SUBJECT ASSIGNMENT: ASSESSMENT AND TESTING

GENERAL INFORMATION:

This assignment has to fulfil the following conditions:

- **Length:** between 8 and 10 pages (without including cover, index or appendices –if there are any-).
- **Type of font:** Arial or Times New Roman.
- **Size:** 11.
- **Line height:** 1.5.
- **Alignment:** Justified.

The assignment has to be done in this Word document and has to fulfil the rules of presentation and edition, as for quotes and bibliographical references which are detailed in the Study Guide.

Also, it has to be submitted following the procedure specified in the Study Guide. Sending it to the tutor’s e-mail is not permitted.

In addition to this, it is very important to read the assessment criteria, which can be found in the Study Guide.

The assignment mark is 100% of the final mark, but the participation in the activities performed during the tutorials can improve this mark.
Assignment:

You should devise a formal “progress” or “achievement” test for assessing language learning outcomes of:

- Specified objectives in either listening or reading.
- Specified objectives in either speaking or writing (you must specify the objectives).

The instrument should be justified in relation to its theoretical basis. The test should aim to test the communicative use of language and will therefore include integrative techniques, although these might be objectively or subjectively marked as you feel appropriate. Items which test knowledge of discrete items of grammar and lexis may also be included if you think it is appropriate. The rationale should minimally include discussion of the following:

- The type of test according to purpose (see unit 2).
- Whether the test could be considered second, or third generation.
- Discussion of the principles of language testing as outlined in Unit 3, in relation to the test you design.
- Discussion of relevant scales and instructions for marking the test.
- Discussion of why you have chosen the test formats elected for the particular skill.

Note: You are expected to devise a (i.e. write your own) test. Do not use an already written test from other sources, and please note that plagiarised tests will be given a fail grade.

Important: you have to write your personal details and the subject name on the cover (see the next page). The assignment that does not fulfil these conditions will not be corrected. You have to include the assignment index below the cover.
SUBJECT ASSIGNMENT:
ASSESSMENT AND TESTING

Name and surname(s): Kerem Priscilla Bustos Muñoz
Login: CHFPMLAEILE638953
Group: 30
Date: January 27th, 2013.
INDEX

Introduction ................................................................. page 5
Rationale ................................................................. pages 6 - 11
Conclusion................................................................. page 11 -12
Bibliography ............................................................. page 13
Appendices................................................................. page 14

Introduction
The aim of this assignment is to describe the role that “Assessment and Testing” plays in supporting the development of valid and reliable practices and trends in assessment in different EFL contexts.

This assignment describes an instrument that was administered and designed for beginner students. It is justified in relation to its theoretical basis. First of all, it will discuss the type of test according to its purposes. Then, it will illustrate if the test can be considered second or third generation and at the same time identify and discuss the principles of language testing according to the design of the test, the scale that it uses and its test format.

Rationale
The first purpose of the progress test that I will present is to assist learners and teachers to measure progress of some specific contents of a course syllabus with the aim of knowing how much the learners have learnt about grammar and vocabulary, and how much they have developed their writing, reading, speaking and listening skills. The second purpose is to provide important evidence or information in order to know if the course syllabus needs to be improved or needs to be modified with the intention of making future learning more effective.

The context of this progress test is “Zoo Animals”: Describe them and explain what they can do are the functions of language of the unit. Learners have to identify animals (vocabulary usage), write sentences about them using some grammatical structures learnt in the unit (writing), complete information about a specific animal (reading and writing), identify some of them through a listening activity, and discuss or talk about what animals can do or how they move using the grammar and vocabulary thought (speaking).

**Principles of Language Testing**

**Competence vs. Performance**

According to the fundamental principles of testing, this progress test gives the opportunity of practicing competence and performance. Items such as vocabulary, grammar, reading and writing assess what students have learnt about the second language. On the other hand, the listening and speaking items offer the *use* of language that learners have learnt.

