

1. Which of the following principles do you consider the most and least important? Explain.

These principles exist so that test-makers could have a guideline on how to make an effective language assessment. All are as important as the last because, in the end, they all serve the same purpose. If I ever am the one making an assessment in the future, I will make sure that the tests I make can satisfy all the principles and meet its standards. As the lesson emphasized, the principles are presented not in the order of importance or of any order. However, if I have to look at it from the test-taker's perspective then I personally do consider reliability as the most important followed by authenticity, validity, practicality, and washback being the least important. The reliability and authenticity of a test are something I subconsciously look for as a test-taker. I have experienced getting a questionable grade just because the rater and the test has an unclear scoring criteria and was biased. Like most students, I also am sensitive to my grades. Reliability matters so much for me because getting disappointed at myself for the grade I don't even deserve was not a great experience. I considered washback as the least important not because it *is* unimportant, in fact as a student, I love getting any kind of feedback on my performance. It's just that, it's the least important compared to the others. This would be how I rank the principles in the perspective of a test-taker.

2. Can tests provide negative washback? Explain.

A negative washback can certainly occur when a test is based on a narrow definition of language ability. Tests provide negative washback when sections of a test is not focused on major topics of the unit or when the difficulty level of the test is unreasonable and unfit for the test-takers capacity. A positive washback could provide students motivation to learn more, where to improve and to prepare seriously for future tests. In contrast, when a test did not point to the way to positive washback, it provides negative washback and could lead to the student's "Whew, I'm glad that's over" feeling. This is counterintuitive of an effective assessment. Students should be able to look back on their written work with a fresh eye and not have them feel that they don't want to continue learning anymore because it stresses them out.