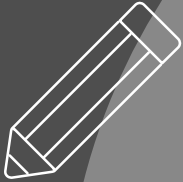


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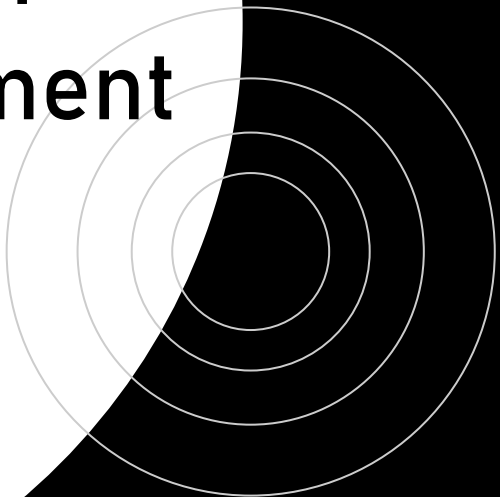
TESTING AND ASSESSMENT

IN PSYCHOLOGY





Basic Concepts in Testing and Assessment



Test



Measurement



Assessment

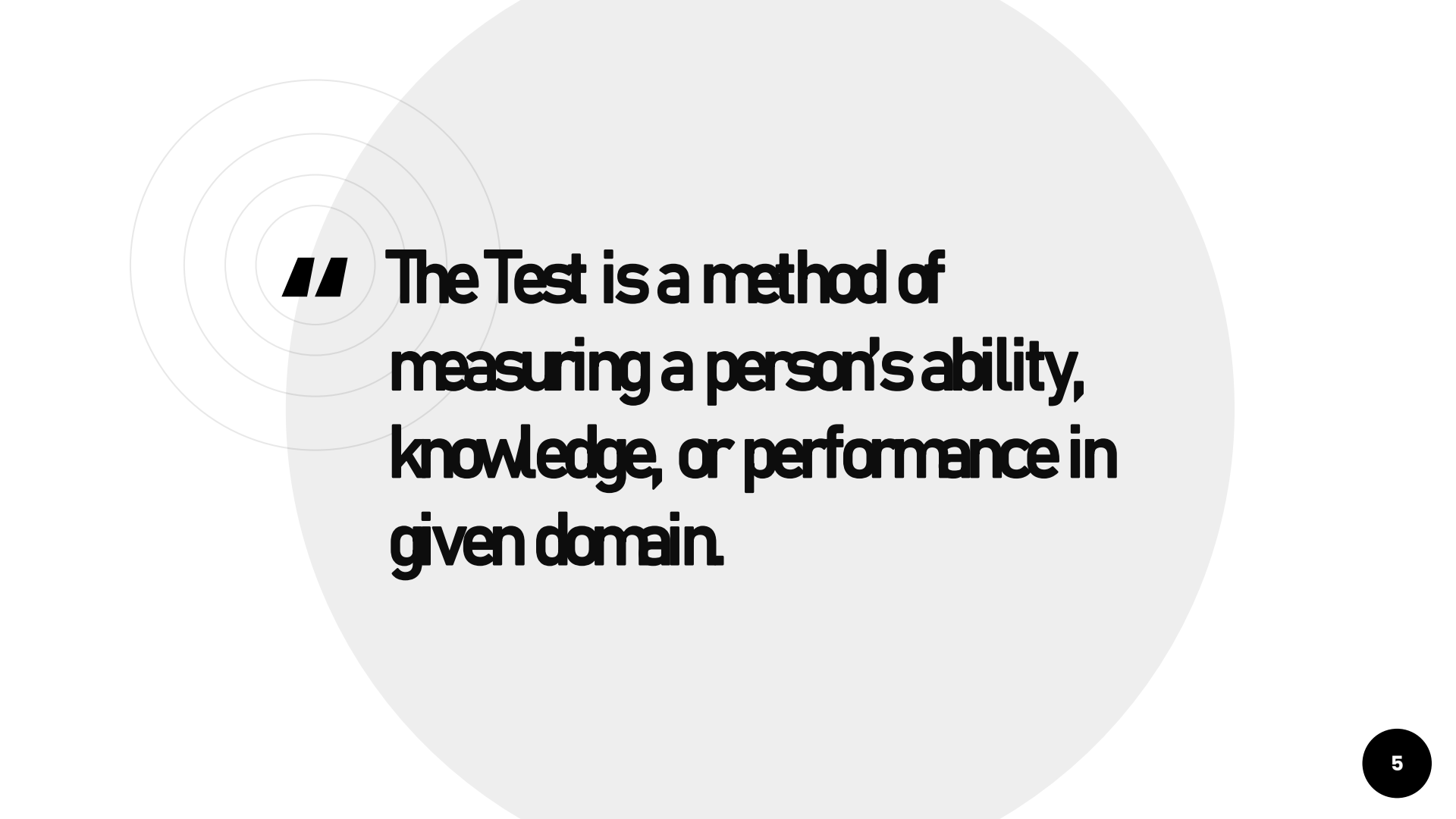


Evaluation



1

The Definition of Test



// The Test is a method of measuring a person's ability, knowledge, or performance in given domain.



- Most commonly used method of making measurements
- An instrument or systematic procedures for measuring sample of behaviour by posing a set of questions
- Designed to measure any quality, ability, skill or knowledge...
- There is always right/best and wrong answer.

A good test must have

Components:

1. Method (an instrument: technique, procedures or items for test-taker)
2. Measure:
 - general ability
 - individual ability (who is the test taker), knowledge (Their previous experience and background), and performance (ability to perform language in four skills)
 - given domain (exe: vocabs test, pronunciation test, etc)





//

**Sometimes, we misunderstood by
the term assessment and test...**



