالب على فهم اللغة واستخدامها من خلال السياق

5. Pure vs. hybrid test items: On a pure test item, the student uses only one skill. اختبار نقي يقيس استخدام الطالب مهارة واحدة فقط

In hybrid test item, two or more skills are used.

اختبار هجين يقيس استخدام الطالب لمهارتين او اكثر

6. Pre-testing and post-testing: The pre-test is given prior to teaching a course or a unit of instruction. It is similar in form and content of the post-test that is given at the end of the course or the unit.

Types of tests

1- Proficiency tests : اختبارات الكفاءة

They give a general picture of a student's knowledge and ability (rather than measure progress). They are frequently used as stages people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate.

Such as KET ,PET ,ILETS and TEFOL

اختبارات الكفاءة تعطي صورة عامة لمعارف الطالب وقدرته (بدلا من قياس التقدم). وكثيرا ما تستخدم على أنها المراحل المعرفية للناس التي يجب الوصول اليها للسماح لهم بدخول إحدى الجامعات الأجنبية، والحصول على وظيفة، أو الحصول على نوع من الشهادة مثل اختبارات التويفيل

Proficiency tests

highlight the students' overall proficiency in a particular skill e.g., reading comprehension or grammar. The proficiency tests measure the students' overall command in using English.

اختبارات الكفاءة تبرز الكفاءة الشاملة الطلاب في مهارة معينة مثل القراءة والفهم أو النحوي. اختبارات إجادة قياس القيادة العامة الطلاب في استخدام اللغة الإنجليزية

2- Placement test اختبار تحديد المستوى :

are designed to show how good a student's English is in relation to a previously agreed system of levels .Placing new students in the right class in a school is facilitated with the use of placement tests. They usually test grammar and vocabulary knowledge and assess students' productive and receptive skills.

اختبار تحديد المستوى صمم لإظهار مدى إجادة الطالب اللغة الإنجليزية لوضعه في نظام متفق عليه سابقا من مستويات ٠ ووضع الطلاب الجدد في الصف الصحيح في المدرسة ،

يسهل مع استخدام اختبارات تحديد المستوى . واختبار عادة يكون في قواعد اللغة والمفردات المعرفية وتقييم المهارات الإنتاجية والاستقبالية لدى الطلاب.

3-Diagnostic tests: <mark>الاختبارات التشخيصية</mark>

diagnostic tests can be used to expose learners difficulties, gaps in their knowledge, and skill deficiencies during a course. Thus, when we know what the problems are, we can do something about them.

الاختبارات التشخيصية يمكن استخدامها للكشف عن صعوبات التعلم ، والثغرات في معرفة المتعلم، وأوجه القصور في المهارات خلال دورة اوبرنامج . وعندما نعرف ما هي المشكلات نعرف الشيء (الحل) الذي يجب فعله

4-Progress or achievement test <mark>اختبار تحصيلي</mark>:

Achievement tests are used in most of the schools to measure the quality of student learning in terms of its objectives. These tests are designed to measure students' achievement. They measure the students' mastery of what they should have been taught. These tests are of two types

 1- Classroom tests or teacher-made tests
 2- Standardized tests

وتستخدم اختبارات التحصيل في معظم المدارس لقياس جودة تعلم الطلاب من حيث مدى تحقيق الاهداف. وقد صممت هذه الاختبارات لقياس تحصيل الطلبة. فهي تقيس إتقان الطلاب ما كان ينبغي تدريسها. هذه الاختبارات هي من نوعين
١-اختبارات الفصل التي يضعها المعلم ــ ٢ ـ اختبارات مقننة يضعها مجموعة منا و الخبراء المعلمين (الثانوية العامة)

e.g   بعض امثاله على الاختبارات التحصيلية

end of course tests
portfolio assessments
observation procedures for recording & assessing classroom work/participation

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5-Aptitude tests	اختبارات القدرات

These tests predict probable success or failure in certain areas of language study

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هذه الاختبارات تتنبأ النجاح أو الفشل المحتمل في مناطق معينة من دراسة اللغة

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Defining Formative and Summative Assessments

Assessment is defined to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning

Assessment encompasses teacher observation, classroom discussion, and analysis of student work, including homework ,tests, potfolio and self assessment .

