

Applied Linguistics

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Lecture 14

Before answering the following questions study these tables:

Types of tests		
1-Multiple-choice test items		
a. Multiple-choice items	b. Passage items:	c. Discrete Items
The stem	Consists of two or more items	stand alone. The most common discrete are utterly independent of each other, and their order on a given test could be transposed without changing their effectiveness
The options		
The key		
The distractors		
2-Short-answer Objective items		
3- Communication items		

<u>General Testing Terminology</u>			
Test and Quiz	Objective test and Subjective test	Speed and power tests	Formative and summative evaluation
Discrete-point and global testing	Pure vs. hybrid test items	Pre-testing and post-testing	Norm-referenced and criterion-referenced tests

- 1. The questions on a test are called:**
 - a. Components
 - b. Questions
 - c. Instruments
 - d. Items
- 2. The word item is preferred because itthe interrogative form.**
 - a. Implies
 - b. Does not imply
 - c. Affects
 - d. All false

3. **One of the most common types of items used in language classes is the multiple-choice. This kind of test is designed toresponses from the students.**
 - a. Elicit
 - b. Derive
 - c. Allow
 - d. All false
4. **When a group of scorers in multiple-choice item is reading the same test paper, each of them arrives at the same score. This arrangement is called:**
 - a. Scorer reliability.
 - b. Student reliability
 - c. Scorer and student reliability
 - d. Test reliability
5. **What led to widespread acceptance of machine-scored answer sheet is:**
 - a. The reliability of multiple-choice item
 - b. The increased use of electronic computers
 - c. The need to make it easier for test takers.
 - d. A and B
6. **Both the scorer reliability and the validity of each test or each section of the test of these machine-scored multiple-choice tests are almost perfect.**
 - a. I totally agree.
 - b. I don't agree
 - c. I agree with the first one but not the second one.
 - d. All false
7. **The validity of each test or each section of the machine-scored multiple choice test must be determined:**
 - a. Together with the other sections
 - b. Separately
 - c. Relatively
 - d. All false
8. **An objective test item is any item for which there iscorrect answer.**
 - a. Two or more probable
 - b. A single predictable
 - c. Is four predictable
 - d. All false
9. **When a test is objective, it is not automatically a good test.**
 - a. I agree
 - b. I don't agree
 - c. This is mostly wrong
 - d. This is debatable

10. Before using any standardized objective test, the teacher should carefully go over the specifications to determine whether they correspond to:
- His own reasons for giving the test.
 - Students' reasons for taking the test.
 - The scorers' abilities
 - All true
11. The first part of a multiple choice test is called the item. In a multiple-choice item, the stem is the: either a partial sentence to be completed, a question, or several statements leading to a question or incomplete phrase.
- Less important part
 - Initial part
 - Most difficult part
 - All false
12. The choices from which students must select their answers are known as.....
- Options
 - Responses
 - Alternatives
 - Either
13. One response which is called..... is distinctly correct or more suitable than the others.
- The stem
 - The distractor
 - The choice
 - The key
14. Incorrect responses are called..... distractors and should be worded that they seem attractive to the uninformed or poorly informed student.
- Keys
 - Options
 - Distractors
 - Stems
15. If a distractor is obviously wrong that is never selected, it plays no useful role in the item and should be eliminated or replaced by a new alternative.
- I agree
 - I don't agree
 - It is debatable
 - This is the teacher's free choice.
16. The second part of a multiple choice test is called (Passage items). Passage items are two or more items that refer to a single 'passage': a paragraph, a poem, a conversation, or a visual. The passage may be:
- Printed

