سایت مرجع دانشجوی پیام نور

✔ نمونه سوالات پیام نور : بیش از ۱۱۰ هزار نمونه سوال همراه با پاسخنامه تستی و تشریحی

✔ کتاب ، جزوه و خلاصه دروس

✔ برنامه امتحانات

✔ منابع و لیست دروس هر ترم

✔ دانلود کاملا رایگان بیش از ۱۴۰ هزار فایل مختص دانشجویان پیام نور

نام درس: آزمون سازی زبان

تعداد واحد: 2

نام منبع: A Course in Language Testing

نام مولف: دکتر عبدالجواد جعفرپور

نام تهیه کننده: دکتر منوچهر جعفری گهر

طرح درس:

1- مرور نکات مهم و کلیدی هر فصل

2- ارائه مثالهای گوناگون به منظور روشن ساختن مفاهیم کلیدی

3- توضیح روشهای آماری و انجام مثالهای مربوطه

4- انجام تمرینات درست/غلط و چند گزینه ای به منظور اطمینان از درک مطالب مهم

اهداف آموزشی درس:

انتظار می رود دانشجویان پس از مطالعه این درس قادر باشند :

1- مفاهیم نظری مهم و کلیدی آزمون سازی را بیان نمایند.

2- مراحل مختلف تهیه و تولید آزمون سازی را به طور مستقل طی نمایند.

3- روشهای آماری مطرح شده در فصلهای گوناگون را به کار ببرند.

4- برای مهارتهای مختلف زبانی آزمونهای مناسب بنویسند.

جایگاه درس:

کارشناسان مترجمی زبان انگلیسی و همچنین کارشناسان ادبیات زبان انگلیسی می بایست قادرباشند تا به عنوان مدرسان زبان انگلیسی آزمونهای مناسب تهیه نمایند و یا آزمونهای موجود را به درستی مورد ارزیابی قرار دهند. از اینرو مهارت در آزمون سازی از جایگاه ویژه ای در برنامه درسی کارشناسی این دو گرایش دارد.

CHAPTER ONE
Introduction

What is a Test?

1. A series of questions to be answered.

2. A systematic procedure to collect information on a person's or a group's verbal or non-verbal behavior.

Chapter One: Introduction

What is a quiz?

❖ **It is short, informal, unannounced and covers limited materials.**

What is an examination?

❖ **An examination is more comprehensive and complex than a test.**

Chapter One: Introduction

What is measurement?

❖ **Measurement is broader than a test and refers to the process of quantifying a person's verbal or non-verbal behavior.**

Chapter One: Introduction

❖**Evaluation is the process of gathering information to make a decision.**

❖**Quantitative or qualitative**

Chapter One: Introduction

Why should we test?

1. Testing aids learning and teaching.
2. Tests encourage students to study harder.
3. Tests help learners to monitor their own progress.

Chapter One: Introduction

Who should make a test?

A person familiar with:

1. Knowledge of language

2. Test construction procedure

3. Interpreting test results

Chapter One: Self-assessment

1. A test refers to a standard set of items to be answered. T

2. Evaluation uses both tests and informal pieces of evidence for the purpose of making a value judgment. F

4. Measurement refers to any device for obtaining information in a quantitative manner. T

Chapter One: Self-assessment

5. If a person Knows how to teach, he may not be necessarily able to judge the ability of his pupils. T

Chapter One: Self-assessment

7. Educational decisions can be made without measurement or evaluation. F

8. Summative evaluation involves the use of tests and quizzes for the purpose of determining the effectiveness of instructional programs. T

Chapter One: Self-assessment

❖ **The process of gathering information that enables us to make proper decisions is called ----------------.**

a. **Measurement**

b. **Testing**

c. **Evaluation** ⬅

d. **Examination**

Chapter One: Self-assessment

❖ The subjective judgment of a teacher about a student's performance is a kind of --------- evaluation.

a. quantitative

b. standard

c. qualitative ⬅

d. comprehensive

CHAPTER TWO
Purposes (Functions) of Language tests

What are the main categories of purposes?

A. Attainment: what a person has learned in the past.

B. Prognostic: what a person is likely to learn in future.

Chapter Two: purposes

Three types of attainment:

1. Achievement test
   a. General   b. diagnostic

2. Proficiency test

3. Knowledge test

Chapter Two: purposes

❖ **Types of Prognostic tests**

1. Selection test

a. readiness   b. competition

2. Aptitude test

3. Placement test

Chapter Two: Self-assessment

1. Achievement tests measure what has been learned from what was taught in a specific course. T

2. Diagnostic tests are used to identify students' strengths and weaknesses. T

Chapter Two: Self-assessment

3. Prognostic tests are used for the purpose of predicting future performance. T

4. When selection is based on achievement, the test is called a placement test. F

Chapter Two: Self-assessment

❖ **A test designed to predict success in achieving certain skill or knowledge is called a(n) ---------- test.**

a. prognostic ⬅ **b. progress**

c. attainment **d. achievement**

Chapter Two: Self-assessment

❖ **Which of the following tests is developed to measure overall language ability?**

a. Aptitude

b. Diagnostic

c. Readiness

d. Proficiency ⬅

Chapter Two: Self-assessment

❖ **A test has been administered on the first day of a language course. Which purpose is <u>NOT</u> suitable for this test?**

a. Achievement ⬅   b. Placement

c. Diagnostic   d. Knowledge

Chapter Two: Self-assessment

❖ A teacher has made a test to find out what his students have and have not learned. What type of test is it?

a. Mastery   b. achievement

c. Progress   d. diagnostic ⬅

Chapter Two: Self-assessment

❖ A college has a capacity for 100 new students while 1000 applicants are going to take the entrance test. What type of test should be used?

a. Progress   b. Placement

c. Competition ⬅   d. Diagnostic

CHAPTER THREE
Forms of Test Items

What are different classifications for item forms?

❖ **Subjective vs. objective items**

❖ **subjectively-scored and objectively-scored items**

Chapter Three: Forms

❖Subjective vs. objective is NOT appropriate for classifying forms because the same form may be objective or subjective. A multiple-choice item illustrates this:

Chapter Three: Forms

Objective:

❖ **In which continent is Iran situated?**

a. Asia   b. Europe

c. America   d. Africa

❖ **Subjective:**

❖ **How many beautiful cities are there in Iran?**

a. 2   b. 3   c. 5   d. 7

Chapter Three: Forms

❖ **Recognition vs. supply form**

❖ **Multiple-choice item: the examinee recognizes which choice is correct.**

Chapter Three: Forms

The structure of a multiple-choice item:

❖ **Ali has been living in Tehran ------------ 1995. (stem)**

a. in   (distractor)
b. at   (distractor)
c. for   (distractor)
d. since (correct choice)

Chapter Three: Self-assessment

1. Good true-false statements should express a single idea, not multiple ones. T

2. Only the use of subjective tests involves the exercise of subjective judgment. F

Chapter Three: Self-assessment

3. Answers to earlier items should provide a clue to testees to respond to succeeding items. F

4. By increasing the number of distractors in a multiple-choice item, the quality of the item increases. F

Chapter Three: Self-assessment

5. Completion items should have a single correct response. T

6. A test that encourages rote learning and neglects understanding is NOT a good test. T

Chapter Three: Self-assessment

❖ **A teacher intends to spend the shortest possible time on scoring the items. Which item type is best?**

a. Short-answer   **b. Composition**

c. Dictation   **d. True/false** ⬅

Chapter Three: Self-assessment

❖ **You need to test a very large group of students but save time in scoring. Which of the following is the best?**

a. Supply items

b. Essay writing

c. Interviews

d. Multiple-choice items ⬅

Chapter Three: Self-assessment

❖ **You have been asked to make a test in a very short time. Which of the following is best?**

a. Multiple-choice

b. Composition ⬅

c. True/false

d. Objective items

CHAPTER FOUR
Test Construction

1. **Planning**
2. **Writing**
3. **Reviewing**
4. **Pretesting**

Chapter Four: Test Construction

I. Planning:

Some considerations:

1. Test content
2. Number and types of items
3. Difficulty level of items
4. Test directions

Chapter Four: Test Construction

II. Writing test items:

❖ **The person who writes items should have:**

1. **Enough knowledge and experience in constructing a test**

2. **Enough knowledge of the content**

Chapter Four: Test Construction

General Directions:

1. Only one correct answer:

❖ This is the book --------- I borrowed from him.

a. that ⬅

b. which ⬅

c. who

d. whom

2. Grammatically correct choices.

❖ Ali ----- to school yesterday.

a. go   b. goes

c. gone   d. went

Chapter Four: Test Construction

3. **Items should be economical**

❖ **What is the capital of Iran?**
a. The capital of Iran is Kabul.
b. The capital of Iran is Baghdad.
c. The capital of Iran is Islamabad.
d. The capital of Iran is Tehran.

Chapter Four: Test Construction

❖ **Previous item improved:**

❖ **The capital of Iran is --------.**

   a. Kabul   b. Baghdad

   c. Islamabad   d. Tehran

4. **All distractors should be plausible or reasonable**

❖ **What does the verb "to look for" mean?**

a. to see   b. to search

c. to stop   d. **to sleep**

5. **All distractors should be almost the same length**

❖ **Ali says he will write the book if he can find a(n) -----------.**

a. vet

b. idiot

c. ace

d. **aid**

Chapter Four: Test Construction

❖ **Ways of arranging choice length**

a. --------------------------------

b. --

c. ----------------------------------

d. --

a. --

b. --

c. --

d. --------------------------

Chapter Four: Test Construction

6. Do not use "all the above" or "none of the above" as a choice.

❖ What does the word "merry" mean?

a. happy   b. glad

c. gleeful   d. all of above

7. Distribute correct choices almost equally but randomly among the alternatives.

❖ 100 items: 25a, 25b, 25c, 25d
❖ No pattern: abcd; aa, bb, cc, dd

8. **The stem should not provide any clues to the correct choice.**

❖ **There was a(n) -------- on the desk.**

a. apple   b. book

c. pen   d. mirror

9. Do not begin the item with a blank.

❖ ----------- did you talk about? We talked about many things.

a. Why   b. When

c. What   d. Who

Chapter Four: Test Construction

❖ **What is the problem with the following items?**

1. **Did you try to pass the test?**

   Yes, I -------------- but I failed.

   a. did my good

   b. did my better

   c. did my well

   d. did my best

   Not economical

2. Do you know how many syllables ----------- in the word "dictionary?"

Not pure

a. there is   b. there are

c. is there   d. are there

3. This is --------- car that I want to buy.

a. a   b. the

c. any   d. an

Grammatical clue

4. **I saw him** ------------ the street carelessly.

a. cross   b. crossed

c. crossing   d. crosses

Two correct choices

Chapter Four: Test Construction

❖ **What do you do in --------- free time?**

I usually study.

a. yours   b. your

c. you're   d. you

Good for measuring writing mechanics. b and c are pronounced alike

Chapter Four: Test Construction

III. Reviewing:

- ❖ Should be done by someone other than the writer.
- ❖ Done in terms of accuracy and appropriateness of content

Chapter Four: Test Construction

IV. Pretesting:

❖ The test is administered to a group of testees with similar characteristics to those for which the test has been produced.

Chapter Four: Test Construction

❖ **The main purpose of pretesting is to have data for item analysis:**

1. Item facility (IF)

2. Item discrimination (ID)

3. Choice distribution (CD)

Chapter Four: Test Construction

1. **Item facility: Shows how easy an item is.**

$$IF = \frac{\Sigma C}{N}$$

ΣC = all the correct responses

N = all the responses

Chapter Four: Test Construction

An example:

- ❖ N= 100
- ❖ ΣC = 50

$$IF = \frac{\Sigma C}{N} = \frac{50}{100} = .50$$

- ❖ IF = .50

Chapter Four: Test Construction

2. Item discrimination (ID)

❖ **ID refers to the power of an item to show the difference or discriminate between stronger and weaker students.**

Chapter Four: Test Construction

❖ **ID procedure:**

1. **Rank the testees**
2. **Divide them in two equal groups**
3. **Apply the following formula:**

$$ID = \frac{CH - CL}{N/2}$$

Chapter Four: Test Construction

An example:

- ❖ N= 20, H=10, L=10
- ❖ Item No. 1, CH= 8, CL=8

$$ID = \frac{CH - CL}{N/2} = \frac{8 - 8}{10} = 0$$

Chapter Four: Test Construction

Another example:

- ❖ N= 20, H=10, L=10
- ❖ Item No. 2, CH= 8, CL=3

$$ID = \frac{CH - CL}{N/2} = \frac{8 - 3}{10} = .50$$

3. **Choice Distribution (CD) refers to the frequency with which alternatives have been chosen. It indicates how effective distractors have been.**

Chapter Four: Test Construction

Items	Choice distribution			
	A	B	C	D
1: B	15	55	30	0
2:A	55	35	5	5
3:C	10	40	40	10

Chapter Four: Test Construction

❖ **Item No.3 based on the previous table:**

The ----------- of Iran is above sixty million.
  a. distance
  b. pollution
  c. population
  d. height

Chapter Four: Test Construction

Comment:

❖ **In the previous item, distractor b is malfunctioning because it has attracted testees for the wrong reason, that is, a spelling similarity and not semantic similarity.**

Chapter Four: Self-assessment

❖ **Which of the following is <u>NOT</u> a concern in item analysis?**

a. Calculating IF

b. Identifying defective items

c. Obtaining ID

d. Analyzing test content ⬅

Chapter Four: Self-assessment

❖ **Which of the following items is suitable to be included in an achievement test?**

a. ID = .40, IF = .20

b. ID = .20, IF = .90

c. ID = .80, IF = .60 ⬅

d. ID = .90, IF = .95

Chapter Four: Self-assessment

❖ **Which of the following tests needs to have a high ID index?**

a. Mastery

b. Diagnostic

c. Readiness

d. Achievement ⬅

CHAPTER FIVE
Interpreting Test Results

❖ **Frequency distribution**

Score	frequency
16	1
15	1
13	2
12	5
11	4
10	4
9	1
8	2

Chapter Five: Interpreting

❖ **Percentile score shows the relative standing of a score in a distribution.**

❖ **It shows what percentage of scores are higher and lower than a certain score.**

