

Checklist

- 1 – The test's purpose is to measure the knowledge seen on unit two about Pronouns, Adjectives, and Verbs.
- 2 - The description on the test taker is for students of the semester 2019 – 1.
- 3 – The test level is moderate for the level of the test takers, I would say is really extensive.
- 4 - The theoretical framework for the test is actually pretty good, covering every subject seen during the semester and paying it in the items.
- 5 – Description of suitable language course or text book, the descriptions are pretty straight forward and basically don't give space for confusion.
- 6 – The number of sections is on the average size but the test abuses of certain types of items such as multiple choice. In my endeavor to modify the test I reduce the number of multiple choice items.
- 7 – Time for each section, the time measurement is up to the teacher and usually is a complete hour for the whole test.
- 8 – The weight for each section is really saturated with an unnecessary number of items that later on I changed that in the modification part of the test making less number of items.
- 9 – Target language situation, in all moments we face the target language that the Ss are intended to learn.
- 10 - Text types, the way the text is presented in the items is pretty basic and straight forward.
- 11 – Text length, there is no need for the modification of the length of the text.
- 12 – Language skills to be tested are implied in the main page of the test.
- 13 – The language elements to be tested are in each item and in the main page of the test.

14 - Test tasks, the variety of test tasks are good and have a lack of speaking and listening items, but for the topics this are not necessary.

15 – Test methods, are multiple but mostly using an excessive number of multiple choice methods, which I did remove from the final version of the test.

16 – Rubrics, the test doesn't make use of the rubrics in any moment.

17 – Criteria for marking, the criteria for marking is not existent being just a check list the way to know if the student have the correct answer.

18 – The test doesn't include a description of typical performance for the level but the difficulty it is implied.

19 – The description of what candidates will take the test is in the first page in the introduction part.

20 – The test doesn't show a sample of how the test should be done, but the level of the learners makes them know already how to do it.