

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

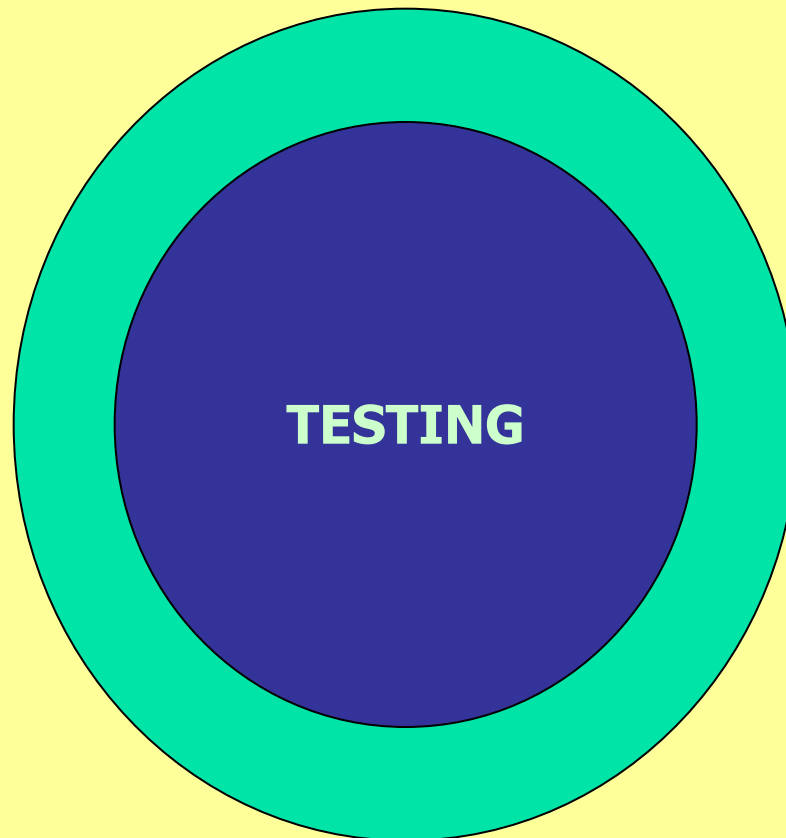
What forms of assessment do you use with your students?



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



Testing & assessment





What is a test?

Any procedure for **measuring**
ability
knowledge,
or performance.

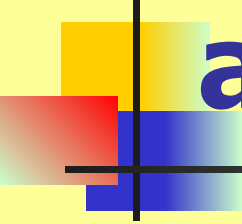
*(Longman Dictionary of Language
Teaching and Applied Linguistics)*



What is a test?

A test is a **measurement instrument** designed to elicit a specific sample of individual's behaviour. ... a test necessarily **quantifies** characteristics 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