Chapter Five: Interpreting

❖ **Percentile computation**

$$P \text{ (percentile)} = (100) \frac{cf}{N}$$

N= number of scores

Cf =cumulative frequency

Chapter Five: Interpreting

❖ **Cumulative frequency**

❖ **N=20**

Scores	f	cf
16	1	20
15	1	19
13	2	18
12	5	16
11	4	11
10	4	7
9	1	3
8	2	2

Chapter Five: Interpreting

Examples:

$$P = (100)\frac{Cf}{N} = \frac{16}{20} = 80$$

$$P = (100)\frac{Cf}{N} = \frac{20}{20} = 100$$

Chapter Five: Interpreting

❖ **Bar graph/histogram**
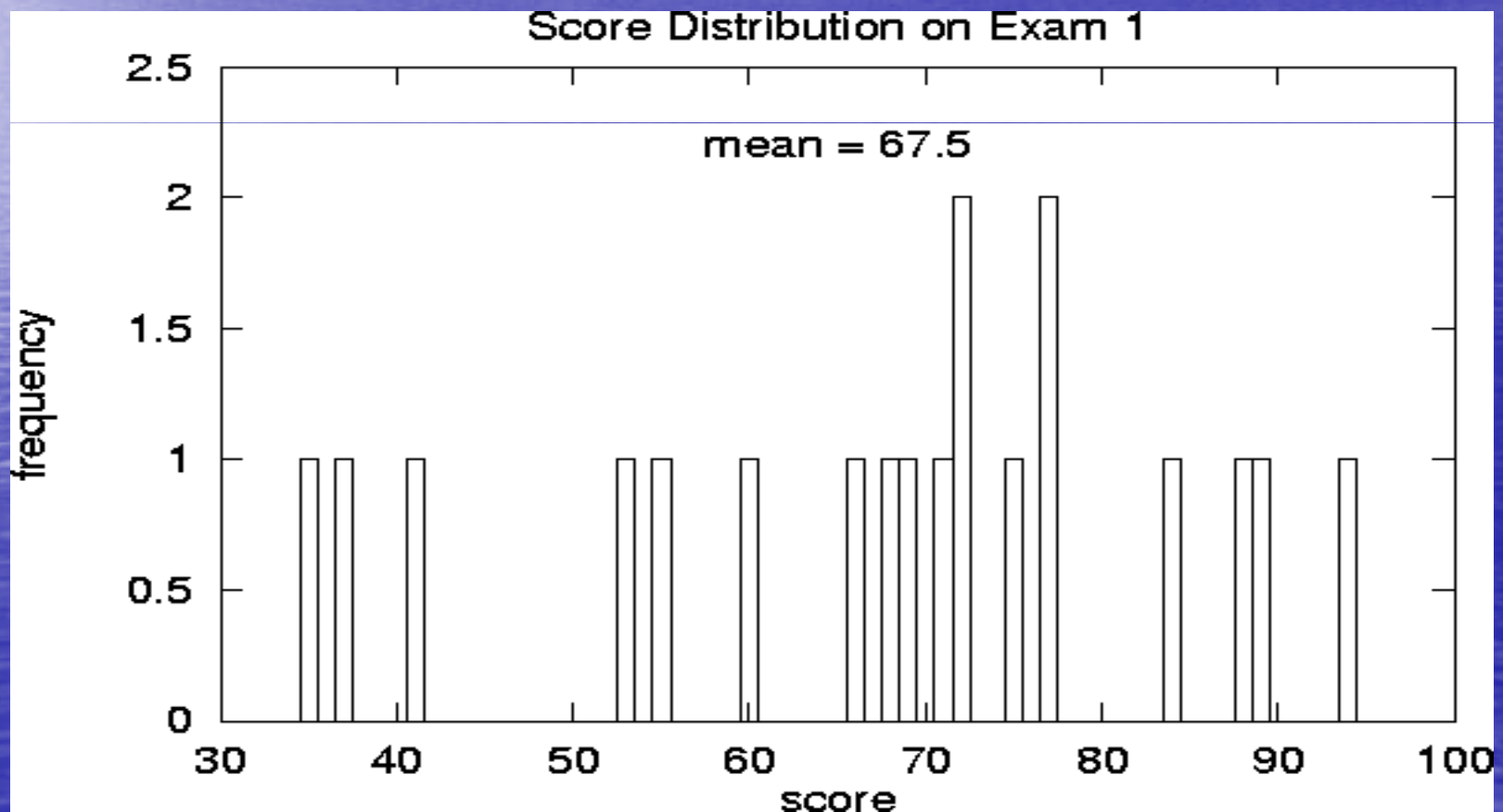
Chapter Five: Interpreting

❖**Frequency Polygon**
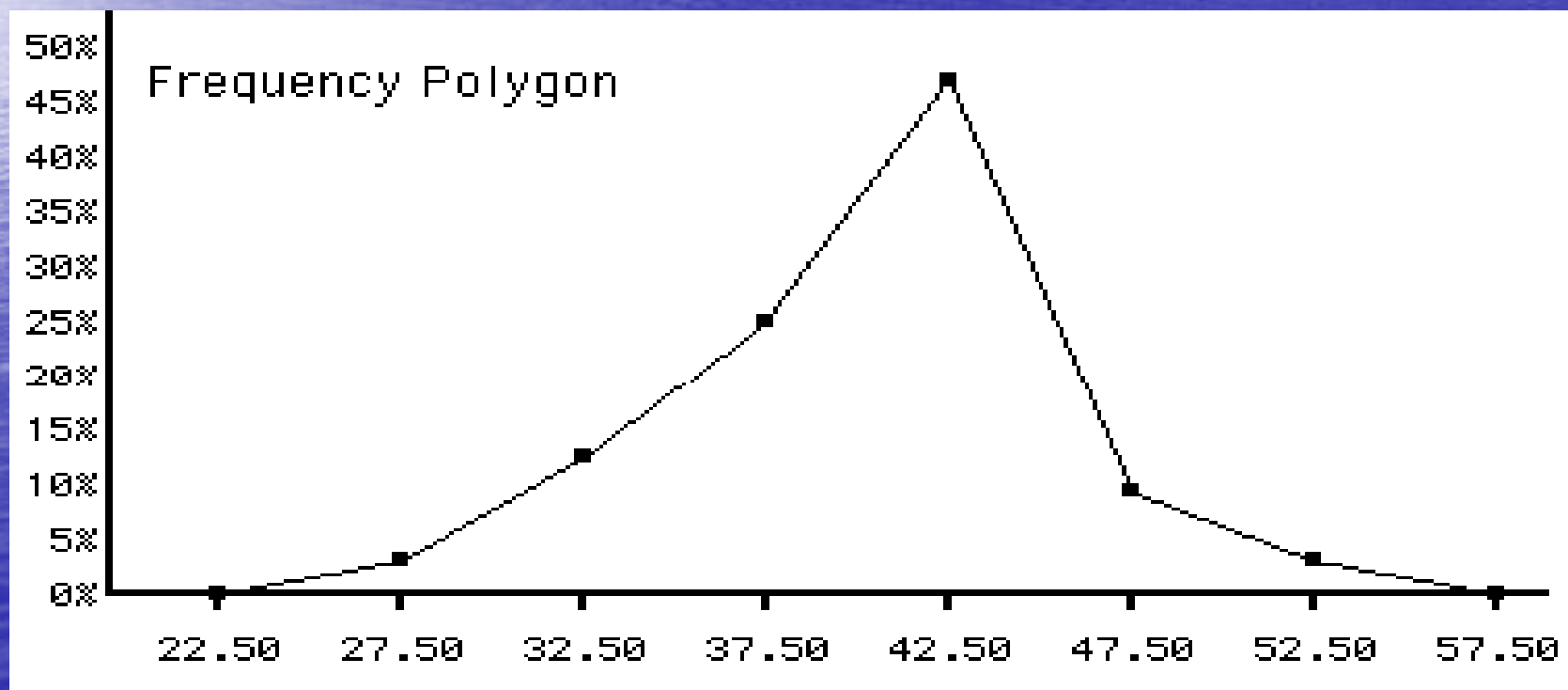
Chapter Five: Interpreting

Measures of central tendency

1. **Mean: average**

$$\bar{X} = \frac{\Sigma x}{N}$$

Σx = sum of all scores

N = number of scores

Chapter Five: Interpreting

An example:

