Assessment Design and Specifications

MODULE 1
Unit 4

What makes assessment necessary?

- Teachers want to know what parts of the course cause difficulties and require special attention

- Teachers want to know what progress students have made

- Students want to know their strengths and weaknesses

- Parents want to know how their children are doing

What makes assessment necessary?

- Universities want to choose the best applicants for enrollment
- Teachers want to know whether the students are coping with the programme
- Employers want to choose the best applicant for the job

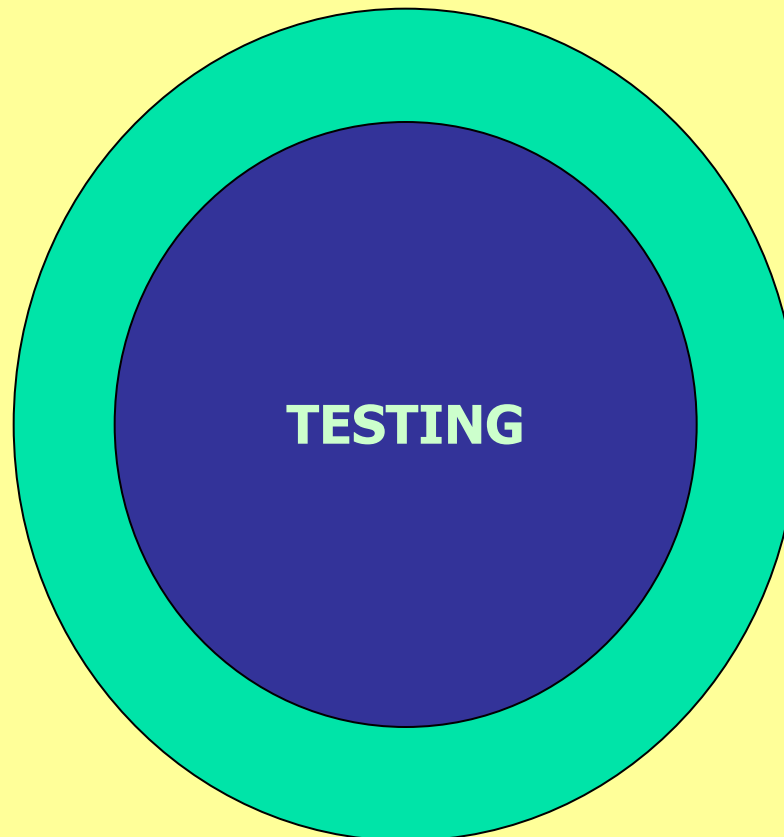# What forms of assessment do you use with your students?

- Test
- Portfolio
- Project work
- Observation
- Case study
- Interview, oral questions
- Experimental work, etc

Testing & assessment

TESTING

What is a test?

Any procedure for measuring
ability
knowledge,
or performance.
(Longman Dictionary of Language Teaching and Applied Linguistics)

What is a test?

A test is a measurement instrument designed to elicit a specific sample of individual's behaviour. … a test necessarily quantifies characteri-stics of individuals according to explicit procedures. *(L.F. Bachman. Fundamental Considerations in Language Testing, 1990)*

Test as an instrument of assessment (measurement)

WHY
WHAT
HOW

What types of tests do we use?

