Contents

Title	Page number
CHAPTER ONE: ((Preliminaries))	
1.1. What Is Test?	1
1.2. What Is Measurement?	1
1.3. What Is Evaluation?	2
1.4. Relationship among test, measurement, and evaluation	2
1.5. What Is Assessment?	4
1.6. Benefits of Testing	6
CHAPTER TWO: ((Functions of Language Tests))	
2.1. Prognostic tests	7
2.2. Evaluation of Attainment Tests	11
CHAPTER THREE: ((Contrasting Categories of Language Tests))	
3.1. Knowledge vs. Performance Tests	19
3.2. Language Sub-Skills vs. Communication Skills Tests	20
3.3. Speed vs. Power Tests	20
3.4. Usage vs. Use Tests	20
3.5. Direct vs. Indirect Tests	20
3.6. Teacher-Made vs. Standardized Tests	21
3.7. Norm-Referenced vs. Criterion-Referenced Testing	22
3.8. Self-assessment vs. Peer Assessment	29
3.9. Traditional vs. Alternative Assessment	29
CHAPTER FOUR: ((Forms of Language Tests))	
4.1. Introduction	31
4.2. The Structure of an Item	31
4.3. The Form of an Item	31
4.4. Receptive (or selected) Response Items	32
4.5. Productive (or constructed) Response Items	34
4.6. Personal Response Items	35
4.7. Subjective vs. Objective Items	37
4.8. Recognition vs. Suppletion Items	38
4.9. Psycholinguistic Classification	38
4.10. Channel and Mode of Communication	40

Contents

Title	Page number

CHAPTER FIVE: ((Statistics in Testing))

5.1. Introduction 41
5.2. Ranking 42
5.3. Measures of Frequency 42
5.4. Graphic Display of Frequencies 46
5.5. Measures of Central Tendency 47
5.6. Measures of Variability (also measures of spread/dispersion) .. 51
5.7. Scales of Measurement 54
5.8. Correlation 57
5.9. Normal Distribution 64
5.10. Skewed Distribution 68
5.11. Standardized Scores 70
5.12. Probability 73

CHAPTER SIX: ((Test Construction))

6.1. Steps in Constructing a Test 74
6.2. Determining the Function and the Form of the Test 74
6.3. Planning (Specifying the Content of the Test) 75
6.4. Preparing (or Writing) Items 76
6.5. Reviewing Test Items 83
6.6. Pre-testing 83
6.6.1. Norm-Referenced Item Analysis 84
6.6.2. Criterion-Referenced Item Analysis 96

CHAPTER SEVEN: ((Principles of Language Testing))

7.1. Practicality (also called usability) 102
7.2. Authenticity 103
7.3. Fairness 104
7.4. Washback 104
7.5. Impact 106

Contents

Title	Page number
CHAPTER EIGHT: ((Reliability))	
8.1. A General Definition	107
8.2. Classical Test Theory (CTT)	107
8.3. Standard Error of Measurement (SEM)	111
8.4. Approaches to Estimating Reliability of NRTs	115
8.5. Reliability of Rater Judgments	123
8.6. How to Make Tests More Reliable?	125
8.7. Approaches to Estimating Consistency of CRTs	132
CHAPTER NINE: ((Validity))	
9.1. Introduction	137
9.2. Strategies for Investigating the Validity of a Test	139
9.3. Factors Influencing Validity	148
9.4. Standards Setting Methods	150
CHAPTER TEN: ((Theories of Language Testing))	
10.1. Introduction	152
10.2. Grammar Translation Approach	152
10.3. Discrete-Point Approach	152
10.4. Integrative Approach	154
10.5. Functional– Communicative Approach	156
10.6. Task-Based Assessment	158
10.7. Some More Issues in Language Testing	164
CHAPTER ELEVEN: ((Functional Testing))	
11.1. Introduction	167
11.2. Selection of the Functions	167
11.3. Specifying the Social Factors	167
11.4. Determining the Performance Criteria	167
11.5. Developing Test Items	167
11.6. Pretesting	168
11.7. Scoring System	168

Contents

Title	Page number
CHAPTER TWELVE: ((Cloze & Dictation))	
12.1. Cloze Procedure	170
12.2. Varieties of Cloze Procedure	171
12.3. Scoring a Cloze Test	174
12.4. Advantages and Disadvantages of Cloze Procedure	175
12.5. Dictation	177
12.6. Varieties of Dictation	177
12.7. Scoring Dictation	179
12.8. Advantages and Disadvantages of Dictation Tests	180
12.9. Problems with Both Cloze & Dictation Tests	180
CHAPTER THIRTEEN: ((Testing Vocabulary, Grammar & Pronunciation))	
13.1. Testing Vocabulary	183
13.2. Guidelines for Constructing Multiple-choice Vocabulary Items	184
13.3. Testing Grammar (or structure)	187
13.4. Guidelines for Constructing Grammar Items	188
13.5. Testing Pronunciation	190
13.6. Guidelines for Constructing Pronunciation Items	192
CHAPTER FOURTEEN: ((Testing Listening))	
14.1. Types of Items	193
14.2. Guidelines for Constructing Listening Comprehension Items	194
14.3. The Operations Involved in Listening	195
14.4. Four Types of Listening	196
CHAPTER FIFTEEN: ((Testing Speaking))	
15.1. Direct Measures	199
15.2. Indirect Measures	200
15.3. Skills and Operations Involved in Speaking	201
15.4. Types of Speaking	202

Contents

Title	Page number
CHAPTER SIXTEEN: ((Testing Reading))	
16.1. Guidelines for Constructing Reading Comprehension Items	205
16.2. The Skills and Operations Involved in Reading	207
16.3. Characteristics of an Efficient Reading Comprehension Course	207
16.4. Types of Reading	207
CHAPTER SEVENTEEN: ((Testing Writing))	
17.1. Writing Readiness	209
17.2. Beginning Writing (or Controlled Writing)	211
17.3. Free Writing	211
17.4. Scoring Methods for Writing Tasks	212
Azmoune Estekhdami 1402	216
Answers	217
Public University (MA) 1402	219
Answers	221
References	224