- ❖ 13 + 14 + 15 + 16 + 17 = 75
- ❖ Σx = 75
- ❖ N= 5

$$\bar{X} = \frac{\Sigma x}{N} = \frac{75}{5} = 15$$

Chapter Five: Interpreting

2. **Mode: the most frequent score/the highest frequency**

Score	Frequency
16	1
15	1
13	2
(12) →	5
11	4
10	4
9	1
8	2

Chapter Five: Interpreting

3. **Median: the most central score**

1. Odd number

13, 15, <u>16</u>, 17, 19

2. Even number

12, 13, <u>15, 17</u>, 18, 19 =16

Chapter Five: Interpreting

Measures of variability

1. **Range: the difference between the lowest and highest score.**

❖ **13, 15, 16, 17, 19**

❖ **13-19= 6**

Chapter Five: Interpreting

2. **Variance/ standard deviation**

❖ **They show the average distance of all the scores from the mean.**

$$\text{variance (V)} = \frac{\Sigma x^2}{N-1}$$

❖ **Σx^2=sum of all squared deviances from the mean**

Chapter Five: Interpreting

An example

X	$X - \overline{X} = x$	x^2
19	+ 3	9
18	+2	4
17	+1	1
16	0	0
15	-1	1
14	-2	4
13	-3	9

Chapter Five: Interpreting

$$(V) = \frac{\Sigma x^2}{N-1} = \frac{28}{7-1} = 4.6$$

Standard deviation = $\sqrt{V}$

S = 2.14

Chapter Five: Interpreting

❖ **Normal Curve/bell-shaped curve**
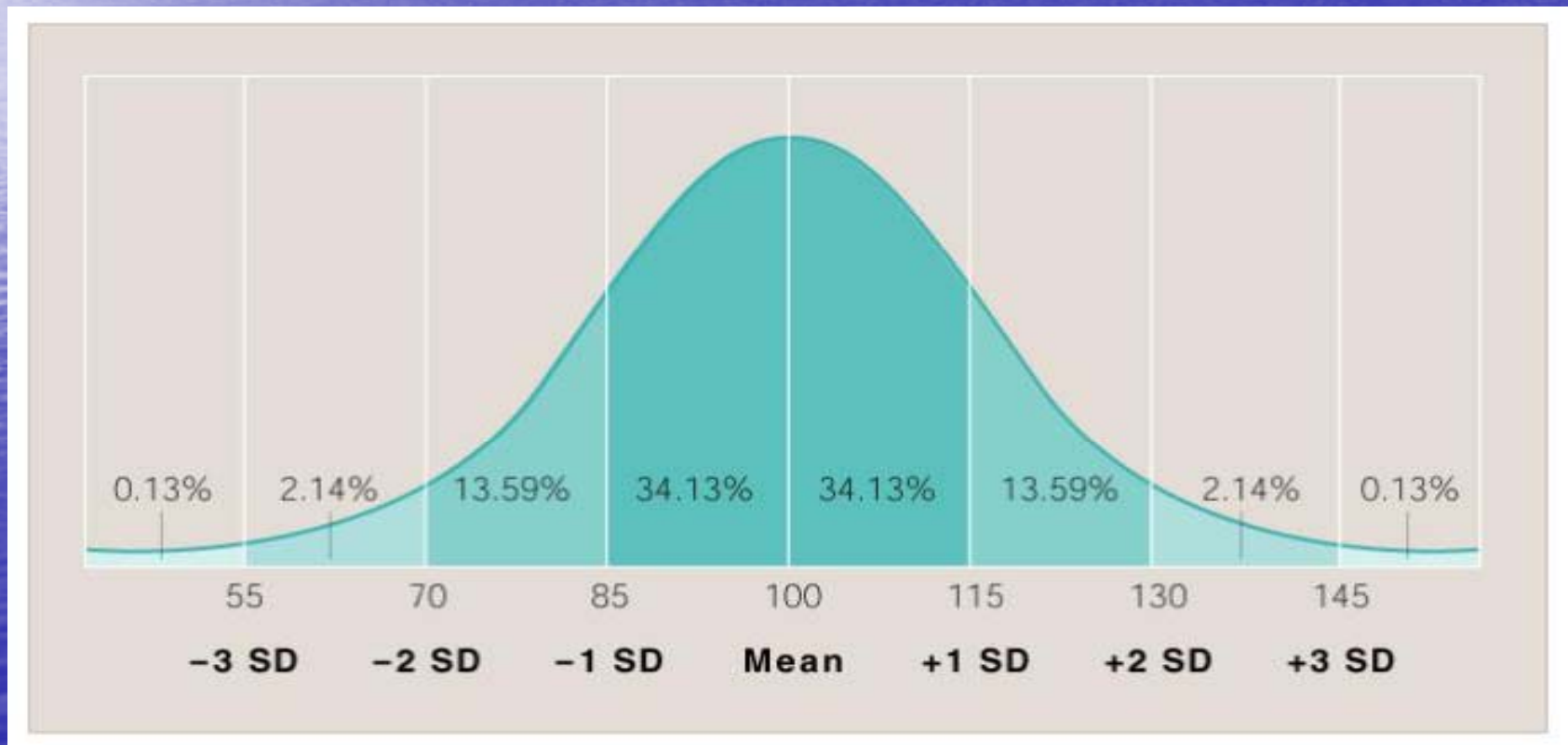
Chapter Five: Interpreting

Examples based on the previous curve:

❖ **Adults intelligence**

mean= 100   S= 15

❖ **Mean ±1 S = 34 percent**
❖ **100 + 15 = 115**
❖ **34 percent = 100-115**

Chapter Five: Interpreting

- 100 – 15 = 85
- 34 percent= 85 —100

- 115 + 15 = 130
- 13 percent = 115 – 130

- 85 – 15 = 70
- 13 percent = 70 –85

Chapter Five: Interpreting Standard Scores:

❖ **Standard scores are used to compare scores on different scales of measurement.**

Chapter Five: Interpreting

❖**Z-Score: the most common standard score**

$$Z = \frac{X - \overline{X}}{s}$$

Chapter Five: Interpreting

❖ **A Z distribution presents three pieces of information:**

1. **How many standard deviations a score is above or below the mean.**

2. **The mean is 0**

3. **Standard deviation is 1**

Chapter Five: Interpreting

An example:

- ❖ **Ali X=25 s=5 mean=20**
- ❖ **Hossien X=30 s=5 mean=35**

$$Z = \frac{X - \overline{X}}{s} = \frac{25 - 20}{5} = +1$$

Chapter Five: Interpreting

$$Z = \frac{X - \overline{X}}{s} = \frac{30 - 35}{5} = -1$$

Ali: Z= +1
Hossein: Z= -1

Chapter Five: Interpreting

❖ **Ali got a lower score but his Z is +1, that is, he did better than 84 percent of the class, whereas Hossein with a Z of -1 did better than only 16 percent.**

Chapter Five: Interpreting

Correlation:

It shows:

- ❖ Go-togetherness of variables
- ❖ No cause-effect relationship
- ❖ Varies between -1 and +1:

Chapter Five: Interpreting

Types of correlation:

1. Pearson Product-moment: used for data on interval scales.

$$r_{xy} = \frac{N\,\Sigma(XY) - (\Sigma X)\,(\Sigma Y)}{\sqrt{[N\,(\Sigma X^2) - (\Sigma X)^2]\,[N\,(\Sigma Y^2) - (\Sigma Y)^2)]}}$$

Chapter Five: Interpreting

2. **Spearman rank-order, rho: Used for ranked or ordinal data**

$$P = 1 - \frac{6(\Sigma\ D^2)}{N\ (N^2 - 1)}$$

Chapter Five: Interpreting

An example:

Students	Teacher 1	Teacher 2	D	D^2
A	1	5	4	16
B	2	4	2	4
C	3	3	0	0
D	4	2	2	4
E	5	1	4	16