**Usage vs. Use**

As we know language *usage* refers to the rules for making language, for instance, the structures used. Otherwise, language *use* considers the communicative purpose of it. Taking this, the progress test presents in grammar, reading, writing, vocabulary and listening items the usage of language, that is to say, these items measure the competence of learners. Meanwhile, the speaking item gives evidence of use of language in a context and measures the performance of learners.

**Direct/Indirect Assessment**
As I mentioned before, the grammar, vocabulary, reading, listening and writing items assess the competence of learners in the progress test presented. These items do not assess any production of language use from the language learner; this means that these items are classified as *indirect testing* because they do not measure the performance of learners. On the contrary, the speaking item assesses the performance of the language that learners have, consequently this item can be considered as *direct testing*.

**Discrete Point vs. Integrative Assessment**

In my opinion the progress test clearly illustrates that some items cover discrete point. They mainly consist of “testing item by item” and measure just one unit at a time. Examples of discrete point are the true or false, word completion (grammar), matching (vocabulary) items. These items take language out of context and bear no relationship to the concept or use of whole language. In other words, they focus on form of the language and learner’s competence. In the case of items such as listening, reading and writing (exercise 5) are more integrative because they attempt to “assess a learner's capacity to use many bits all at the same time, and exercising several presumed components of a grammatical system, and perhaps more than one of the traditional skills or aspects of skills”(Oller 1979:37).

**Objective vs. Subjective Assessment**

Objective assessment is a form of questioning which has a single or multiple specific correct answer and examples of it in the progress test are the grammar (fill -in –blanks, completion), reading (true/false), vocabulary (matching), and listening items, but in the case of the speaking and writing items, they can be consider as subjective assessment, since they may have more than one current answer or more than one way of expressing the correct answer.

**Receptive vs. Productive Skills**
The progress test attempts to assess receptive and productive skills. In order to assess the speaking skill of learners more objectively the teacher has created an analytic rubric and a checklist. In the writing skill the teachers has given specific instructions of the grammatical rules that they have to use.

**Backward – and Forward- Looking Assessment**

Backward-looking assessments include those that ask students to recall or recognize information or to solve problems that are nearly identical to those presented in class. In contrast, forward-looking assessment starts from the question “What do I want students to be able to do with the knowledge acquired in this class?” The progress test may contain both because it assesses the contents that learners have seen and learnt in a unit the last three weeks. However, it may also contain forward looking assessment because the grammatical rules and vocabulary that teacher has thought in context may be used by learners not only for describing animals, but in other real language situation.

**Contextualized vs. Disembodied Language**

The progress test has combined the knowledge of different parts of the language such as grammatical rules and vocabulary in a context where learners have to use them for describing some animals.

**Criterion Referenced and Norm – Referenced Assessment**

One of the aims of criterion referencing is to focus on individual, differentiated assessment. It describes what students know, understand and can do. One of the purposes of the progress test, as was mentioned above is to obtain a description of the specific knowledge and skills each student can demonstrate in the test. This test can also be used to provide feedback and to inform future teaching and learning needs. Brown defined criterion referenced assessment as “An evaluative description of the qualities which are to be assessed (e.g. an account of what pupils know and can do) without reference to the performance of others” (Brown, 1988, p.4.)

**Reliability vs. Validity**
ASSESSMENT AND TESTING - Assignment

Does it produce consistent results? Some of the items of the progress test have been considered as an objective testing, for example grammar (fill-in blanks, completion), reading (true/false), vocabulary (matching), and listening. These items can be marked clearly as right or wrong and they should give perfect reliability and as a consequence the test can be trusted to produce the same result upon repeated administrations.

Does it measure what it is supposed to measure? The test is also valid because it measures effectively what it is intended to measure and if it is valid is reliable too.

Content validity: All the test items correspond to the instructional objectives of the course or the language of the syllabus and focus on the content.

Construct validity: the progress test does indeed measure the trait it was intended to measure the receptive and productive skills.

Predictive validity: In my opinion the test does assess future language performance of learners or predicts their success down the road.

Concurrent validity: I think that the progress test would provide similar results to those produced by an established test.

Other Characteristics

Utility: The progress test provides enough information to assist the planning of the course, that is to say, it has high utility.

