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المرحلة الرابعة

اسم المادة Assessment
عنوان المحاضرة

Chapter Three

Characteristics of Assessment

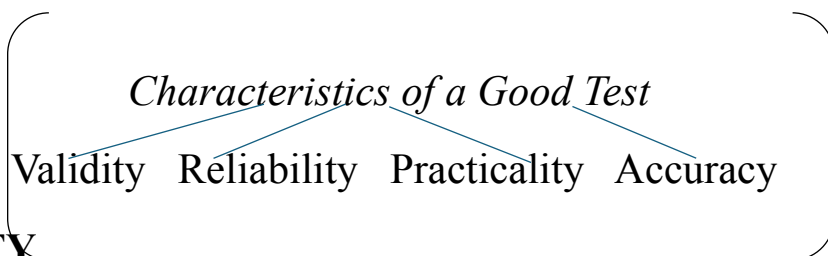
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Chapter Three

CHARACTERISTICS OF ASSESSMENT

Introduction

Assessment, if it is to adequately fulfill its purpose, should satisfy the requirements of four key characteristics: validity reliability) practicality and accuracy) The test which is appropriate in terms of the instructional objectives is a valid test If the evidence provides is dependable, it is a reliable test if it can do this with ease and economy, it is a practical test. And finally if it is free from errors, it is an accurate test/We shall now examine the qualities of validity, reliability, practicality and accuracy in detail.



3.1 VALIDITY

Validity is the degree to which a test measures what it is supposed to measure, or can be used successfully for the purpose for which it is intended. This means you should be clear about what exactly you want to test, and as far as possible ensure that the test measures that and not irrelevant abilities or knowledge.

Types of validity

There are four kinds of validity The first is Content validity, and it is concerned with what is being tested. The remaining three- Empirical,

Face and Construct- are concerned with the extent to which the measurement is satisfactory.

Types of validity

Content Empirical Face Construct

3.1.1 Content validity

Almost certainly the most important issues for a teacher when preparing a test are a) the extent to which a test adequately covers the syllabus to be tested. B) the relative importance of each area, and the number of items given to it

3.1.2 Empirical validity

This type of validity is usually referred to as statistical Validity If we are to check the effectiveness of a test and to determine how well the test measures

3.1.3 Face validity

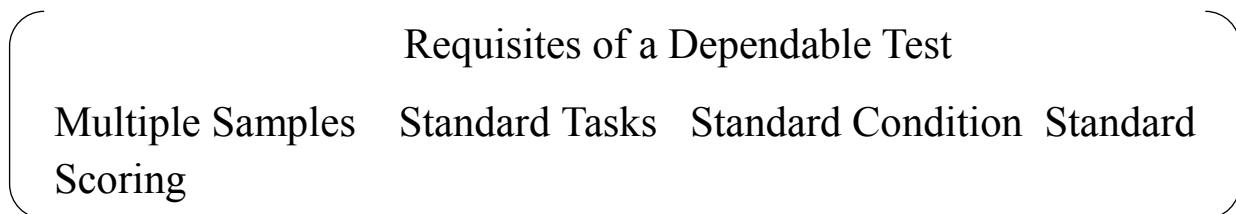
This simply means the way the test looks to the testees. Supervisors and to the people concerned with the education of students. Face validity can never replace content validity or empirical validity.

3.1.4 Construct validity

Construct validity means that the testing methods should be in harmony with the teaching method/used, and the theory upon which the instructional materials have been prepared and developed. Otherwise, the teaching program is not likely to succeed in achieving its objective if there is no close relationship between the course objective and the instructional materials on the one hand and the teaching and testing methods on the other hand.

3.2 Reliability

Reliability means the stability of test scores. Presumably, if the same test is given twice to the same group of students, under the same conditions, it would give the same results. The requisites of a dependable test are the following: multiple samples, standard tasks, standard condition, and standard scoring as shown below :



3.3 PRACTICALITY

A third characteristic of assessment is its practicality or usability. A test which is valid and reliable but difficult to administer, score, or require too much equipment or money may fail to gain acceptance. The two factors that have to be considered to achieve practicality of a test are:

- 1) **Economy** – The cost in time, money, and personnel of a particular test. Administration of a particular test.
- 2) **Ease** - The degree of difficulty experienced in the administering and scoring of the test/ for example, an oral test that demands the use of a tape recorder is not practical if it has to be administered to thousands of students.

3.4 ACCURACY

The last characteristic of assessment is accuracy. Accuracy means that (a) the test should be free from grammatical, spelling, and

punctuation errors, frequently found in EFL test papers. The teacher should choose the test material from reliable sources like books. (b) The numbering of the questions, sub-questions, and items should be correct (c) The directions for each question should be accurately and concisely worded, with the marks allotted for it as well as the time allotted for the whole test.

FACTORS AFFECTING THESE CRITERIA

There are a number of factors which affect a test and make it unacceptable. Teachers should, therefore, take the following factors into consideration.

1. *Length of test* – a short test is likely to be less valid and less reliable than a long test. On the other hand, a very long test also lacks these two criteria as it will be tiring and scores will be distorted.
2. *Choice of test technique* – each technique has its drawback, for instance, a (composition test is less reliable than a multiple choice test
3. *Writing the test* – vaguely worded questions, difficult vocabulary or complicated structures certainly affect reliability and validity.
4. *Test administration* – not adequate time given to the majority of the students to finish the test may affect their answers and scores. In addition, inadequate spacing, lighting, heating or distractions may also affect their test results.
5. *The question paper* - The question should be typed and not written by hand, with ample spaces among the questions. The writing should be free from careless errors. The directions should be clear and marks for each question are given.

