

DISCUSSION QUESTIONS

TEST TYPES, RELIABILITY, VALIDITY

1. Distinguish between the following test types:

- Proficiency and Achievement
- Direct and Indirect
- Norm-referenced and Criterion-referenced
- Discrete-Point and Integrative
- Speed tests and Power tests

(**Note:** Use your test type charts for definitions and to categorize tests as we discuss them during this semester.)

2. Keep in mind the synonyms given below for reliability and validity. Then answer the following questions with one of the following: reliable, not reliable, valid, not valid.

- reliability = consistency
- validity = appropriateness

If a test consistently rank orders the test takers, we can say that it is _____.

If a test adequately measures the content of a course, we can say that it is _____.

If the level of the reading selections on a test are too difficult for the students, we can say that the test is _____.

If the Modern Language Aptitude Test were normed on a sample of native speakers of English, then it would be _____ for native speakers of Spanish.

Tests such as the Graduate Record Exam or GRE are _____.

If students who have never done cloze exercises are administered a test with close exercises, the test is _____.

3. List three common purposes for language tests and explain the purpose for which you have used a test most recently – either as examiner or examinee.

4. In your own words write a description of reliability that is meaningful for your group.

5. You have created a test for Spanish I/French I that will be given by two different teachers during first and third periods of the day. List four possible threats to the reliability of your test.

6. One of the projects in this course is to create oral interviews for one or more classes that you teach or for a teacher that you are assigned to work with. Why would **intra-rater** reliability and **inter-rater** reliability be relevant for you? What is the difference between these two concepts?

7. In your own words, write a description of validity that is meaningful for group.
8. Name two ways in which a test that you create may be invalid for your students and tell why it may be invalid.
9. Answer the following questions concerning the kinds of validity.

If you decide to administer a Spanish or French exam created by the College Board, but you don't see it until the day before the test, the test may be lacking in _____.

If you give an oral test that is an interview and then you give an oral test that is a monologue, and student's scores have a very low correlation, then the test may be lacking in _____.

If you decide to use an Oral Proficiency Interview at the end of a four-year sequence of courses in Spanish or French, but you only have 15 minutes allotted for each examinee, the test may be lacking in _____.

If you create a test for bank tellers, but many of your examinees make numerous mistakes in their first job and have to be fired, then your test is lacking in _____.

If you create a unit test for your class where your objectives were:

- use formal and informal commands,
- give cooking directions using infinitives, and
- use "se" to explain how to do something,

but you don't ask students to use informal commands on the test, then the test is lacking in _____.