1

The Definition of Assessment



- **Assessment** is the *broader process* of collecting, interpreting, and integrating information about a person.
- It may include **tests**, but also **interviews, observations, case histories, and behavioral data**.
- It aims to **understand** the individual — not just to assign a score.

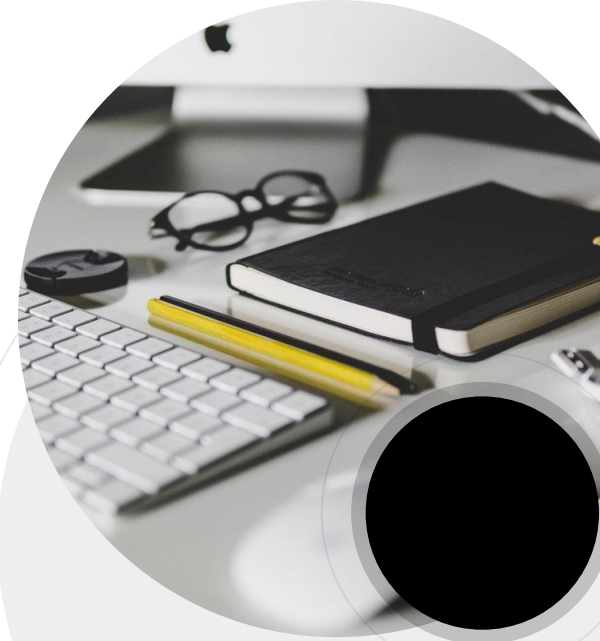
Assessment and Test

Assessment

- Ongoing process
- Wider domain
- Assessed by self, teacher or friends
- Incidental or intended

Test

- Administratively prepared
- Students responses being measured and evaluated
- Employ many procedures and tasks





1

The Definition of Measurement



- Basically assignment of numbers
- Variety of instruments such as tests, **rating scales, rubrics** are used
- The process of obtaining numerical description of the degree of individual processes
- **Quantifying** how much learners learned

Questions

1. Does everyday teaching involve assessment? –
e.g. «Do you understand?»
2. Are teachers constantly assessing students with
no interaction that is assessment free? – *no
interaction at all? 😊*

Perspective....