Discrimination: The results of the test cannot be used as the basis for forming groups because the progress test will clearly fail to discriminate between stronger and weaker learners. It is based on prescribed learning outcomes and it is also possible that all learners will get a good grade.

Practicality: The progress test does not require a lot of equipment and it does not take a lot time to set, administer or mark either. It only needs or requires just one person to administer.

Type of Scale
The Analytic scale of the test is divided into separate categories representing different aspects or dimensions of performance. For example, dimensions for speaking performance include content, accuracy, vocabulary, grammar, task completion and mechanics. Each dimension is scored separately, and then dimension scores are added to determine an overall score.

The Format of the Progress Test

The format of the progress test has some characteristic of second and third generation tests. For instance, the test measures one item of language or tests one tiny aspect of language, for instance the verb forms have/has got, can, and vocabulary; these examples belong to second generation tests which uses objective testing techniques and discrete point technique. Other examples are true or false, word completion, addition (grammar) and vocabulary (matching); all these techniques make the test more objective.

In the case of the third generation test features, this test uses both objective testing techniques, (examples mentioned above) and subjective testing formats such as writing, reading, and speaking. These subjective testing formats consist of real language use. On the other hand, reading for instance it could be considered as an integrative testing technique which could be marked objectively because use cloze procedure, the task in the reading item is to restore the missing words. Another integrative objective testing technique exhibited in the test is Information Transfer where graphic stimuli, or visual like pictures are used, for example the true or false, the reading and listening items. The reason of why this technique is used in the test is due to the central characteristic of communicate language teaching is that it focuses attention on the abilities to understand and convey informational content. One way to practice and test these abilities is through Information Transfer activities. According to Prodromou (1992), information presented in visual form as a starting point for practising the four skills is another hallmark of the Communicative Approach. Widdowson (1978) states that the Information Transfer technique is the “transformation of instances of discourses from one type into another but these instances of discourse can also be derived from a non-verbal mode of communicating”.

In the case of the listening item, it is a communicative language testing task, it means that the activity emulate real language use, but at the same time it is objective in terms of measuring the answers of learners, there is just one right answer. Moreover, the listening, reading and writing items are contextualised and demand global comprehension as well as comprehension of discrete items.

**Objectives of the Progress Test**

1. **Vocabulary:** Students will correctly identify selected vocabulary words by matching them to pictures. *Vocabulary*: zoo animals, colors, and parts of the body.

2. **Grammar:** Students will properly complete each sentence with the correct verb form and understand prepositions in context and be able to identify them in a picture. *Main structures*: Can’ for ability, has / have got, demonstratives - pronouns and adjectives (This is …), prepositions of place and some verbs.

3. **Reading and writing:** Students will demonstrate understanding by answering true or false, filling gaps about “Zoo Animals” and writing simple description of them.

4. **Listening:** Students will be able to understand information and follow directions by coloring the right “Zoo Animal” in a picture.

5. **Speaking:** Students will be able to understand and follow spoken instructions and answer spoken questions.

**Conclusions**

Teachers who assess learning of a language must ask themselves a number of basic questions such as these: Who am I going to assess? How am I going to assess them? Why am I going to assess them? What specific aspects of language am I going to assess? When am I going to administer the assessment? Can I evaluate my students in my own classroom? Maybe, there are many answers to these questions, but the important thing is that teachers need to reflect on how to develop the appropriate assessment for their students according to their needs and think about whether their assessment practices are consistent with their own instructional objectives and goals.
When teachers think about the purposes for assessment beforehand, they can make better decisions about what information they should gather about their students.


- Lennon, A (n.d) Assessment and testing in the classroom, (study material) FUNIBER.


APPENDICES

The Antofagasta British School
English Department
Progress Test Unit 3

<table>
<thead>
<tr>
<th>Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tr>
<td>Score</td>
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</tr>
</tbody>
</table>

Name: ____________________________ Date: ____________________

1. - VOCABULARY. Match the words with the correct zoo animal.

