

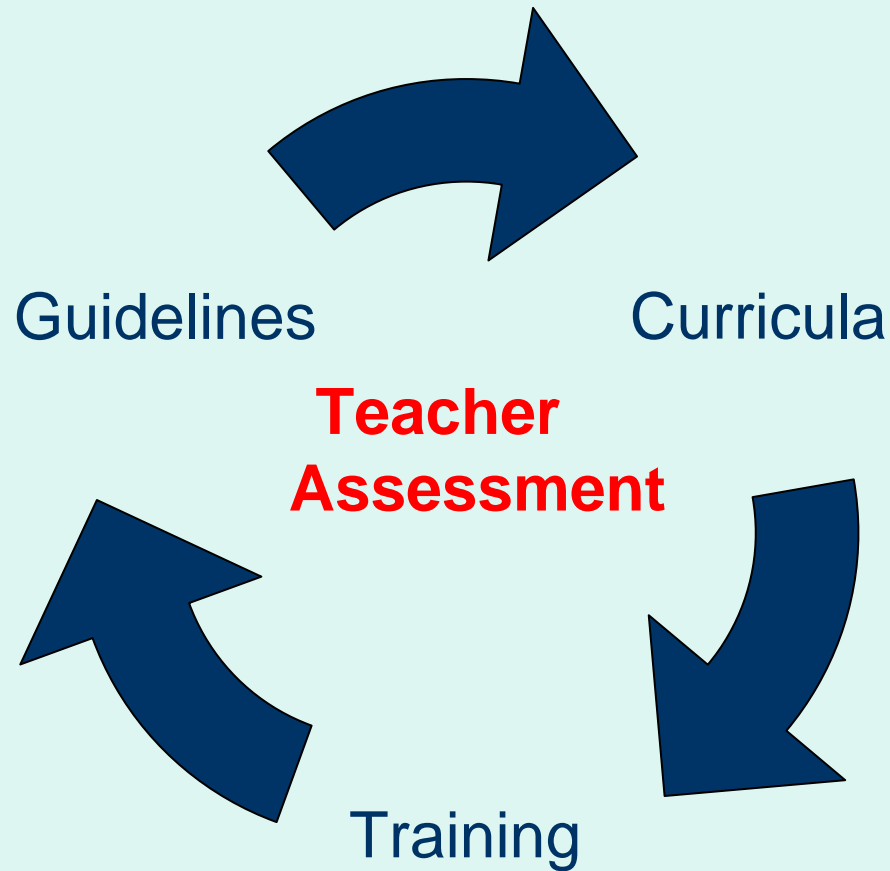
Assessment is part and parcel of all human activity while testing usually refers to some institutional context.

There are many approaches in the assessment and testing of, in, and for (language) education by various parties concerned: self-assessment, peer assessment, teacher assessment, external assessment, diagnostic/ formative/summative assessment, national assessments, cross-national assessments; testing for citizenship, licensure and certification etc..... The co-existence of such activities and practices may have obvious synergies but also tensions