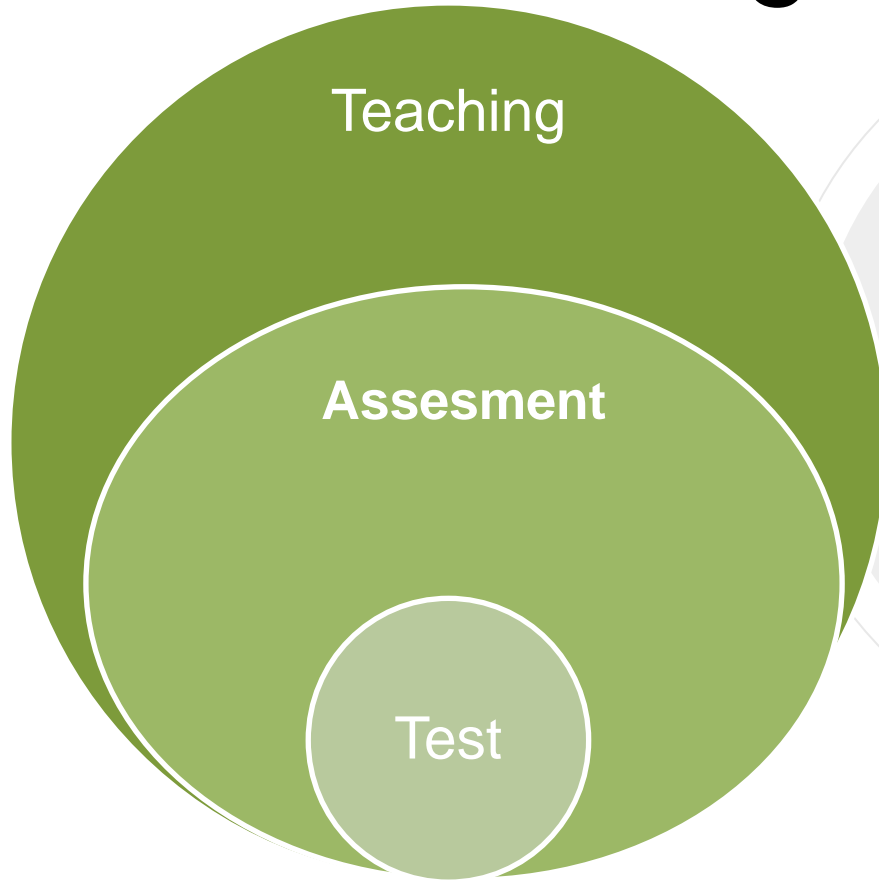




2

Assessment and Teaching

Assessment and Teaching





3

Informal and formal assessment

Informal Assessment:

- Incidental
- Unplanned comments and feedbacks!
 - «Good job!»
- Responses
- Unrecorded
- Unfixed judgement
- Along with learning activities



Informal Assessment:

- Dialogues
- Note-taking
- Essay or Journal Writing
- Group work or partner work
- No significant contribution to the grade...



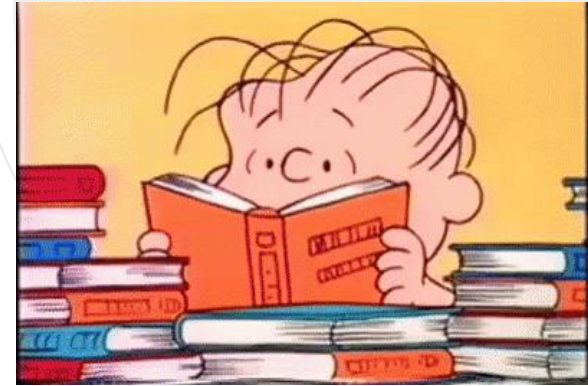
Formal Assessment:

- Students/participants received **FEEDBACK** and/or **GRADE!**
- Tests
- Presentations
- Projects
- Posters
- Final exams 😊



Formal Assessment:

- Planned
- Constructed
- Systematic
- Periodically
- Time constrained
- Reflecting students' progress along with learning activities



A decorative graphic consisting of a large, light gray circle on the right side of the slide. On the left side, there are several concentric circles of varying shades of gray, with the innermost circle being the darkest. In the center of the innermost circle, there is a bold, black double-slash symbol (**//**).

