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**Assessment and Testing**

**A/ Assessment:** is a process through which the teachers collects information about the learners’ knowledge and their potentials regarding how manipulate that knowledge.

Types of assessment:

1. **Formative Assessment: or “assessment for learning” during the learning process. It is process-oriented.**
2. **Summative assessment: or “assessment of learning” (at the end of an instructional unit). It is product-oriented**

**B/ Testing**

1. **Definition of tests**

Tests are forms of assessment used by the teacher in order to measure progress (check knowledge) in the learners’ level after a sequence or unit of instruction. It includes collecting information in numerical form through allocating marks/scores/grades. They aim at checking whether the already set learning objectives have been met.

1. **Aims of Tests**

* Discovering learners’ strengths and weaknesses
* Providing feedback
* Finding about learners’ needs
* Placement
* To measure the effectiveness of teaching
* To know the learners’ real level.
* To check the learners’ knowledge with regards to whether the learning objectives have been achieved.

**3- Characteristics of an appropriate test**

**Reliability:** It refers to the consistency of the test results i. e. students’ marks are the same in case we change the scorer (teacher who designed the test). Moreover, theses marks do not change if the learners take this test under different conditions

**Validity:** a test is said to be valid when it tests what is to be tested. A teacher should not include something that has never been covered during his/her lessons.

Comprehension: it refers to the clarity of the test items, questions or instructions so that the learner can easily understand what teacher wants him/her to do.

**Practicality:** a practical test is the one that easy for being designed or constructed.

**Economy:** it refers to the fact that it is not time consuming whether to be constructed or to be answered. If the test or exam is one hour and a half, you are not going to ask them to write two essays.

**Difficulty:** the test should neither be too easy nor too difficult. There must always be an item which distinguishes the brilliant and intelligent student from the others (i. e. only the most intelligent one can answer it correctly.). Remember that the test is meant to reflect the learners’ real level not to be used as an act of sabotage.

* When you construct your test, make sure to order the questions from the easiest to the most difficult one so as to reduce the test anxiety or stress that your learners might have.

**4. Forms of Tests**

- Dictation

- Translation either from mother tongue to the target language or vice versa

- matching

- ordering words to get correct sentences or sentences to get coherent paragraphs

- oral tests

- composition: to write paragraphs or essays

-True or false

- sentence completion

- verb conjugation

- substitution

- MCQs: multiple choice questions.