

1. Based on Purposes			Lecture 7
The Type:	Purpose:		I.e.
Proficiency Test	To test global competence	It's overall ability regardless of any training they previously had in the language. <u>Proficiency tests:</u> have transitionally consisted of standardized multiple-choices item on grammar, vocabulary, reading & listening comprehension.	TOFEL
Diagnostic Test	To diagnose specific of a language	It's offer a checklist of features for the teacher to use in discovering difficulties. It's should elicit information on what students need to work in the future; Therefore the test will typically offer more detailed subcategorization information on the learner.	Writing diagnostic test 1. would first elicit a writing sample of the students. 2. Then, <u>the teacher</u> would identify the (organization, content, spelling, grammar, or vocabulary) of their writing. 3. Based on that identifying, teacher would know the needs of students that should have <u>special focus</u>
Placement Test	to place a student into a particular level or section of a language curriculum or school.	Placement test usually includes a sampling of the material to be covered in the various courses in a curriculum. A student's performance on the test should indicate the point at which the student will find material neither too easy nor too difficult. <u>Placement tests come in many varieties:</u> 1. assessing comprehension and production. 2. responding through written and oral performance 3. multiple choice. 4. gap filling formats.	English as a <u>S</u>econd <u>L</u>anguage <u>P</u>lacement <u>T</u>est (ESLPT) at San Francisco State University

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Achievement Test	to determine whether course objectives have been met with skills acquired by the end of a period of instruction.	Achievement tests should be limited to particular material addressed in a curriculum within a particular time frame. It belong to summative because they are administered at the end on a unit/term of study. It analyzes the extent to which students have acquired language that have already been taught.	
Language Aptitude Test	to predict a person's success to exposure to the foreign language	According to <u>John Carrol and Stanley Sapon (the authors of MLAT)</u> , language aptitude tests does not refer to whether or not an individual can learn a foreign language; but it refers to how well an individual can learn a foreign language in a given amount of time and under given conditions. In other words, this test is done to determine how quickly and easily a learner learn language in language course or language training program.	<p>Standardized aptitude tests have been used in the United States:</p> <ol style="list-style-type: none"> 1. The <u>Modern Language Aptitude Test (MLAT)</u>. 2. The <u>Pimsleur Language Aptitude Battery (PLAB)</u>

2. Based on Response				Lecture 8
The Type:		Advantages	Disadvantages	I.e.
Subject Test	a test in which the learners ability or performance are judged <u>by examiners' opinion and judgment</u>	<p>1.Short answer:</p> <ul style="list-style-type: none"> -Many can be administered in a brief amount of time. -Relatively efficient to score. -Moderately easy to write items. <p>2.Essay:</p> <ul style="list-style-type: none"> -Can be used to measure higher order cognitive skills. -Easy to write questions. -Difficult for respondent to get correct answer by guessing. 	<p>1.Short answer:</p> <ul style="list-style-type: none"> -Difficult to identify defensible criteria for correct answers. -Limited to questions that can be answered or completed in a few words. <p>2.Essay:</p> <ul style="list-style-type: none"> -Time consuming to administer and score. -Difficult to identify reliable criteria for scoring. -Only a limited range of content can be sampled during any one testing period. 	essay and short answer
Object test	a test in which the learners ability or performance are measured using specific set of answer, means there are only two possible answer, right and wrong. In other word, the <u>score is according to right answers</u> . It's includes multiple choice tests, true or false test, matching and problem based questions.	<p>1.True or false:</p> <ul style="list-style-type: none"> -Many items can be administered in a relatively short time. -Moderately easy to write and easily scored. <p>2.Multiple Choice:</p> <ul style="list-style-type: none"> -Can be used to assess a broad range of content in a brief period. -Skillfully written items can be measure higher order cognitive skills. -Can be scored quickly. <p>3.Matching:</p> <ul style="list-style-type: none"> -Items can be written quickly. -A broad range of content can be assessed. -Scoring can be done efficiently. 	<p>1.True or false:</p> <ul style="list-style-type: none"> -Limited primarily to testing knowledge of information. -Easy to guess correctly on many items, even if material has not been mastered. <p>2.Multiple Choice:</p> <ul style="list-style-type: none"> -Difficult and time consuming to write good items. -Possible to assess higher order cognitive skills, but most items assess only knowledge. -Some correct answers can be guesses. <p>3.Matching:</p> <ul style="list-style-type: none"> -Higher order cognitive skills difficult to assess. 	

3. Based on <u>Orientation</u> and <u>The way To Test</u>			Lecture 9
The Type:	Divided to		I.e.
Orientation	1. Language competence	#Language competence test is a test that involves components of language .	such as vocabulary, grammar, and pronunciation .
	2. Performance language	#Performance test is a test that involve the basic skills in English .	that are writing, speaking, listening and reading .
The way	1. Direct	that the process to elicit students competences uses basic skill , like speaking, writing, listening, or reading.	
	2. Indirect	that the process to elicit students competences does not use basic skills .	
language testing can be divided into <u>four types</u> based on <i>orientation</i> and <i>the way to test</i> . They are:			I.e.
1. Direct competence test.	That measures the students' knowledge about language component, like grammar or vocabulary, which the elicitation uses one of the basic skills, speaking, listening, reading, or writing .		a teacher wants to know about students grammar knowledge. The teacher ask the students to write a letter to elicit students' knowledge in grammar.
2. Indirect competence test.	That measures the students' knowledge about language component, like grammar or vocabulary, which the elicitation does not use one of the basic skills, speaking, listening.... The elicitation in this test uses other ways, such as multiple choice .		the teacher want to know about students grammar knowledge The teacher gives a multiple choice test for the students to measure students' knowledge in grammar.
3. Direct performance test.	That measures the students skill in (reading, writing, speaking, and listening) that the elicitation is through direct communication .		For example, the teacher wants to know the students skill in writing, the teacher asks the students to write a letter, or to write a short story.
4. Indirect performance test.	measures the students skill in reading, writing, speaking, and listening that the elicitation does not use the basic skill .		the teacher wants to measure the students skill in listening. The teacher gives some picture and asks the students to arrange the pictures into correct order based on the story that they listen to.

4. Based on Score Interpretation		Lecture 9
The Type:		I.e.
Norm-referenced test	<ul style="list-style-type: none"> - It's 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. - School systems might want to <u>classify students</u> in this way so that they can be properly placed in remedial or gifted programs. - The content of it is selected according to how well it ranks students from high achievers to low. In other words, the content selected in its chosen by how well it discriminates among students. 	<p>A student's performance on a norm-referenced test is interpreted in relation to the performance of a large group of similar students who took the test when it was first formed. For example, if a student receives a percentile rank score on the total test of 34, this means that he or she performed as well or better than 34% of the students in the norm group.</p> <p>- This type of information can be useful for deciding whether or not students need remedial assistance or is a candidate for a gifted program. However, the score gives little information about what the student actually knows or can do.</p>
Criterion-referenced test	<ul style="list-style-type: none"> - it's determine what (test takers) <i>can do</i> and what they <i>know</i>, not how they compare to others. - it's report how well students are doing relative to a predetermined performance level on a <u>specified set</u> of educational goals or outcomes included in the school, district, or state curriculum. - Educators may choose to use the test when they wish <u>to see</u> how well students have learned the knowledge and skills 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 content of a criterion-referenced test is determined by how well it matches the learning outcomes deemed most important. In other words, the content selected for the criterion-standard tests is selected on the basis of its significance in the curriculum. -The test give detailed information about how well a student has performed on each of the educational goals or outcomes included in that test. 	