

بسم الله الرحمن الرحيم

المحاضرة العاشرة اللغويات التطبيقية - احمد السقوفي

[أسئلة مراجعة مجهود شخصي - اللغويات التطبيقية - د احمد السقوفي]

1) Validity and Reliability are

- **Characteristics of a good test,**

- Characteristics of a bad test

2) A Validity is ...

- A good test should give consistent results.

- **a test is valid if it tests what it is supposed to test.**

- all them

3) Reliability is...

- **A good test should give consistent results.**

- a test is valid if it tests what it is supposed to test..

4) In practice, 'reliability' is enhanced by making the-----, and making sure that test conditions remain constant.

- hard and not clear

- **the test instructions absolutely clear, restricting the scope for variety in the answers,**

5) Reliability also depends on the people who----- – the scorers

- **mark the tests.**

- not have mark in the test

6) before we start to write the test we need to remind ourselves of the context in which the test takes place. We have to decide how much time should be given to the test-taking, when and where, it will take place, and how much time there is for marking.

- implies nothing about size of vocabulary..

- **Assess the test situation.**

- Decide what to test.

7) ...we have to list what we want to include in our test. This means taking a conscious decision to include or exclude skills such as reading comprehension or speaking (if speaking tests are impractical). It means knowing what syllabus items can be legitimately included (in an achievement test), and what kinds of topics and situations are appropriate for our students

- **Decide what to test..**

- Assess the test situation..

8) If we are to include direct and indirect test items we have to make a decision about how many of each we should put in our test. A 200-item multiple choice test with a short real-life writing task tacked onto the end suggests that we think that MCQs are a better way of finding out about students than more integrative writing tasks would be.

- feasibility .

- **Balance the elements.**

- Decide what to test.

9) we have balanced the elements in our test, our perception of our students' success or failure will depend upon ----- . If we give two marks for each of our ten MCQs, but only one mark for each of our ten transformation items,

- **how many marks are given to each section or sections of the test.**

- important of test

10) Making the test work It is absolutely vital that we try out individual items and/or whole tests on colleagues and students alike----- administering them to real candidates.

- after

- **before.**

11) 1-Training 2 -More than one scorer-3-Global assessment scale 4-Analytic profiles:

- **How to avoid subjectivity in scoring?.**

- How to avoid objective in scoring?.

12) Training التدريب If scorers have seen examples of scripts at various different levels and discussed what marks they should be given, then their marking is likely to be-----
erratic than if they come to the task fresh.

- more

less -

13) Reliability can be greatly enhanced by----- . The more people who look at a script, the greater the chance that its true worth will be located somewhere between the various scores it is given

- **having more than one scorer**

- not there any scorer

14) A way of specifying scores that can be given to productive skill work is to ----- . Such descriptions say what students need to be capable of in order to gain the required marks

- a general assessment.

- **. create 'pre-defined descriptions of performance**

15) Marking gets more reliable when a student's performance is analyzed in ----- . Instead of just a general assessment, marks are awarded for different elements

- **much greater detail.**

- a lot of detail

16) Scorer reliability in oral tests is helped not only by global assessment scores and analytic profiles but also by ----- the role of scorer (or examiner) from the role of interlocutor (the examiner who guides and provokes conversation).

- blend

- **separating.**