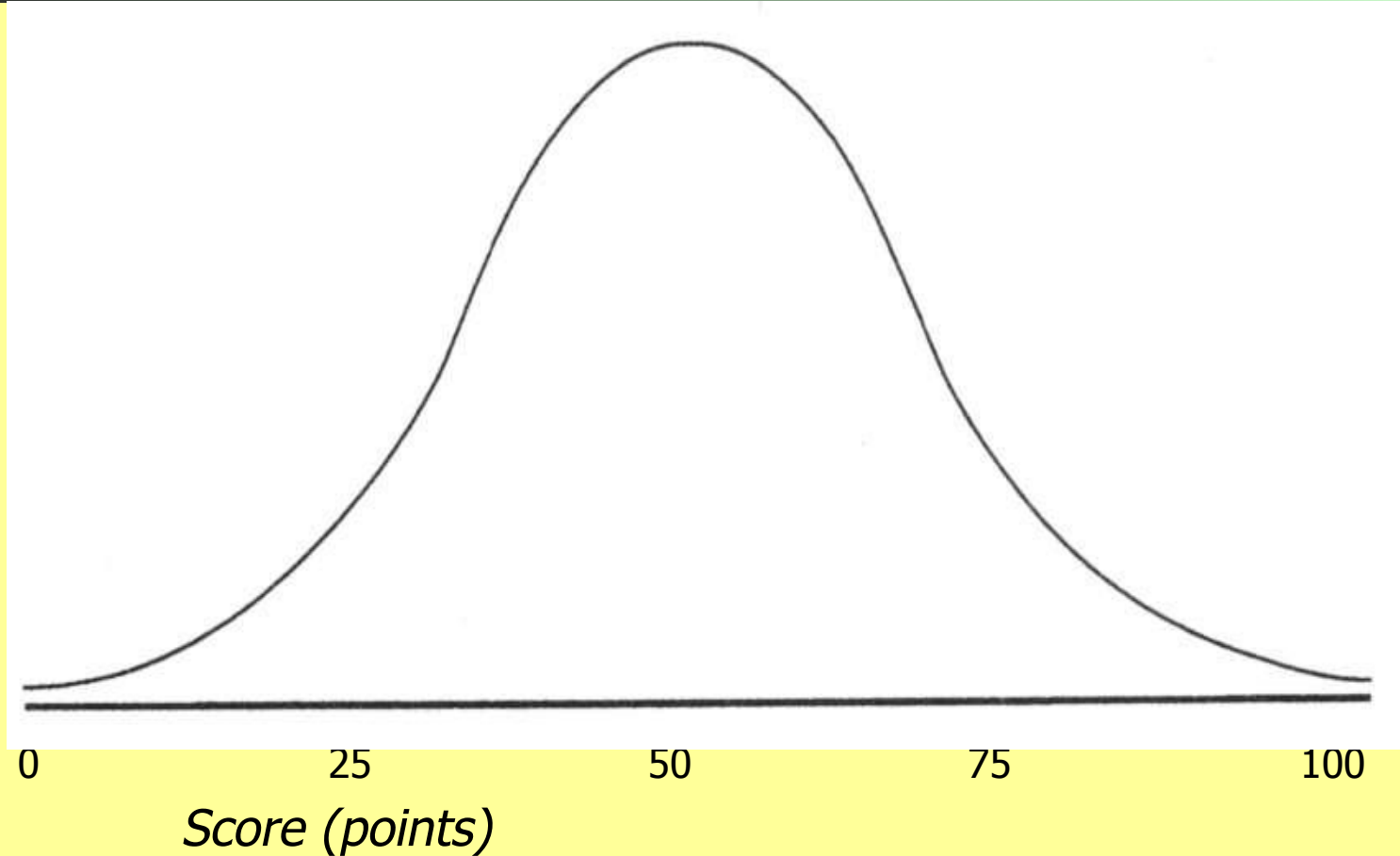
Objective VS Subjective

Low stakes vs High stakes

Norm-referenced vs Criterion-referenced

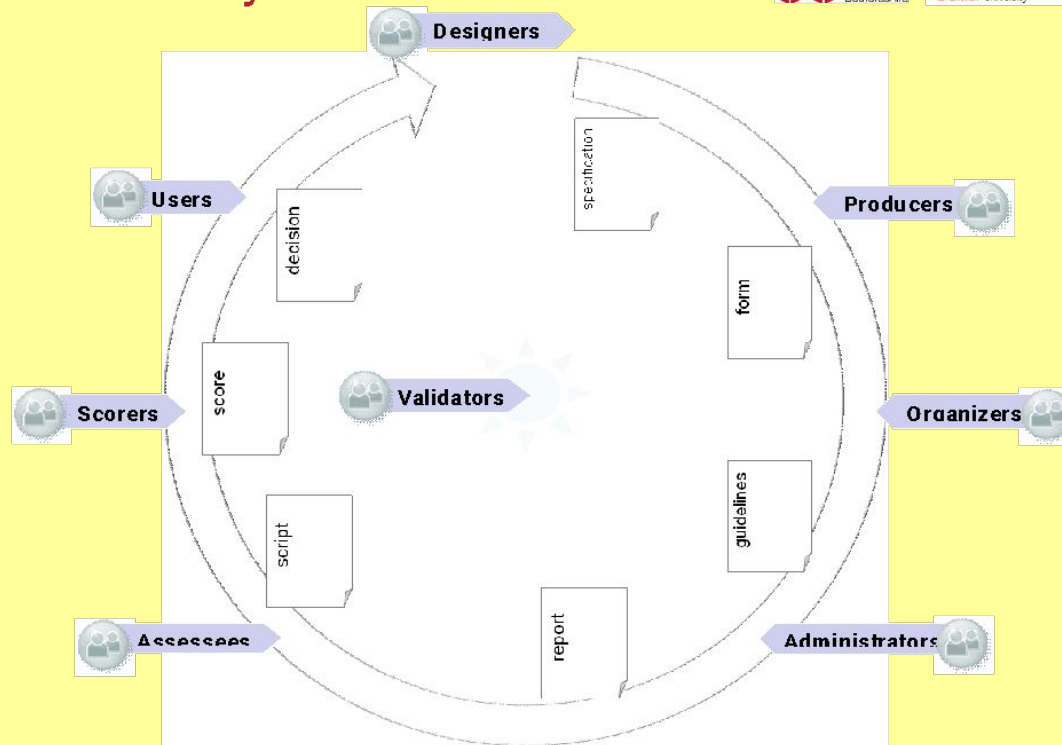
Norm-referenced testing: the bell curve

*Number
of
students*



The Assessment Cycle: where does a test begin?

The Assessment Cycle





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
- ???