

Contents

Acknowledgements	viii
Preface	ix
1 Teaching and testing	1
2 Testing as problem solving: an overview of the book	6
3 Kinds of test and testing	9
4 Validity	22
5 Reliability	29
6 Achieving beneficial backwash	44
7 Stages of test construction	48
8 Test techniques and testing overall ability	59
9 Testing writing	75
10 Testing oral ability	101
11 Testing reading	116
12 Testing listening	134
13 Testing grammar and vocabulary	141
14 Test administration	152
Appendix 1 Statistical analysis of test results	155
Appendix 2	165
Bibliography	166
Index	170

Index

- achievement tests, 10–13, 53–5
ACTFL (American Council for the Teaching of Foreign Languages), 20, 89–91, 103–4, 110, 115
Adams, M. L., 113
addressees, 49, 53, 81, 118, 135
administration of tests, 152–4
Alderson, J. C. 8, 20, 21, 43
alternate forms estimate of reliability, 32
analytic scoring, 91–7, 110–13
Anastasi, A. 28, 43
Anderson, J., 91–4
aptitude, language, 6–7
ARELS (Association of Recognised English Language Schools), 109, 114, 115, 138
authenticity, 15

Bachman, L. F., 28, 115
backwash, 1–2, 10, 11, 22–3, 44–7, 51, 61–2, 141
Baker, R., 163, 164
benchmark scripts, 97
Berkshire Certificate of Proficiency in German, 17–18
Byrne, D., 84

Canale, M., 21
Carroll, J. B., 7, 20–1
cheating, 62, 154
cloze,
 conversational, 67–70
 modified, 144–5, 146
 summary, 122–4
 (type) tests, 55–6, 62, 63–70, 71, 129, 144–5, 146

communicative language testing, 19–20
completion items, 143–4, 146
Conrad, C. A., 64, 74
CPE (Cambridge Proficiency Examination), 10, 67, 74
Criper, C., 28
criterial levels of performance, 45, 50–1, 54, 56, 103, 118–119, 135
criterion-referenced testing, 17–19, 45–6
Crystal, D., 140
C-test, 62, 71, 129

Davies, A., 2, 21, 28
Davy, D., 140
definition items, 148, 150
Dexter, C., 145
diagnostic tests, 13–14
dictation, 56–7, 62, 71–2, 139
direct testing, 14–16, 45
discrete point testing, 16–17
distractors, 59, 61, 162
Downie, 161

Ebel, R. L., 20
ELTS (English Language Testing Service), 25, 28, 87–9
ETS (Educational Testing Service), 84–5

face validity, 27
facility value, 161–2
FCE (First Certificate Examination), 10, 143
Fletcher, P., 34, 164
format, 50, 54, 55–6, 104–5
Frith, J. R., 113
FSI (Foreign Service Institute), 110