- $\Sigma\ D^2 = 40$

Chapter Five: Interpreting

$$P = 1 - \frac{6(\Sigma\ D2)}{N\ (N2-1)} = \frac{6\ (40)}{5\ (25-1)} = \frac{240}{120} =$$

$$P = 1-2 = -1$$

❖ Perfect negative correlation

Chapter Five: Interpreting

Standard error of measurement =SEM: used to estimate error in measurement

$$SEM_X = \frac{X(n-X)}{n-1}$$

X = score
n = number of items
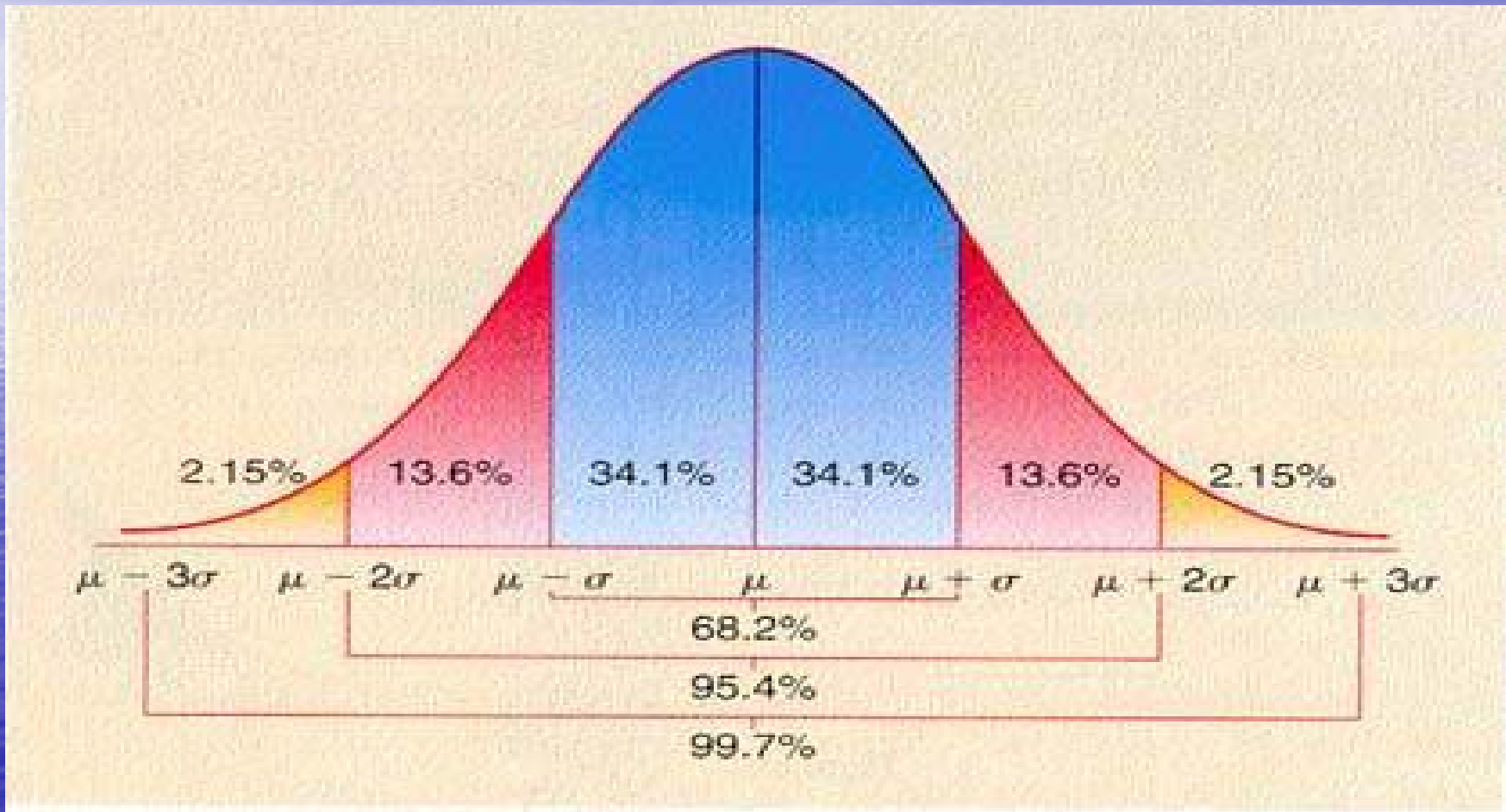
Chapter Five: Interpreting

An example:

❖ X= 79   n = 100

$$SEM_X = \frac{X\,(n\text{-}\,X)}{n-1} = \frac{79\,(100\text{-}79)}{100\text{-}1} = 4$$

❖ 79 ± 1SEM = 75-83   68%

❖ 79 ± 2SEM = 71-87   95%

Chapter Five: Interpreting

Chapter Five: Interpreting

Effect of guessing: A student has taken a test of 100 items. As he has no knowledge, he takes choice A and marks it for all the items. His true score is calculated below:

$$\text{Corrected score} = R - \frac{W}{n-1} = 25 - \frac{75}{4-1} =$$

$$25 - 25 = 0$$

Chapter Five: Interpreting

Some other factors affecting a person's score:

- ❖ Practice effect
- ❖ Coaching effect
- ❖ Ceiling effect
- ❖ Test compromise

Chapter Five: Interpreting

Interpretation of results:

1. **Norm-referenced: Test takers' scores are compared.**

2. **Criterion-referenced: Test takers' scores are compared with a criterion set in advance.**

Chapter Five: Self-assessment

❖In a normal distribution, what percentage of scores fall between the mean and one standard deviation?

a. about 35% ⬅

b. about 50%

c. about 68%

d. *about 95%*

Chapter Five: Self-assessment

❖○**A test has been given to 100 students. Twenty students have obtained the score of 50. What is the percentage of this score?**

a. 10   b. 15   c. 20⬅   d. 30

$$P_x = \frac{f}{N} \times 100 = \frac{20}{100} = .20 \times 100 = 20$$

Chapter Five: Self-assessment

❖ **A test is administered to 100 students. The cumulative frequency of the score of 50 is 40. How many students have scores below the score of 50?**

a. about 25   b. about 20

c. about 40 ⬅   d. about 30

Chapter Five: Self-assessment

N=100   cf=40

$$P = (100)\frac{Cf}{N} = \frac{40}{100} = 40$$

Chapter Five: Self-assessment

❖ **In a test eight of the students obtained a score of 85. This score has the highest frequency. What is the label used for this score?**

a. Mean   b. Mode ⬅

c. Median   d. Range

CHAPTER SIX
Attributes of a Good Test

1. **Validity**

2. **Reliability**

3. **Efficiency**

4. **Relevance**

Chapter Six: Test Attributes

❖ **Validity is the most important characteristic of a good test.**

❖ **A valid test is a test that tests what it is supposed to test.**

Chapter Six: Test Attributes

1. Face validity

2. Content validity

3. Criterion-related validity
   a. Concurrent   b. Predictive

4. Construct validity

Chapter Six: Test Attributes

❖ **Reliability**

❖ **A reliable test gives us the same or almost the same results in different administrations.**

