

بسم الله الرحمن الرحيم
المحاضرة التاسعة اللغويات التطبيقية - احمد السقوفي
[أسئلة مراجعة - اللغويات التطبيقية - د احمد السقوفي]

1) Language testing is divided into _____ types based on the orientation.

- **Two**
- three
- four

2) They are 1 _____ test and 2 _____ - test types based on the orientation

- performance language.
- language competence.
- **all them**

3) Language _____ test is a test that involves components of language such as vocabulary, grammar, and pronunciation

- **competence.**
- performance.
- all theme

4) _____ test is a test that involve the basic skills in English that are writing, speaking, listening and reading

- competence.and performance
- competence..
- **performance.**

5) testing is also divided into _____ types based on the way to test They are 1 direct testing and 2 indirect testing

- **two.**
- four
- six

6) _____ is a test that the process to elicit students competences uses basic skill, like speaking, writing, listening, or reading while indirect language testing is a test that the process to elicit students competences does not use basic skills.

- indirect testing
- **Direct testing.**
- all

7) _____ language testing is a test that the process to elicit students competences does not use basic skills.

- **Indirect testing**

- Direct testing

- competences only in one skill

8) language testing can be divided into _____ types based on orientation and the way to test.

- Three

- **four**

- ten

9) The direct competence test is a test that measure the students knowledge about language component, like grammar or vocabulary, which the elicitation _____ of the basic skills, speaking, listening, reading, or writing. For example, a teacher wants to know about students grammar knowledge. The teacher asks the students to write a letter to elicit students knowledge in grammar.

- **uses one of the basic skills.**

- uses tow of the basic skills

- not uses all of the basic skills

10) _____ is a test that measure the students knowledge about language component, like grammar or vocabulary, which the elicitation does not use one of the basic skills, speaking, listening, reading, or writing. The elicitation in this test uses other ways, such as multiple choice.

- The direct competence test.

- **The indirect competence test.**

- Indirect testing.

11) Direct performance test is a test that the students skill in reading, writing, speaking, and listening that the elicitation is through _____. For example, the teacher want to know the students skill in writing, the teacher ask the students to write a letter, or to write a short story

- **direct communication.**

- indircet communication

- all

12) Indirect performance test is a test that measure the students skill in reading, writing,

speaking, and listening that the elicitation _____ the basic skill. For example, the teacher wants to measure the students skill in listening. The teacher gives some picture and asks the students to arrange the students the pictures into correct order based on the story that they listen to.

- **Does not use.**

- by use

13) There are _____ kinds of tests based on score interpretation.

- three

- six

- **two.**

14) _____ are designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers

- **Norm-referenced tests.**

- criterion-referenced tests.

15) _____ systems might want to classify students in this way so that they can be properly placed in remedial or gifted programs. The content of norm-referenced tests is selected according to how well it ranks students from high achievers to low. In other words, the content selected in norm-referenced tests is chosen by how well it discriminates among students.

- **School.**

- universty

- institute

16) _____ tests determine what test takers can do and what they know, not how they compare to others (Anastasi, 1988). Criterion-referenced tests report how well students are doing relative to a pre-determined performance level on a specified set of educational goals or outcomes included in the school, district, or state curriculum.

- Norm-referenced tests

- **Criterion-referenced tests**

17) Educators may choose to use a criterion-referenced test when they wish to see how well students have learned _____ which they are expected to have mastered. This information may be used as one piece of information to determine how well the student is learning the desired curriculum and how well the school is teaching that curriculum.

- **the knowledge and skills.**

- Play football

18) Criterion-referenced tests give _____ about how well a student has performed on each of the educational goals or outcomes included in that test.

- limited information

- **detailed information**