Assessments become formative when the information is used to adapt teaching and learning to meet student need

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ويعرف التقييم على انه كل الأنشطة التي يجريها المعلمين والطلاب للحصول على المعلومات والتي يمكن استخدامها في التشخيص لتغيير التعليم والتعلم.

يشمل التقييم ملاحظات المعلمين، مناقشة الفصول الدراسية، وتحليل أعمال الطلبة، بما في ذلك الواجبات المنزلية والاختبارات محفظة الطلاب ا و (ملف الانجاز) والتقييم الذاتي.

ويصبح التقييم تكويني عندما يتم استخدام هذه المعلومات لتكييف التعليم والتعلم لتلبية حاجة الطلاب

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Formative assessment is the diagnostic use of assessment to provide feedback to teachers and students over the course of instruction.

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التقييم التكويني هو استخدام التشخيص للتقييم لتقديم التغذية الراجعة للمعلمين والطلاب على مدار التعليمات

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Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback

التقييم التكويني هو جزء لا يتجزأ من التعليم والتعلم. حيث انه لا يساهم فقط في ايجاد العلامة النهائية للمحتوى . بل يساهم في عملية التعلم من خلال توفير التغذية المرتدة

أفضل مثال هو التقويم المستمر المطبق بالمدارس

Summative assessment, which generally takes place after a period of instruction and requires making a judgment about the learning that has occurred (e.g., by grading or scoring a test or paper)..

تقييم تلخيصي، الذي يقام عادة بعد فترة من التدريس ويتطلب إصدار حكم حول التعلم الذي حدث

(على سبيل المثال، من خلال الدرجات أو يحرز اختبار أو ورق

The formative assessement and feedback

The most helpful type of feedback on tests and homework provides specific comments about errors encourages students to focus their attention on the task rather than on getting the right answer

وأكثر أنواع التغذية الراجعة فائدة هو تقديم تعليقات محددة حول أخطاء الطلاب في الاختبارات الواجبات المنزلية

،وتشجع الطلاب على تركيز اهتمامها بتلافي الأخطاء بدلا من التركيز على الحصول على الجواب الصحيح

In addition to these classroom techniques, tests and homework can be used formatively if teachers analyze where students are in their learning and provide specific, focused feedback regarding performance and ways to improve it

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1-Positive feedback   تغذية راجعة ايجابية

2- negative feedback تغذية راجعة سلبية

Examples of formative assessment :

- Frequent short tests are better than infrequent long ones.
- New learning should be tested within about a week of first exposure.
- Be mindful of the quality of test items and work with other teachers and outside sources to collect good ones.

1-اختبارات قصيرة متكررة هي أفضل من تلك التي طويلة غير متكررة

2.ينبغي اختبار التعلم جديد في غضون أسبوع من التعرض الأول - -

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Summative assessment

The exam is part of the summative evaluation. The summative assignment and exam is all part of the summative evaluation,

Summative Assessments

are given periodically to determine at a particular point in time what students know and do not know. Here are some examples of summative assessments:

End-of-unit or chapter tests
End-of-term or semester exams

<u>summative assessments</u> are tools to help evaluate the effectiveness school improvement goals or student placement in specific programs.

التقييم التلخيصي هو اداءة تساعد في تقييم تطور اهداف المدرسة الفاعله وتحديد مستوى الطالب في برامج محددة

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<u>Characteristics Of A Good Test</u>

الصلاحية يكون الاختبار صالح ان كان يقيس ما وضع من اجله
مثال اختبار في القواعد يكون غير صالح اذا كان به مفردات صعبه

1. **Validity:**

A valid test is measures what is ought to be testing. for example a test of grammar become s invalid if it contains difficult vocabulary

2-Reliability:

a test should provide consistency in measuring the item being evaluated , in other words , if the same test is given twice to the same pupils , it should produce almost the same results

الثبات (الدقة) يجب ان يكون الاختبار ثابت في التقييم مثلا لو تم تطبيق نفس الاختبار مرتين على نفس الطلاب
يجب أن يعطي تقريبا نفس النتائج

انواع فقرات الاختبار Types of Test Items

1- Direct and indirect test items:
A test item is direct if it asks candidates to perform the communicative skill which is being tested.
Indirect test items, , try to measure a student's knowledge and ability by getting at what lies beneath their receptive and productive skills.
These are often quicker to design, easier to mark, and produce greater scorer reliability.

