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THE OPEN UNIVERSITY OF SRI LANKA
B. A IN ENGLISH & ENGLISH LANGUAGE TEACHING - LEVEL 5
FINAL EXAMINATION - November 2016
THEORY & PRACTICE OF LANGUAGE TESTING - LSU 3205
DURATION - THREE HOURS (03 hours)

DATE: 03. 11. 2016 TIME: 9.30 am. - 12.30pm

ANSWER PART (A) AND THREE (03) OTHER QUESTIONS CHOOSING AT LEAST ONE EACH FROM PART (B) AND PART (C).

Part A

1. (a) **Fill in the blanks with the most appropriate answer.**

i) The principle of assessment that decides whether a test measures accurately what it claims to measure is known as .....

ii) The effect testing has on teaching and learning is known as .....

iii) A test which matches with the objectives of the syllabus is a/an .....

iv) A/ An ..... test determines a person's strengths and weaknesses in a certain area of study.

v) In a/an ..... test, the numerical score of a test taker is interpreted in relation to the performance of other test-takers.

(b) **Compare and contrast the following types of assessment. Provide examples where necessary.**

i) Formative assessment and Summative assessment

ii) Objective tests and Subjective tests

(25 marks)

Part B

2. Discuss the advantages and disadvantages of using the following testing techniques in assessing reading comprehension skills of secondary school students.

   a) Multiple Choice Questions
   b) Re-ordering
   c) Cloze tests

   (25 marks)

3. Scorer subjectivity is a problem faced by test administrators when assessing the writing component of tests. Explain what scorer subjectivity is and discuss measures that can be taken to minimize the problem.

   (25 marks)

Part C

4. According to Hyland (2003), the design of good writing assessment tasks involves four basic elements. Two of these elements are Rubrics (instructions) and Prompts.

   a) State what information should be included in the rubric and describe the steps the test setter should take to make the rubric for writing effective.
   b) What are the characteristics of a good writing prompt? Provide an example of a good writing prompt with appropriate rubrics for G.C.E. (O/L) students.

   (25 marks)

5. "There are several features of listening and speaking tests that affect their reliability and teachers can use these to guide their making and use of tests" (Nation & Newton, 2009).

   a) What are these features?
   b) What are the steps that can be taken to improve the reliability of these tests?

   (25 marks)

6. Design a speech test to be administered at the end of the year to 30 Grade Six students in a government school. State how you will conduct the test. Prepare a scoring rubric to assess these students.

   (25 marks)