Synergies



Synergies



Tensions

Guidelines



Teacher

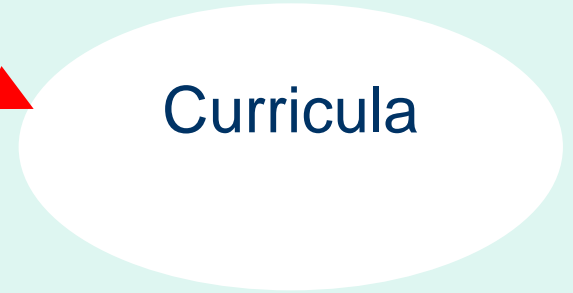
Assessment



Training



Curricula



Tensions

Guidelines



Exams



Training



Curricula

Myths

**A test cannot possibly
evaluate what ss have learnt**

**Effort should
count**

**You can't
judge a
student in
one sitting**

**Students don't want
tests, they want to
learn**

***Tests have a
pernicious
effect on
learning***

**Mch items are
no good, ss
respond at
random**

Testing vs assessment

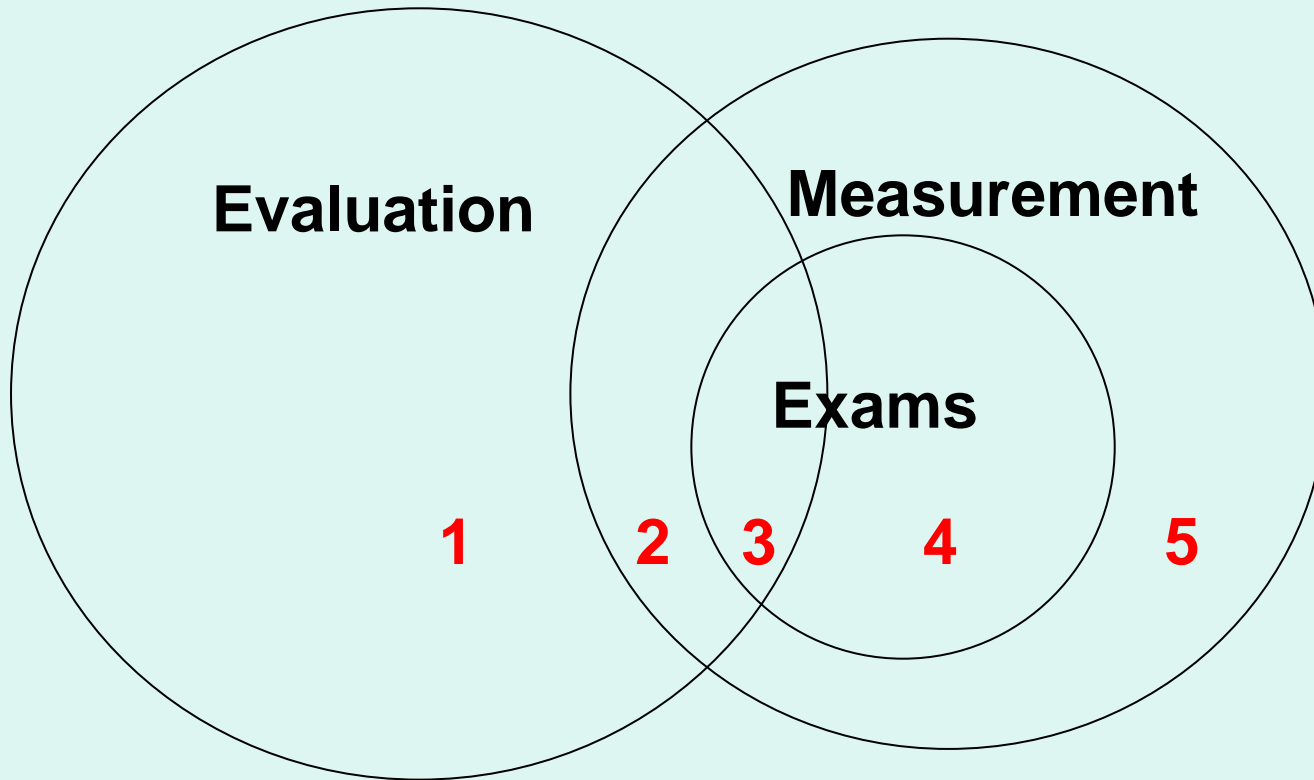
- Translation issue in different languages
- Testing specialists and teachers think different
- Distance between theory and practice
- Existing literature is not clear

Lingu@net Europa

Assessment, evaluation and testing (282)

- [Accreditation and qualifications \(41\)](#)
- [Examinations \(54\)](#)
- [Learning style questionnaires \(30\)](#)
- [Materials evaluation \(25\)](#)
- [Quality assurance \(7\)](#)
- [Self-assessment tools \(93\)](#)
- [Tests \(106\)](#)

Bachman's distinction (1990:23)



Implications

- Construct
- Specification
- Content
- Consequences

Assessment is part and parcel of all **human activity** while testing usually refers to some **institutional context**.

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Caroline Gipps (1994)

Kohonen (1999)

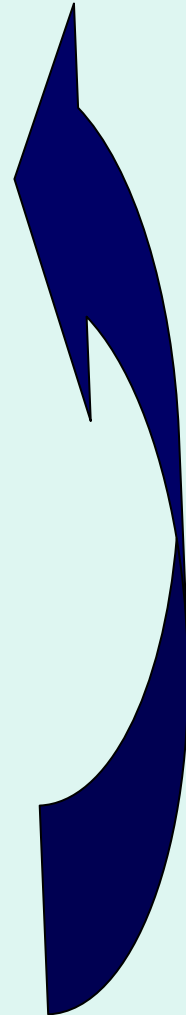
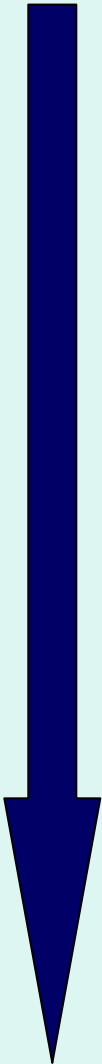
*The need to go beyond the standardized tests
has given prominence to the concept of
“alternative” assessment*

Standardized testing ↔ Authentic assessment

Effective test development - 12 steps

(Downing and Haladyna 2006)

1. Overall plan
2. Content definition
3. Test specifications
4. Item development
5. Test design and assembly
6. Test production
7. Test administration
8. Scoring test responses
9. Passing scores
10. Reporting test results
11. Item banking
12. Test technical report







A way forward?

- Clarifying issues and terminology
- Defining and exemplifying good practice
- Dissemination and cooperation
- Training



B. Considerations for classroom testing and assessment

- 1. ASSESSMENT PURPOSE(S) AND SPECIFICATION**
- 2. ASSESSMENT PROCEDURES**
- 3. CONSEQUENCES**