MONKEY
SNAKE
PENGUIN
DOLPHIN
GIRAFFE
LION
BIRD
CROCODILE
BAT
ZEBRA

10 marks
2. - GRAMMAR. Look and complete with *can* or *can’t*.

1. The penguin __________fly.
2. The tiger ______________swim.
3. The elephant___________climb trees.
4. The cat ______________swim.
5. The monkey____________climb trees.
6. The bird _____________fly

3. – GRAMMAR. Read and answer the questions.


_____’, ___________________  ____’, ___________________

2. Can it see at night? 5. Can it fly?

_____’, ___________________  ____’, ___________________

3. Can it jump?

_____’, ___________________
4.- GRAMMAR. Look at the animals and write about them using have got / has got, haven’t got / hasn’t got, can and can’t.

1) This is a ___________________.
   It hasn’t got ____________________.
   It can ________________________.
   It ___________________________ a long neck.

2) This is a ____________________.
   It __________________________.
   It __________________________.
   It __________________________.

3) ______ ______ a snake.
   It __________________________.
   It can ________________________.
   It ___________________________legs.
It can’t ___________________.

14 marks

5. – READING AND WRITING. Read the text and complete it choosing a word from the box. Write the correct word next to numbers from one to eight.

I am an animal and I have got brown (1) ____________ I live in (2) ____________.
My favorite food is a (3) ______________. I have got two (4) ________________ and two legs. I have a long (5) ______________ too. I can run and (6) ______________ or play with a big round ball. I live with giraffes and (7) ________________.
What am I? I am a (8) _________________.

17
6.-READING. Look at the picture and write if the sentences are True or False.

Sentences

1. - There is a crocodile in the water. ______________________

2. - The monkey is next to the car. ______________________

3. - The tiger is between the giraffe and the goat. ______________________

4. - There is a snake under the tree. ______________________

5. - The monkey has got a banana in its hand ______________________

6. - The tiger is in front of the hippo. ______________________

6 marks
7.- WRITING. Draw and write about your favourite animal. Use HAVE GOT and CAN.

What is your favorite animal? ..................................................

Where ......................? It lives ..........................................

It .................................................................

Has it got a tail? ....................................................

What else has it got? ..................................................

What does it like to eat? .............................................

What .....................? It can ......................................

and ...........................................................

10 marks

8.- LISTENING. Listen, colour and draw.
ASSESSMENT AND TESTING - Assignment

Listening: Transcript

1
A: Hello, Matilda. Do you like this picture?
B: Yes. Can I colour it?
A: OK. Can you see two monkeys in the picture? There’s a big one and a small one.
B: Yes. Next to the giraffe and above the elephant...
A: Good. Well, colour the small one green.
B: OK.

2
A: Do you like the birds?
B: Yes, they can fly.
A: Can you see the bird between the giraffe and the monkey?
B: Between the giraffe and the monkey? Yes. Shall I colour it blue?
A: OK.

3
A: Now, There is an animal behind the lion in the picture. Can you see?
B: Oh yes, I can see an elephant.
A: Well, Can you colour it yellow?
B: OK.

4
A: Now then, Matilda – would you like to draw something for me now?
B: Yes ...
A: Can you see the hippo?
B: Yes – I see it – next to the lion...
A: Well can you draw a snake next to the hippo?
B: A snake?
A: Yes.
B: OK.

5
A: That’s good! Now then, there is a lion Matilda– can you see it?
B: Yes, there is one next to the hippo.
A: That’s right! Well can you colour it brown.
B: OK then.

6
A: Now look at the animal behind the hippo. It has got a long neck. Can you see?
B: Yes.
A: Well, Can you colour it orange?
B: Orange?
A: Yes. That’s a nice colour!
9. - SPEAKING.

PART 1. Provide personal information. The teachers says hello and asks some questions about personal information of the student. It is expected that the student answers all the personal questions.

PART 2. Use of Flashcards. The teacher presents a set of flashcards of “Zoo Animals”. The student has to listen, understand and follow the teacher’s directions and commands using the flashcards.