- b. Recorded
 - c. Projected on a screen
 - d. Either
- 17. Effective passage items should be so constructed that an intelligent native speaker could not arrive at the correct answer without having read or heard the passage.**
- a. I agree
 - b. I don't agree
 - c. It is debatable
 - d. All possible
- 18. Effective passage items should be so constructed that students shouldto answer passage items merely with common sense and a knowledge of the target language.**
- a. Be able
 - b. Not be able
 - c. Try
 - d. All false
- 19. The third part of the multiple choice test is called (Discrete items). These items stand**
- a. Alone
 - b. Together
 - c. Either
 - d. Neither
- 20. One of the most common types of items used in language classes is the**
- 21. Short-answer Objective items. In comparing this type to the multiple choice test types we can say that it could be classified as:**
- a. The item
 - b. The passage item
 - c. The discrete item
 - d. All false
- 22. Whereas the multiple-choice item format is most often selected for standardizing tests, the classroom teacher typically makesof short-answer-items.**
- a. Heavy use
 - b. Little use
 - c. No use
 - d. All false
- 23. This type of test requires:**
- a. One-word answers
 - b. Several words answers
 - c. A full sentence
 - d. All possible
- 24. In order to assure the objective nature of short-answer items, the teacher must prepare:**
- a. Attractive question

- b. A scoring system in advance.
 - c. Both
 - d. Neither
- 25. One of the most common types of items is the **Communication items**. Communication items are not as objective as multiple-choice or short-answer items.**
- a. I agree
 - b. I don't agree
 - c. It is debatable
 - d. All false
- 26. Communication items are not so objective because it is usually impossible to predict precisely how students will respond.**
- a. This depends on the test giver's qualifications.
 - b. I agree
 - c. I totally don't agree
 - d. It is debatable
- 27. Both tests and quizzes play a role in the language classroom. The distinction between test and quiz is one of dimension and purposethan of item content.**
- a. Less
 - b. Rather
 - c. As well as
 - d. All false
- 28. All of the following characteristics apply to tests EXCEPT one of them APPLIES to QUIZ:**
- a. It is announced in advance and covers a specific unit of instruction.
 - b. It occurs frequently to encourage students to devote time regularly to their language study.
 - c. It may be given every two or three weeks
 - d. It may be constructed to last the entire class period
- 29. The essence of the quiz is brevity. This means it is:**
- a. Predictable
 - b. Sudden
 - c. Short
 - d. Unpredictable
- 30. The test that does not have a single right answer (interview & short composition) is called:**
- a. Objective
 - b. Subjective
 - c. Speed test
 - d. Indirect
- 31. The test in which the student works against time e.g. typing & translation is called:**
- a. Subjective
 - b. Objective
 - c. Speed test

- d. Power test
- 32. On a power test, the student is given sufficient time to finish the test. Some students may not answer all the questions. Why?**
- a. Because they are unable to do so
 - b. Because they were rushed.
 - c. Because the questions are very hard.
 - d. Because the questions are not clear.
- 33.is given during the course instruction; its purpose is to show which aspects of the chapter the student has mastered and where remedial work is necessary.**
- a. The summative test
 - b. The formulative test
 - c. The formative test
 - d. The Power test
- 34. When some students fail in the formative test, they are:**
- a. Allowed to retake the test
 - b. Not allowed to retake the test.
 - c. Allowed to retake the test if the teacher wants.
 - d. All false
- 35.is normally graded on a pass-fail basis.**
- a. The summative test
 - b. The formulative test
 - c. The formative test
 - d. The Power test
- 36. A test which is usually given at the end of a marking period and measures the 'sum' total of the material covered.**
- a. The summative test
 - b. The formulative test
 - c. The formative test
 - d. The Power test
- 37.compares a student's performance against the performance of other students (Curve).**
- a. The criterion-referenced test
 - b. The norm-referenced test
 - c. The formative test
 - d. The Power test
- 38.indicates whether the student has met predetermined objective or criteria.**
- a. The criterion-referenced test
 - b. The norm-referenced test
 - c. The formative test
 - d. The Power test
- 39.measure whether or not the student has mastered specific elements of the second language.**
- a. Global language tests
 - b. Discrete-point tests

- c. Both
- d. Neither

40.....measure the student's ability to understand and use language in context.

- a. Global language tests
- b. Discrete-point tests
- c. Both
- d. Neither

41. On a pure test item, the student uses:

- a. Only one skill.
- b. Two skills
- c. Three skills
- d. All false

42....., two or more skills are used.

- a. In a pure test
- b. In hybrid test
- c. In both
- d. Neither

43. The pre-test and the post-test are similar in form and content.

- a. I agree
- b. I don't agree
- c. It is debatable
- d. All false