

Questions for logical evaluations of usefulness	Extent to which quality is satisfied	Explanation of how quality is satisfied
Reliability		
1. To what extent do characteristics of the testing setting vary from one to another?		
2. To what extent do characteristics of the test rubric vary in an unmotivated way from one part of the test to another?		
3. To what extent do characteristics of the test input vary in an unmotivated way from one part of the test to another?		
Construct validity		
Clarity and appropriateness of the construct definition and the appropriateness of the task		
4. Is the language ability construct for this test clearly defined?		
5. Is the language ability construct for the test relevant to the purpose of the test?		
6. To what extent does the test task reflect the construct definition?		
7. To what extent do the scoring procedures reflect the construct definition?		
8. Will the scores obtained allow us to make desired inferences about students' English ability?		
Possible source of bias in the task characteristics		
9. What characteristics of the test setting are likely to cause different students to perform differently?		
10. What characteristics of the instruction are likely to cause different students to perform differently?		
Authenticity		
11. To what extent does the description of tasks in the target language use domain include information about the setting, input, expected response, and relationship between input and response?		
12. To what extent do the characteristics of the test task correspond to those of TLU task?		

Interactiveness

Involvement of the students' topical knowledge		
13. To what extent does the task presuppose the appropriate area or level of topical knowledge, and to what extent can we expect the students to have such knowledge?		
Suitability of test tasks to the personal characteristics of students		
14. To what extent are the personal characteristics of the test takers included in the design statement?		
15. To what extent are the test tasks appropriate to the students with above characteristics?		
Involvement of the students' language knowledge		
16. Does the processing required in the test task involve a very narrow or very broad range of areas of language knowledge?		
Involvement of metacognitive strategies		
17. To what extent are the test tasks independent?		
18. How much opportunity for strategy involvement is provided?		
Involvement of students affective schemata		
19. Is this task likely to evoke an affective response that would make it easy or difficult for the students to perform at their best?		
Impact on students		
20. To what extent might the test or the feed back affect characteristics of students,pertaining language use?		
21. What provisions are there for involving students directly in the development of the test?		
22. How relevant is the feedback to the students?		
23. How relevant are the scores to the decisions to be made?		
24. Are the students informed about the procedures and criteria for the test?		
Impact on teachers		
25. How consistent are the areas of language ability to be measured with daily instruction?		
26. How consistent are the areas of language ability with lesson materials?		
27. How consistent is the purpose of the test with the values of the teacher		

and of the instructional program?

adapted from Language Testing in Practice

(Oxford University Press)