Test Purposes

- Proficiency tests
- Achievement tests
- Placement tests
- Diagnostic tests

What types of tests do we use?
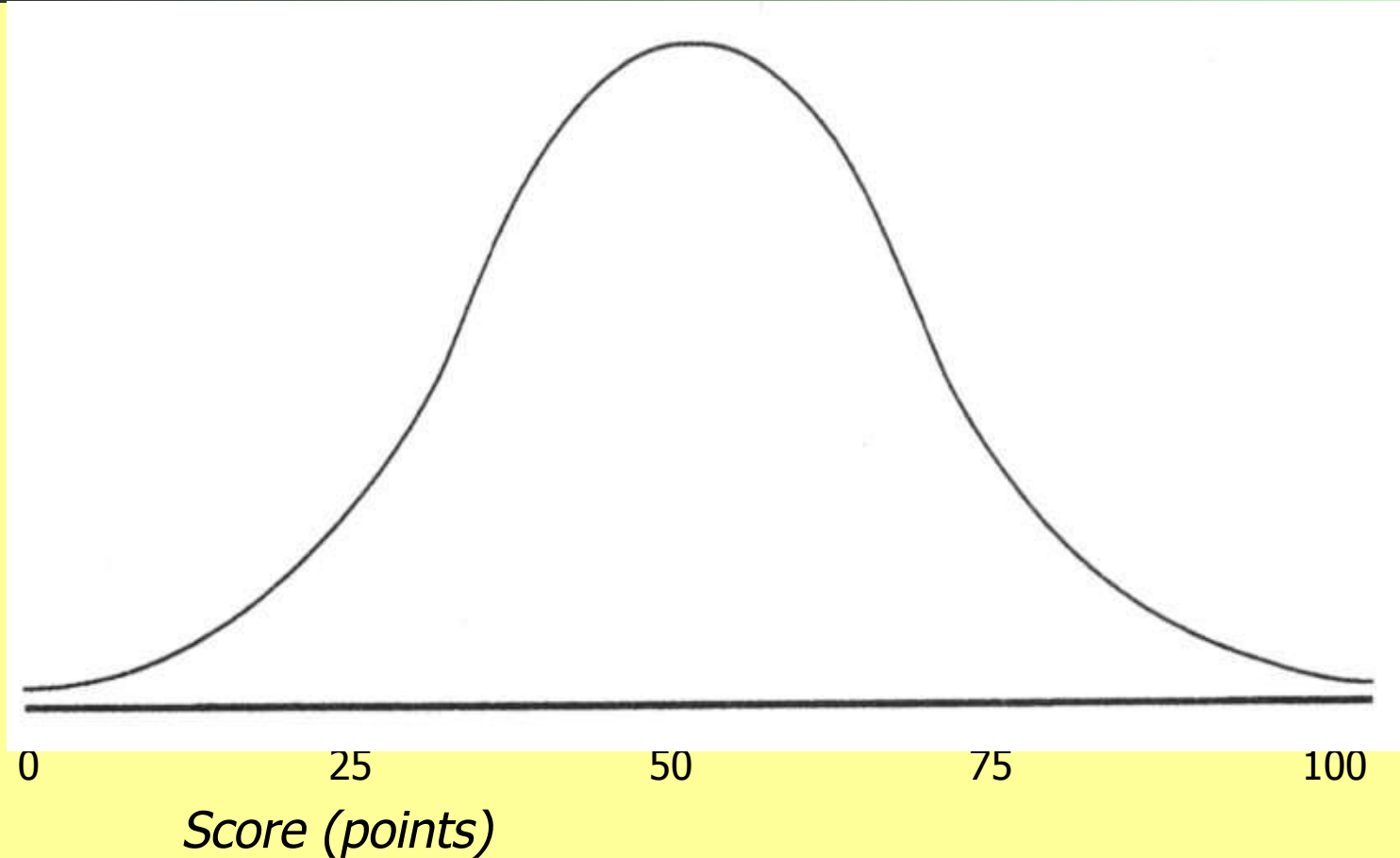
Direct vs Indirect

