

## Reading 1 & Reading 2 Class Discussion

### BLOCK I. QUESTIONS TO BE ANSWER INDIVIDUALLY

#### Instructions:

Do either questions 1 & 2 or question 3. You cannot discuss these questions with your classmates. You cannot use any materials to answer these questions.

#### Scoring:

Q1 + Q2 = 1.75% (out of 2%) // Q3 = 1.75% (out of 2%). The remaining 0.5% can be obtained for participation in group and class discussion of questions in **BLOCK II**.

#### Questions:

1. If it is to be used, a test has to be not only reliable and valid but practical as well. In your view, what are the attributes of a practical teacher-made test? (125 to 175 words)
2. Explain (a) the concept of reliability and (b) the difference between intrarater and interrater reliability. If necessary, use examples to illustrate your answer. (125 to 175 words)
3. Portfolio assessment. What does portfolio assessment consist of? What kind of learner language performance samples are commonly included in a language learning portfolio? What do you understand by broad-focus portfolio and narrow-focus portfolio? You can use examples that contribute to illustrate your answers. (250 to 350 words)

### BLOCK II. QUESTIONS FOR GROUP AND CLASS DISCUSSION

#### Instructions:

Discuss each of the questions in this block in your group and be ready to answer any of them. You can use the photocopies for readings 1 and 2 so as to construct your answers. The discussion is a group issue, but the answers are individual, and as such will be counted.

#### Questions:

4. Where is rater reliability of more importance, in objective testing or in subjective testing? If necessary, provide an example to complete your answer.
5. Explain the concept of item reliability (a.k.a. internal consistency).
6. What is test-retest reliability?
7. *A test that provides for translating test results into a statement about the behavior to be expected of a test-taker with that score or their relationship to a specified subject matter. An example of this type of testing is constituted by most tests and quizzes written by school teachers. The objective here is simply to see whether or not the student has learned the material, the content of the course.*

Choose one:

- a) criterion-referenced testing
- b) norm-referenced testing

8. Explain the difference between discrete-point and integrative testing. If necessary, provide examples to illustrate your answer.
9. Classify the following test tasks (1-7) as discrete-point (D) or integrative (I) in nature:

1) Imagine you are sitting in a Paris cafe and are overhearing snatches of conversations. Can you tell whether the speakers are talking about present or past events? Listen carefully for the verb. If it is in the present tense, mark column A. If it is in the imperfect, mark column B.

2) Listen to the following announcement to decide what the speaker is promoting. Then circle the letter of the correct answer. Look first at the possibilities on your page.

The speaker is promoting:

- a) a taxi service      \*b) a hotel      c) an airport      d) a restaurant

Text of tape:

*Idéalement situé... Service de transport de l'aéroport international... Quarante-deux chambres luxueuses, climatisées... Élégant restaurant... De réputation internationale.*

- 3) L1-L2 word translation  
 4) Text editing  
 5) Recognition of verb tense

6) *Mary heard the ice-cream truck coming down the street. She remembered her birthday money and ran into the house.*

Answer the following based on the story above:

|   |  | True                                | False                    |
|---|--|-------------------------------------|--------------------------|
| 1 | Mary is a little girl.                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 | Mary wants some ice-cream.             | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3 | Mary goes into the house to get money. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

7) Listening to a description and choosing the corresponding picture.

|   |  |   |  |   |  |   |  |   |  |   |  |   |  |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

**10. Match each term with its definition:**

|   |  |   |                         |
|---|--|---|-------------------------|
| a | A set of tests or quizzes used as part of an ongoing assessment procedure during the course of instruction. They must be very closely tied to the course content.  | 1 | Diagnostic test         |
| b | An assessment instrument or procedure based on the objectives of a course, used to determine how much of the course content students have learned.   | 2 | Language dominance test |
| c | An assessment instrument which does not test someone's skill in a particular language –rather it is intended to assess a person's ability to learn any language.   | 3 | Progress test           |
| d | An assessment instrument or procedure used to determine a student's language skills relative to the levels of a particular program he or she is about to enter.  | 4 | Aptitude test           |
| e | A test in which the learner's response involves comprehending and producing language under the types of contextual constraints that would be involved in performing one's job. The authenticity of the stimulus material and the task posed to the learner are central concerns in designing this type of tests. | 5 | Achievement test        |
| f | An assessment instrument or procedure that attempts to identify a learner's strengths and weaknesses, typically so that an efficient and appropriate course of instruction can be presented.   | 6 | Performance test        |
| g | An instrument or procedure used to assess potentially bilingual children in both languages they have been exposed to, in order to see which is their stronger language, for purposes of instruction.   | 7 | Placement test          |

|   |  |   |  |   |  |   |  |   |  |   |  |   |  |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|