Chapter Six: Test Attributes

❖ **Methods of estimating reliability**

1. **Test-retest**

2. **Alternate form**

3. **Split-half**

Chapter Six: Test Attributes

❖ r of total test = $\dfrac{2(r\ half\ test)}{1+\ (r\ half\ test)}$

❖ r half = .80

❖ r total = $\dfrac{2\ (.80)}{1\ +\ .80} = \dfrac{1.60}{1.80} = .88$

Chapter Six: Test Attributes

❖ **Sources of unreliability:**

1. Error score

$$SEM = sd \sqrt{1-r}$$

$$SEM = 10 \sqrt{1-1} = 0$$

Chapter Six: Test Attributes

❖ **Other sources of unreliability**

1. **Characteristics of testees**

2. **Characteristics of the test**

Chapter Six: Test Attributes

❖ **Efficiency**

❖ **Relevance**

1. **balance**

2. **specificity**

3. **fairness**

Chapter Six: Self-assessment

1. A good test should be valid, reliable, efficient, and relevant. T

2. The extent to which a test measures what it is supposed to measure is called validity. T

Chapter Six: Self-assessment

3. Face validity is the degree to which the test represents an area of knowledge. F

Chapter Six: Self-assessment

4. Concurrent validity is the extent to which different tests intended to measure the same ability are in agreement. T

Chapter Six: Self-assessment

5. If a test is reliable it is valid too. F

6. The discrimination of a test is affected by the homogeneity of the test items and the heterogeneity of the testees. T

Chapter Six: Self-assessment

7. Test reliability can also be estimated from ready-made tables or through statistical procedures known as rational equivalence. T

Chapter Six: Self-assessment

❖A teacher is administering a new test along with a standard TOEFL test. What type of validity is he going to measure?

a. Criterion-related validity ⬅

b. Content validity

c. Predictive validity

d. Construct validity

Chapter Six: Self-assessment

❖ **What is the difficulty in finding reliability through the *"alternate-form"* method?**

a. Preparing two equivalent forms ⬅

b. Dividing a test in two halves

c. Students' taking two tests

d. Administering method

Chapter Six: Self-assessment

❖ **In the case of multiple-choice tests, the ------------ reliability coefficient would be one.**

a. testee   b. scorer ⬅

c. split-half   d. parallel-forms

Chapter Six: Self-assessment

❖ **Deducting points for poor handwriting on a linguistics test most certainly affects test ------------.**

a. validity ⬅   b. reliability

c. Relevance   d. efficiency

Chapter Six: Self-assessment

❖ **A test which is supposed to measure speaking ability but includes written tests lacks ------------ validity.**

a. construct   b. predictive

c. concurrent   d. face ⬅

SECTION TWO
Measuring Language Skills and Components

components	Language skills			
	Listening	Speaking	Reading	Writing
Phonology, orthography				
Vocabulary				
Structure				

CHAPTER SEVEN
Testing Structure

Short conversation:

Did Ali go shopping alone?
Yes, he bought everything
------- himself.
 a. to   b. by
 c. for   d. with

Chapter Seven: Structure

This car is ----------------------------.

  that than   expensive   more one

  A   B   C   D   E

a. A, B, C, D, E

b. D, C, B, A, E

c. B, A, C, E, D

d. C, E, D, A, B

Chapter Seven: Structure

❖ **Completion, short answer**

❖ **This car is more expensive ------ that one.**

❖ **Is this car the same price as that one?**

No, it's ----------- than that one.

Chapter Seven: Structure

Some Guidelines:

1. Only one correct answer:

❖ **May I borrow your pen?**

Sorry, I -------------- my pen with me.

a. haven't (British)

b. don't

c. don't have (American)

d. not have

Chapter Seven: Structure

2. No non-English forms:

❖ **Is he able to pass the test?**

Yes, I think he ---------- it.

a. can pass

b. can passing

c. can passed

d. can passes

Chapter Seven: Structure

What is the problem with the following items?

❖ **An adjective clause often modifies ----------------.**

a. a noun   **b. a verb**

c. an adjective   **d. an article**

It tests usage and not use

Chapter Seven: Structure

❖ **Have you done this exercise?
No, it is -------------- than
the last one.**

a. more difficult

b. most difficult

c. difficult

d. difficulter

The use of non-English form

Chapter Seven: Self-assessment

1. Structure is the most popular component in language tests. T

2. Structure tests for native speakers aim at testing their knowledge of the structures of the informal style. F

Chapter Seven: Self-assessment

3. Structure tests for foreign language learners at the advanced level measure their sensitivity to the grammatical system of the formal style. T

Chapter Seven: Self-assessment

4. Each item should have only one correct answer, and the distractors should be plausible. T

CHAPTER EIGHT
Testing Vocabulary

1. Paraphrase

❖ **After two hours, the committee <u>adjourned</u> without any decisions.**

a. finished   b. continued

c. argued   d. started

Chapter Eight: Vocabulary

2. Completion

❖ After two hours, the committee ------------ without any decisions.

a. debated   b. argued

c. collapsed   d. adjourned

Chapter Eight: Vocabulary

❖Standard form:

❖The word <u>adjourn</u> means:

a. Cause to turn up.

b. Break into pieces.

c. Come into use again.

d. Break off for some time.

Chapter Eight: Vocabulary

Some Guidelines:

1. No difficult words or structure in the lead

❖ Being unfortunate to have been bereaved of his belongings, Reza ---------- John's book.

a. borrowed   b. sold

c. lent   d. returned

Chapter Eight: Vocabulary

2. Choices should be easier than the lead

❖ The child was <u>frightened</u> of being left alone in the dark room.

a. annoyed   b. ashamed

c. terrified   d. dismayed

Chapter Eight: Vocabulary

3. Choices should be from the same area of meaning:

❖ She came to the party in a ------------ dress.

a. capable   b. sincere

c. lunatic   d. hideous

Chapter Eight: Vocabulary

What is the problem with the following items?

❖ **The first day of the week is------.**

a. Monday

b. Friday

c. Sunday

d. Saturday

It tests general knowledge not language knowledge

Chapter Eight: Vocabulary

❖ **Ahmad did not go to school today because he was <u>ill</u>.**

a. weak

b. sick

c. feeble

d. injured

Choice C is not at the same difficulty level

Chapter Eight: Vocabulary

❖ I don't like its appearance. I think it's far from beautiful; in fact, I think it's ---------.

a. Graceful   b. afterward

c. Clumsy   d. reasoned

Choice b and d are not appropriate

Chapter Eight: Vocabulary

❖ **After discussing the matter for two hours, the committee----------- without having reached any decision.**

a. ended   b. deferred

c. postponed   d. adjourned

More than one correct choice

Chapter Eight: Vocabulary

❖ **What are you going to do this afternoon?**

I'm not certain, but I ---------- go to the library.

a. want for   b. decide on

c. like   d. hope to

Choices have different forms

Chapter Eight: Self-assessment

1. The testing of vocabulary is ordinarily limited to productive ability. F

2. At the advanced level, vocabulary tests deal with the lexicon of the written language. T

Chapter Eight: Self-assessment

3. Both function and content words are included in vocabulary tests. F

4. In any vocabulary item, all choices should be related to the same general area or kind of activity. T

5. Vocabulary should be tested in context. Testing words in isolation has the backwash effect of encouraging the subjects to memorize lists of words. T

6. Vocabulary test items should use grammatical structures that the testees may find difficult to comprehend. F

CHAPTER NINE
Testing Pronunciation

I. Testing Recognition

1. Sound discrimination

Chapter Nine: Pronunciation

❖ Examinee hears: "That's a ship."
❖ Examinees chooses:

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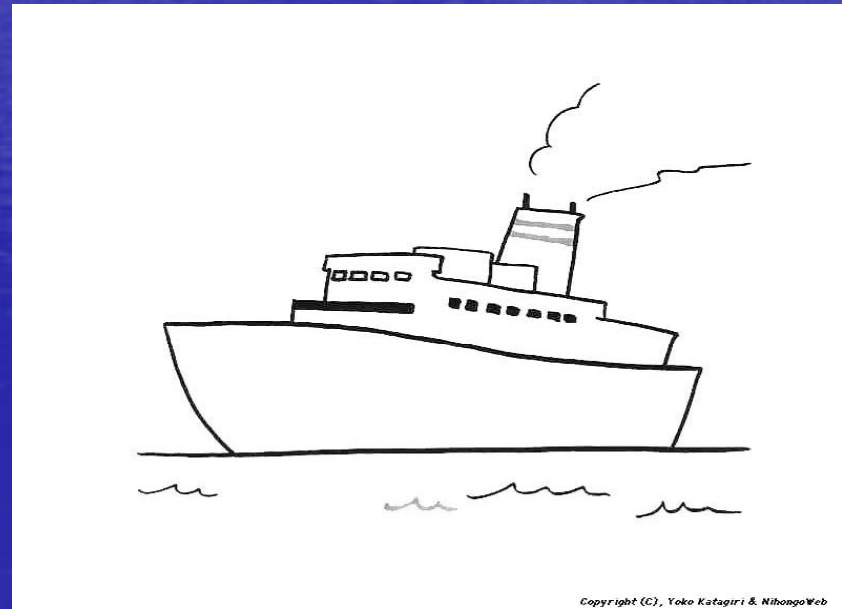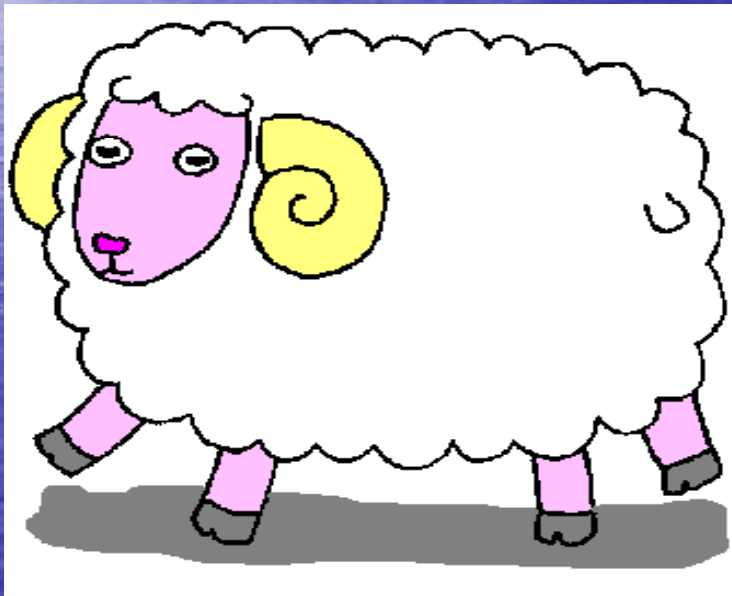
Chapter Nine: Pronunciation

- **The examinee hears:** <u>sheep</u>
- **The examinee reads and chooses:**

a. Shop　　　　　b. Ship

c. Sheep　　　　　d. Sheet

Chapter Nine: Pronunciation

❖ **The examinee hears:**

eat, it, eat

❖ **The examinee chooses:**
A B C

Chapter Nine: Pronunciation

2. Stress recognition:

testee hears: testee chooses:

Compare   1   2

tradition   1   2   3

Chapter Nine: Pronunciation

❖ Sentence stress

❖ Testee hears:

The teacher will <u>teach</u> lesson two.

❖ Testee chooses:
1   2   3   4   5   6   7

Chapter Nine: Pronunciation

❖ **Examinee hears:**

Why is Mary watching, Tom?

❖ **The speaker is asking ------------.**

a. why Mary is watching Tom

b. why Tom is watching Mary

c. Tom why he is watching

d. Tom why Mary is watching

Chapter Nine: Pronunciation

II. Testing production

1. Imitation
2. Reading aloud
3. Retelling
4. Talking about pictures

Chapter Nine: Self-assessment

1. We can use a number of points in one F item.

2. The ability to distinguish between sounds in itself implies an ability to understand verbal messages. F

Chapter Nine: Self-assessment

3. Pronunciation test items should be prepared in a way that they require the testees to rely on what they hear rather than on an intelligent estimate of what the situation calls for. T

Chapter Nine: Self-assessment

4. Dictation test is a procedure for testing recognition of sounds in isolation. F

5. Testing recognition is easier than testing production. T

Chapter Nine: Self-assessment

6. The stimulus materials for pronunciation tests should represent formal written language. F

7. The pictures in pronunciation tests should be familiar to the subjects taking the test. T

CHAPTER TEN

Testing Listening Comprehension

1. **Physical response:**

❖ **Ali, turn off the light.**

2. **Oral presentation of stimulus and response:**

❖ **Examinee hears: When do you leave?**

a. tomorrow

b. to see my wife

c. Yes, I do.

d. On main street

Chapter Ten: Listening

3. Statements:

- ❖ **Testees hear:** John would've passed the exam if he he'd studied hard.

- ❖ **Testees choose:**

a. John passed the exam.

b. John failed the exam.

c. John studied very hard.

d. John would study hard.

Chapter Ten: Listening

4. Dialog

- ❖ Examinee hears:
- ❖ Did you see the news on Channel one last night? (man's voice)
- ❖ No, the movie on Channel two was so interesting I gave up listening to the news. (woman's voice)
- ❖ Question: why did the woman miss the news?

Chapter Ten: Listening

❖ **Examinee reads and chooses:**

a. She was at the movies.

b. She was watching another program.

c. She had forgotten to watch it.

d. She did not like news at all.

Chapter Ten: Listening

5. Lectures and talks

6. Distorted messages

7. Live or recorded voice?

Chapter Ten: Self-assessment

1. The great advantage of using recordings when administering a listening comprehension test is that there is uniformity in what is presented to the subjects. T

Chapter Ten: Self-assessment

2. The use of recordings allows presenting perfect models of the spoken language. T

3. The noise test may function as a reasonable measure of listening proficiency for beginners. F

Chapter Ten: Self-assessment

4. Listening tests for advanced EFL subjects mainly attempt to test their ability to understand short samples of speech and to deal with a variety of signals on the lexical and grammatical levels of sounds. F

CHAPTER ELEVEN
Testing speaking

I. Indirect tests

1. Talking about pictures

2. Transforming utterances

3. Following commands

4. Retelling

Chapter Eleven: Speaking

5. Explaining

6. Giving short talks

7. Role playing

Chapter Eleven: Speaking

II. Direct tests of speaking

❖ **Oral interview**

a. Holistic scoring
b. Discrete scoring

Chapter Eleven: Self-assessment

1. Speaking can be tested directly or indirectly. T

2. The most common direct measure of speaking is the oral interview test. T

Chapter Eleven: Self-assessment

3. Speaking tests can be prepared and administered to groups of testees. F

4. An interview can be recorded for later scoring or can be scored live. T

Chapter Eleven: Self-assessment

5. To ensure validity and reliability, each interview test should be carefully structured.T

6. The test anxiety should be minimized during the interview. T

CHAPTER TWELVE

Testing Reading Comprehension

1. Traditional reading tests:

- ❖ Based on the idea that reading ability consists of a number of subskills:

Chapter Twelve: Reading

a. Guessing meaning from context

b. Understanding syntactic structure

c. Distinguish explicit and implicit ideas

d. Grasp the main ideas

Chapter Twelve: Reading

2. Cloze procedure:

❖ **Based on the idea that reading ability cannot be broken down into subskills. It believes that reading ability is a unitary skill.**

Chapter Twelve: Reading

2. Short-context technique

❖ **This method considers reading a unitary skill and consists of authentic texts such as college textbooks, campus ads, magazine and newspaper articles, etc.**