Discrete Point vs Integrated

Objective VS Subjective

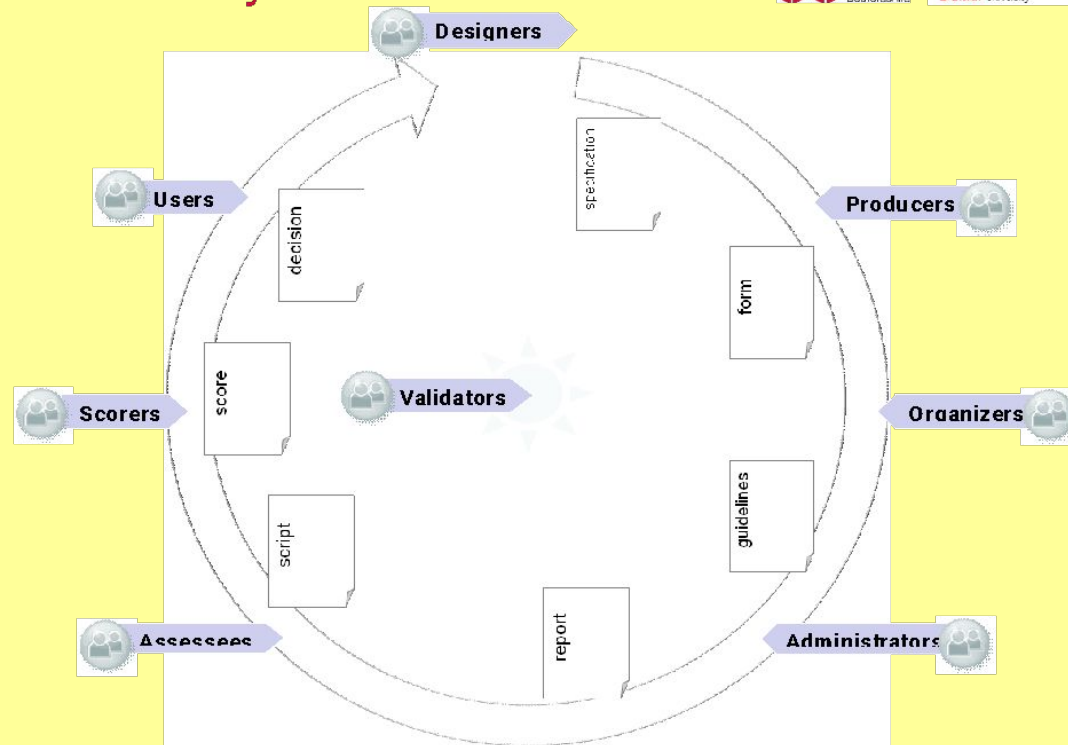Low stakes vs High stakes

Norm-referenced vs Criterion-referenced

Norm-referenced testing: the bell curve

Number of students

Score (points)

The Assessment Cycle: where does a test begin?

The Assessment Cycle
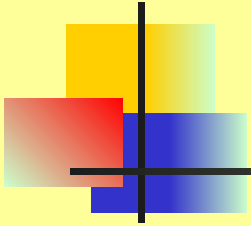
University of Bedfordshire   Southampton SOLENT University

What kinds of information should be available about a test?

WHY

WHAT

HOW

Test specification

– *the official statement about what the test tests and how it tests it … to be followed by test and item writers*

Multilingual Glossary of Language Testing Terms. CUP, 1998

- Test design statement
- Blueprint
- Task and item specifications

Test design statement

- the purpose, the knowledge, skills or abilities it is intended to assess

- the resources available

- the uses of the results, the intended impact of its use

Blueprint

- content
- methods
- scoring

Test tasks

- Prompt (a reading/listening text, an essay question, a picture to describe)

- Response (ticking a box, giving a short answer, describing a picture, etc)

The building blocks of a test

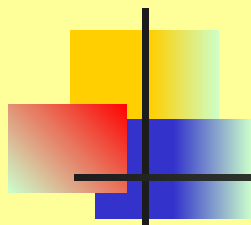- Instructions
- Item
- Stem
- Options
- Distractors
- Key

Responses
Brown & Hudson, 1998

- Selected response
- Constructed response
- Personal response

Responses: EGE

- Selected response
Выбор ответа
(A1-A7, A8-A14, A15-A23)
- Short response
Краткий ответ
(B1, B2, B3, B4-B10, B11-B16)
- Constructed response
Свободно конструируемый ответ (C1, C2)

Task & item specifications

- How many items are included in each task?

- What area of knowledge, skill or ability is assessed in each task?

- What should the test-taker do (instructions)?

- How are scores on each item and task determined?

One and the same specification for all?

- Test-takers
- Item writers
- Test validators
- Users of test results

The same type of specification for a classroom test and EGE?

EGE specification:

- 11 pages
- 12 parts (sections)
- 4 tables
- an appendix

Your classroom test specification/plan

- purpose
- number of tasks and items
- what these items assess
- how they are scored
- time limit
- ???