<u>Writing Tests</u>**:** Before designing a test and then giving it to a group of students, there are <u>a number of things we need to do:</u>

1-Assess the test situation: Before we start to write the test, we need to remind ourselves of the <u>context</u> in which the test takes place. We have to decide how much <u>time</u> should be given to the test-taking, when and where it will take <u>place</u>, and how much time there is for marking.

تقييم ظروف الاختبار من حيث المحتوى والوقت والمكان وكم من الوقت يحتاج التصحيح

2 - Decide what to test: We have to list what we want to include in our test. This means taking a conscious decision to include or exclude skills such as reading comprehension or speaking

حدد المهارات التي ستختبرها

3-Balance the elements: If we are to include direct and indirect test items, we have to make a decision about how many of each we should put in our test. Balancing elements involves estimating how long we want each section of the test to take. وازن بين عناصر او فقرات الاختبار

4-Weight the scores: الوزن النسبي للدرجات If we give two marks for each our 10 Multiple Choices Questions (MCQs), but only one mark for each of our 10 transformation grammar items, it means that it is more important for students to do well in the former than in the latter.

5-Making the test work: It is absolutely vital that we try out individual items (or whole tests on colleagues) and students a like before administering them to real candidates.

ان يكون الاختبار عامل أي يغطى فقرات فردية او اختبار غير متنوع او يتعامل ان مستوى الطلاب واحد

Teaching The Test تدريس الاختبار

When students are preparing for an exam,

Students can be prepared for future tests and exams in a variety of ways:

1-Training for test types: التدريب على الاختبار

We can show the various test types and ask them what the items is testing so that they are clear about what is required. We can help them to understand what the test or exam designer is aiming for; by showing them the kind of marking scales that are used,

2-Discussing general exam skills:: مناقشة مهارات الاختبار العامة

Most students benefit from being reminded about general test and exam skills,

3-Doing practice tests: ممارسة الاختبار

Students need a chance to practice taking the test or exam so that they get a feel for the experience, .

4-Having fun:

Just because students need to practice certain test types does not mean this has to be done in a boring or tense manner. There are a number of ways of having fun with tests and exams.

Items

The questions on a test are called items.

1. Multiple-choice items: الاختيار من متعدد

Multiple-choice test items are designed to elicit responses from the students. (This arrangement is called scorer reliability).

a. The item: In a multiple-choice item, the stem is the initial part: either a partial sentence to be completed, a question, or several statements leading to a question or incomplete phrase.
   responses are called distracters تشويش ـتشتيت and should be worded that they seem attractive to the uninformed or poorly informed student. If a distracter is obviously wrong that is never selected

b. Passage items:

items that refer to a single 'passage': a paragraph, a poem, a conversation, or a visual. The passage may printed in the test booklet, recorded and played over a tape recorder, or projected on a screen. The items that accompany a linguistic passage evaluate how well the students understand what they have just read or heard. Effective passage items should be so constructed that an intelligent native speaker could not arrive at the correct answer without having read or heard the passage.

c. Discrete Items:الفقرات المنفصلة.

Discrete language items may also be developed around visual stimuli:
الرسومات drawings :مثير مرىء,
a sequence of clock facesسلسلة من الوجوه مدار الساعة

, overhead transparencies الشفافيات, and flash cards بطاقات.

2. <mark>**Short-answer Objective items:**</mark> فقرات الاجابات القصيرة الموضوعية
An objective test item is any item for which there is a single predictable correct answer. Like   multiple-choice items,. In order to assure the objective nature of short-answer items, the teacher must prepare a scoring system in advance.

3. <mark>**Communication items:**</mark>. Although one can develop objective items to evaluate listening and reading comprehension, tests of oral and written self-expression elicit free responses that must be scored subjectively.

   If communication is one of the major goals of the foreign language course, teachers must give the students the opportunity to demonstrate their ability to communicate, even if such tests are not totally objectives.