Chapter Twelve: Self-assessment

1. Reading comprehension tests attempt to measure the testees' ability to get meaning from the printed material. T

2. Traditional reading tests are the least widely-used measures of reading ability. F

Chapter Twelve: Self-assessment

3. The **number of subskills** measured by a traditional reading test depends on the individual test writer's choice. T

Chapter Twelve: Self-assessment

4. A short-context test comprises long reading texts followed by one or two items testing comprehension of overall meaning. F

Chapter Twelve: Self-assessment

5. Passages in reading tests should represent authentic reading materials that the examinees are likely to encounter in real-life. T

Chapter Twelve: Self-assessment

❖ We increase the -------------- of a reading test by using a number of short passages instead of a very long passage.

a. difficulty   b. comprehension

c. reliability ⬅   d. speed

Chapter Twelve: Self-assessment

❖ **Reading comprehension test items should be ----------------- the reading text.**

a. as difficult as

b. less difficult than ⬅

c. more difficult than

d. much more difficult than

Chapter Twelve: Self-assessment

❖What does a reading cloze test measure?

a. Certain subskills
b. Knowledge of words
c. Communicative abilities
d. General reading comprehension ⬅

Chapter Twelve: Self-assessment

❖ **Which of the following is more likely to contain authentic reading materials?**

a. Newspapers and magazines ⬅

b. Simple reading books

c. Simplified stories

d. Modified texts

Chapter Twelve: Self-assessment

❖**Which of the following is a major difference between traditional reading tests and short-context tests?**

a. Level of difficulty

b. Type of vocabulary

c. Form of test items

d. Number of passages ⬅

Chapter Twelve: Self-assessment

❖ **What is the appropriate number of test item for a 100-word passage?**

a. one   b. two

c. three ⬅   d. four

CHAPTER THIRTEEN
Testing Writing

A. Writing readiness tests
   1. copying
   2. spelling
   3. punctuating

Chapter Thirteen: Writing

4. Combining sentences

5. Reducing sentences

- The car <u>that was stolen</u> last week belonged to him.

- The car stolen last week belonged to him.

Chapter Thirteen: Writing

6. Completing sentences

7. Transforming sentences

8. Expanding sentences

9. Recognizing errors

10. Correcting errors

Chapter Thirteen: Writing

B. Beginning writing:

1. Transforming passages
2. Building from words
3. Building from notes
4. Organizing a paragraph
5. Completing a paragraph

Chapter Thirteen: Writing

C. Free writing

❖ **Composition**

❖ **Evaluation**

   a. Impression marking

   b. Analytic marking

Chapter Thirteen: Self-assessment

1.Writing tests measure sensitivity to the grammatical patterns appropriate to the written form of the language.T

Chapter Thirteen: Self-assessment

2. Pictures provide subjects with ideas for writing tasks, enabling them to give their full attention to using the written language. T

Chapter Thirteen: Self-assessment

3. Since good handwriting is important, examiners should penalize subjects with poor handwriting. F

4. Tests for low proficiency subjects measure mastery of specific grammatical points or lexical items. T

Chapter Thirteen: Self-assessment

5. Before scoring each composition, the scorer should try to know its writer. F

6. Objectively-scored tests of writing motivate testees more than composition tests. F

Chapter Thirteen: Self-assessment

7. Analytic marking is generally found to be much faster than impression marking. F

8. A subject's ability to organize ideas and express them is essential for real-life communication. T

Chapter Thirteen: Self-assessment

❖A composition scorer should <u>NOT</u> be influenced by the writer's-----------.

a. neatness ⬅

b. vocabulary choice

c. originality

d. use of structure

Chapter Thirteen: Self-assessment

❖ **Which of the following best improves the reliability of composition tests?**

a. Using analytic method

b. Giving weights to some parts

c. Increasing the scorers ⬅

d. Pretesting the assignment

Chapter Thirteen: Self-assessment

❖**Which item type would you choose if you had short time for preparation a writing test for 15 students?**

a. Composition ⬅

b. Multiple-choice

c. True/false

d. Short answer

Chapter Thirteen: Self-assessment

❖ **Which of the following tasks would be most suitable for objective tests of writing?**

a. Building from words

b. Error recognition ⬅

c. Building from notes

d. Expanding sentences

CHAPTER FOURTEEN
Measuring overall Language ability

❖ **Discrete-point vs. integrative tests**

❖ **Pragmatic tests**

Chapter Fourteen: Overall Ability

❖ **Dictation**

a. Standard form
b. Partial dictation
c. Noise dictation

Chapter Fourteen: Overall Ability

❖ **Cloze test**

❖ **Word deletion methods**

1.Systematic deletion

2.Rational deletion

Chapter Fourteen: Overall Ability

❖ C-test

❖ Nari is a country with a population of 50 million. The peo----- have la----- families a----- often o----- a ho-----. They lo----- carpets a----- cars.

Chapter Fourteen: Self-assessment

1. The discrete-point approach is based on the belief that language is a system of discrete categories such as phonemes, morphemes, words, phrases, and sentences. T

Chapter Fourteen: Self-assessment

2. A discrete-point item implies more than one element from one component is being assessed in one skill. F

Chapter Fourteen: Self-assessment

3. Discrete-point tests are supposed to provide diagnostic information for remedial instruction. T

4. Pragmatic tests constitute a special class of discrete-point tests. F

5. Discrete-point tests are criticized because they provide little information on our ability to function in real situations. T

Chapter Fourteen: Self-assessment

6. Integrative tests require the testees to combine many language elements in the completion of a task. T

7. Cloze, C-, and dictation tests are examples of pragmatic tests. T

Chapter Fourteen: Self-assessment

8.A dictation comprises a passage of about 100 words read once. F

9. Discrete-point items are difficult to administer and score but provide reliable results. F

Chapter Fourteen: Self-assessment

10. Cloze scoring may be based on the exact words deleted from the text or on any acceptable replacement. T

Chapter Fourteen: Self-assessment

11. Spelling is NOT counted in dictation unless the misspelled words indicated the testees' inabilities to perceive the sound/meaning of the language. T

Chapter Fourteen: Self-assessment

❖ **Which of the following provides direct information on the separate skills that a testee might have?**

a. discrete-point tests ⬅

b. pragmatic tests

c. integrative tests

d. functional-communicative tests

Chapter Fourteen: Self-assessment

❖ **Which cloze scoring method is the easiest to carry out?**

a. clozentropy

b. standardized

c. exact-word ⬅

d. acceptable-word

Chapter Fourteen: Self-assessment

❖ **Which of the following may have LESS diagnostic and remedial-guidance value?**

a. integrative items ⬅

b. discrete-point items

c. objective items

d. subjective items

Chapter Fourteen: Self-assessment

❖ **Which of the following may give the best proof of a person's ability to actually use the language?**

a. ○Discrete-point tests

b. Functional-communicative tests⬅

c. Integrative and - pragmatic tests

d. Cloze tests

Chapter Fourteen: Self-assessment

❖ **What is the most common ratio for deleting words in a standard cloze test?**

a. Every second

b. Every fourth

c. Every seventh ⬅

c. Every twelfth

Chapter Fourteen: Self-assessment

❖ **What is a "functional" choice?**

a. A distractor that functions well

b. A response elicited from non-native speakers

c. A linguistically and socially acceptable choice ⬅

d. A term for any function in functional testing

THE END

GOOD LUCK

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✔ نمونه سوالات پیام نور : بیش از ۱۱۰ هزار نمونه سوال همراه با پاسخنامه تستی و تشریحی

✔ کتاب ، جزوه و خلاصه دروس

✔ برنامه امتحانات

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