- gap filling items, 149, 150
- Garman, M., 69, 74
- GCSE (General Certificate of Secondary Education), 46, 47
- Godshalk, F. I., 20, 75
- grammar, testing of, 141–6
- Greenberg, K., 5
- guessing, 60–1
- guided short answer items, 122
- Hamp-Lyons, E., 100
- Hannah, J., 122
- Harris, D. P., 86, 91
- Heath, 161
- histogram, 156–7
- holistic scoring, 86–91
- Hudson, T., 164
- Hughes, A., 5, 20, 21, 28, 34, 69, 74, 98–100, 140, 164
- ILR (Interagency Language Roundtable), 17, 20, 103–4, 110
- imitation, 109
- indirect testing, 14–16, 26–7
- information transfer, 84, 124–5, 138
- integrative testing, 16–17
- interpreting, 108
- interview, 104
- item
 - analysis 160–4
 - response theory 163–4
 - test correlation 160–1
 - writing 51–2, 55, 56–7, 120–30, 136–9, 143–5, 147–50
- Jacobs, H. L., 100
- JMB (Joint Matriculation Board), 83, 124–5, 130
- key, scoring, 52, 55, 56–7
- Klein-Braley, C., 71, 74
- Krahnke, K. J., 8
- Krzanowski, W. I., 164
- Lado, R., 15, 32, 43, 74
- language of items and responses, 129
- Language Testing* (journal), 20
- Limb, S., 128
- listening, testing of, 134–40
- Lynch, B., 164
- mean, 155–6
- Michigan Test, 18–19
- moderation, 51–2, 55, 56
- monologue, 109–10
- Morrow, K., 21, 28
- multiple choice, 2–3, 59–62, 120–1, 137, 149
- norm-referenced testing, 17–19
- notes as basis of writing task, 85
- note taking, 139
- objectives, 10–13, 46
- objective testing, 19
- Oller, J. W., 21, 28, 64, 72, 73, 74
- operations, 49, 53, 76, 77, 101, 116–18, 134–5
- options, 59
- oral ability, 101–15
- overall ability, 63
- Oxford Higher, 10
- Oxford Preliminary, 10, 131
- Palmer, A. S., 28
- paraphrase items, 143, 146
- peers, interaction with, 105
- pictures, use of, 83–5, 107, 149
- Pilliner, A., 20
- Pimsleur, P., 7
- placement tests, 14, 55–7
- Popham, W. J., 20
- pop quizzes, 13
- Porter, D., 21, 28, 74
- practicality, 8, 47
- pretesting, 52, 55, 57
- proficiency tests, 9–10, 141
- progress achievement tests, 12
- purpose of testing, 7
- Raatz, U., 71, 74
- Rasch analysis, 163–4
- reading
 - aloud, 110
 - testing of, 53–5, 116–33

- referents, identifying, 129
reliability, 3-4, 7, 29-43, 60, 157-60
 coefficient, 31-3, 157-9
 scorer, 3-4, 35-6, 51, 59, 86, 97
role play, 107-8
RSA (Royal Society of Arts), 50-1,
 58, 76-80, 81, 103-3, 107, 108,
 126-8
Savignon, S. J., 115
scoring, 51, 54, 59-60, 86-100,
 110-14, 131, 139, 145-6
Shohamy, E. 115, 133
short answer items, 121-2, 137
Skehan, P., 7, 20
skills, 53
specifications, 22, 49-51, 53-5, 55-8,
 75-81, 101-5, 116-19, 134-5,
 142, 147
split-half estimate of reliability,
 32-3, 158-9
Spolsky, B., 5
standard
 deviation, 156
 error of measurement, 33-5,
 159-60
Stansfield, C. W., 8
stem, 59
Streiff, V., 74
subjective testing, 19
Swain, M., 21
Swan, M., 131, 133
syllabus-content approach, 11-12
synonym items, 148
tape recordings, 105, 139
TEEP (Test of English for
 Educational Purposes), 58
test-retest estimate of reliability, 32
texts, selection of, 119-20
text types, 49, 53, 75, 81, 101, 118,
 135
timing, 50, 54, 55-6
Timmins, N., 123
TOEFL (Test of English as a Foreign
 Language), 5, 10, 15, 19, 45, 58,
 86
topics, 50, 53, 75, 81, 118, 135
Trudgill, P., 122, 140
true score, 33-5, 160
TWE (Test of Written English), 5,
 45, 86
UCLA ESLP (University of
 California at Los Angeles
 English as a Second Language
 Placement) Test, 65, 72
Underhill, N., 115
unfamiliar words, guessing
 meaning of, 129
unique answer items, 121
unitary competence hypothesis,
 62-3, 74
validity, 22-28
 coefficient, 24-5
 concurrent, 23-5
 construct, 26-7
 content, 22-3, 27, 51, 77, 81,
 141
 criterion-related, 23-5, 45-6, 57
 predictive, 25
 and reliability, 42
vocabulary, testing of, 146-50
Walter, C., 133
Weir, C. J., 21, 28, 58, 66
West, M., 151
writing, testing of, 75-100
Woods, A. J., 34, 43, 163, 164