

Unit 6

In designing classroom language tests there are five critical questions test makers must remember or must be answered in their test. The first and second one, having to know the purpose of the test and its objectives. What's the purpose of you making the test? What's its goal? Is it to test the student's proficiency level? Third, how will the test specification reflect both the purpose and the objectives? Fourth, how will the test tasks be selected and the separate items be arranged? And lastly, what kind of scoring, grading, or feedback is expected in the test? These questions will be the test-makers guidelines in designing their tests. There are four test types discussed in the lesson which answered the first question in designing a classroom language test. First, we have Language Aptitude Tests, this kind of test measures the capacity or general ability of the participant to learn a foreign language and ultimate success in that undertaking. The participant's scores will determine their success in learning the language, however, according to research, any tests that claim to predict success in learning a language are undoubtedly flawed. Thus language aptitude tests are not common. The second one is Proficiency Tests which tests the student's global competence in a language. The test contains standardized multiple-choice items on grammar, vocabulary, reading comprehension, and aural comprehension making it almost always summative and norm-referenced. Proficiency tests are also always discrete-point types since they test a lot of components in one test. One common and popular valid and reliable proficiency test is the Test of English Language as a Foreign Language (TOEFL). We also have Placement Tests. True to their name, they are designed to place a student into a particular level of a language curriculum. May come in many varieties such as, assessing comprehension and production, responding through written and oral performance, open-ended and limited responses, selection, and gap-filling formats. Meanwhile, we have Diagnostic Tests that also serve almost the same function and goals as placement tests. The difference is that diagnostic tests offer more detailed subcategorized information. They are designed to diagnose specified aspects of a language. These tests make students realize their errors and which areas they need to improve. Lastly, achievement tests also have similar goals or test designs to diagnostic tests in the regard that they diagnose the participant. The difference is diagnostic tests are done prior to teaching and learning the language while achievement tests are done after teaching and learning the language. This kind of test is limited to particular material addressed in a curriculum. The lesson also discussed practical steps to test construction which equip teachers with the tools that they need to create classroom-oriented

tests. Tests must have clear and unambiguous objectives. What you stated in your lesson plan must also be the content of your test. One must base their test on the lesson plan or the lesson plan's objectives. In designing multiple-choice test items, each item must measure a specific objective. The stem and options (key and distractors) must be stated as simple and direct as possible. The intended answer must be the only clear and correct response. To assess a successful multiple-choice test, one must use item indices to accept, discard, or revise items. Teachers will have to do what they can and to the best of their ability to produce practical, reliable, and valid tests.

With the nature of my degree program, it is expected of us to make lesson plans and conduct demo-teaching. It is also to be noted that this is my first in my whole learning journey making a lesson plan, and though our teacher has properly taught us how to make one, it is without a doubt that my lesson plan and also my assessing tasks are flawed and inexperienced. The only part I am most confident in prior to this lesson is that I have a sense of how to make testable objectives as I have a teacher of an aunt and a friend who majors in education, and also my teacher in approaches to teaching repetitively pointed out that we should have Bloom's Taxonomy as a guide to making one. As a student, I have a lot of experience in taking tests such as placement tests and diagnostic tests. CMUCAT places their student in a percentile rank that allows them to be passed or denied some degree program that CMU offers.

This is the only unit lesson I could say that I really have learned a lot. I could only realize that my lesson plans are inexperienced because of some content of the unit lesson such as practical test constructions. I didn't even know there is a thing as item indices (item facility and item discrimination) to accept, discard, or revise test items. This shows that multiple-choice tests are easy to check but really hard to make. . As a student, I knew that making the choices/answers is difficult but I never knew we still have to assess *each* item and be extra mindful of making the distractors. I also realized that most of my teachers in Junior Highschool and Senior Highschool lack content validity. What Ma'am Ediza said is true that some teachers really administer tests not within the course's objectives. Most of them don't even have lesson plans or are not properly communicated.

Now that I have learned how to construct practical tests such as multiple-choice tests and could identify errors in language tests, I could now (hopefully) make a better lesson plan than my last lesson plan should there be a need to make one. Though it is still early to say, I at least have the knowledge now on how to avoid the errors in my last lesson plan.