PART 3. Animals’ Description. Using the same set of flashcards the teacher asks the student to express what his/her favorite animal and describe it using the grammar structure CAN and HAS/HAVE GOT. It is expected that the student elaborates correct sentences and asks for information or clarification if she/he has some doubts.
### Checklist Speaking Skill

Students will be marked for interactive listening ability, fluency, and production of appropriate responses (Task completion), grammar and vocabulary.

<table>
<thead>
<tr>
<th>Student's name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>PART 1</strong></th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce Yourself</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greeting</td>
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<td></td>
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<tr>
<td>How are you?</td>
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<td></td>
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<tr>
<td>What is your name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How old are you?</td>
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</tr>
</tbody>
</table>

*Provide personal Information*

<table>
<thead>
<tr>
<th><strong>PART 2</strong></th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zoo Animal Flashcards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point the lion?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Who is next to the snake?</td>
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<tr>
<td>Put the monkey behind the elephant</td>
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<td></td>
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<tr>
<td>Put the monkey on the zebra</td>
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<td></td>
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<tr>
<td>Put the lizard between the tiger and the hippo</td>
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<td></td>
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<tr>
<td>Point the giraffe</td>
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</tr>
</tbody>
</table>

*Understand the questions and commands.*

<table>
<thead>
<tr>
<th><strong>PART 3</strong></th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zoo Animals’ Descriptions Use of Have got/Can</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s of these your favorite animal? Choose one.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can your favorite animal fly, run, jump, run, swim, etc.?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description 1</td>
<td></td>
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<td>Description 2</td>
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<tr>
<td>Description 3</td>
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<td></td>
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<tr>
<td>What does it like to eat?</td>
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<td></td>
<td></td>
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<tr>
<td>Where does it live?</td>
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<td></td>
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</tr>
</tbody>
</table>

*Express preference.*

*Can describe the animal.*

*Elaborate correct sentences.*

*Ask for information or clarification.*
### Speaking Rubric

<table>
<thead>
<tr>
<th></th>
<th>Poor 1 pts.</th>
<th>Fair 1.5 pts.</th>
<th>Good 2 pts.</th>
<th>Excellent 2.5 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Poor Student used very little of the vocabulary learned in class to communicate his/her ideas.</td>
<td>Fair Student used some of the vocabulary learned in class to communicate his/her ideas.</td>
<td>Good Student used a great deal of the vocabulary learned in class to communicate his/her ideas.</td>
<td>Excellent Student used all the vocabulary learned in class to communicate his/her ideas.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>Poor Poor use of grammar. Meaning is often unclear. Many errors. Most vocabulary words weren't used adequately.</td>
<td>Fair Adequate use of grammar. Meaning is sometimes unclear. Some errors are still present. Some vocabulary words weren't used adequately.</td>
<td>Good Good use of grammar. Meaning is mostly clearly conveyed. A few errors are still present. The student may show some word order or noun verb agreement issues. Few vocabulary words weren't used adequately.</td>
<td>Excellent Excellent use of grammar. Meaning is very clear. Very few errors present. Ideas were expressed clearly. All vocabulary words were used in the right context.</td>
</tr>
<tr>
<td><strong>Task Completion</strong></td>
<td>Poor Student couldn't answer most of the questions, not in full nor simple sentences.</td>
<td>Fair Student answered most questions, some of them in full sentences.</td>
<td>Good Student answered all questions, most in full sentences.</td>
<td>Excellent Student answered all questions in full sentences.</td>
</tr>
<tr>
<td><strong>Speaking Mechanics</strong></td>
<td>Poor Fluency was not up to the level, most sentences had long pauses/interruptions and conversation was not fluent at all.</td>
<td>Fair Fluency was acceptable, although pauses in sentences were frequent. Conversation was not very fluent.</td>
<td>Good Fluency was decent; most of student's answers came out with no problem. A few sentences had small pauses as fluency issues. Conversation was still fluent.</td>
<td>Excellent Fluency was smooth, students answers came with no problem. Conversation was fluent and easygoing.</td>
</tr>
</tbody>
</table>