//

**All tests are formal
assessment!**



4

Formative and Summative Assessment

Formative Assessment:

Evaluating students in the process of forming their competencies and skills with the goal of helping them continue that growth process. *(Usually not graded)*

Example:

- Daily examination
- Pop-Quiz
- Assignment
- Oral test



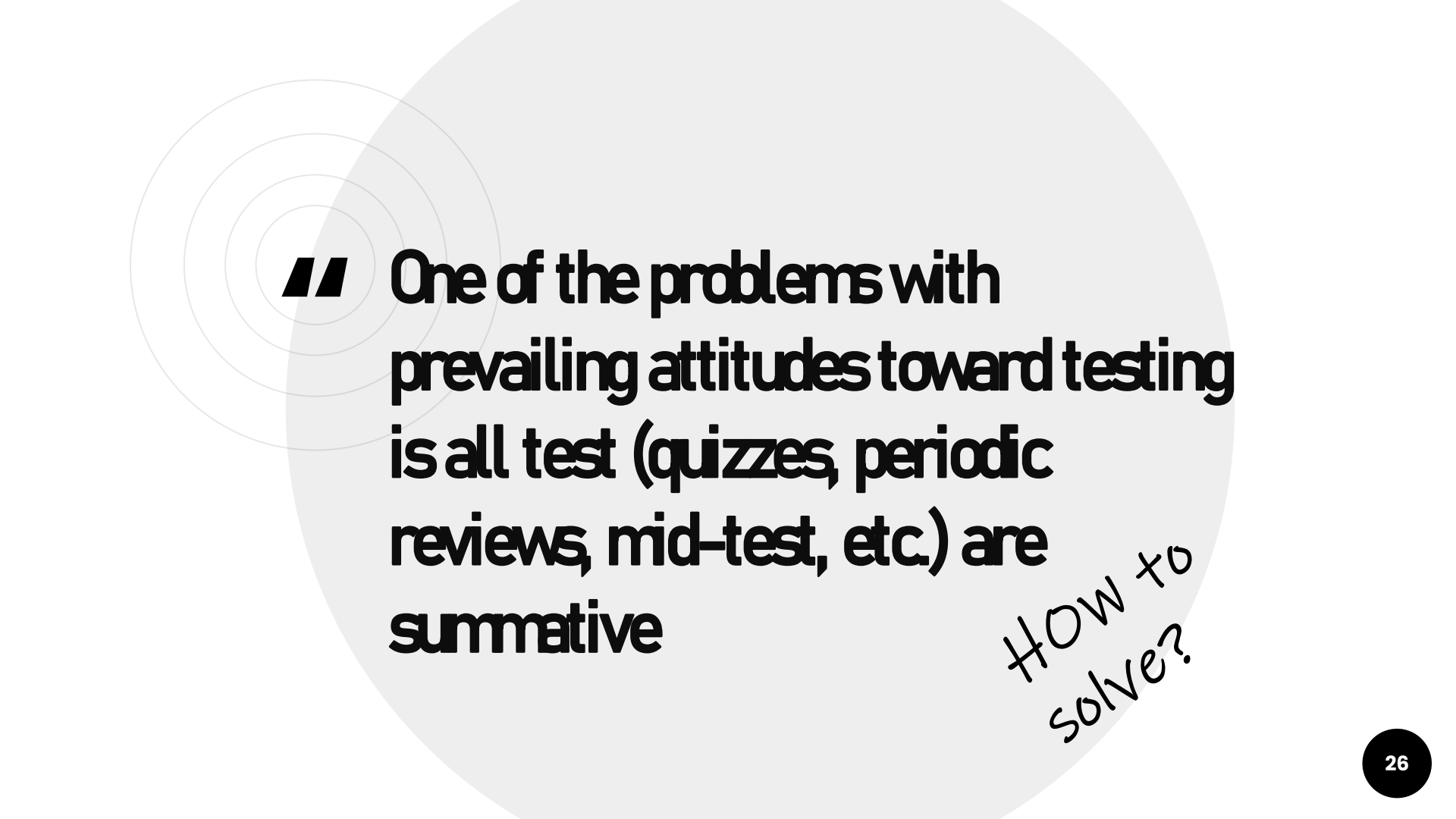
Summative Assessment:

Is aimed to measure or summarize, what a students has grasped and typically occurs at the end of the course or unit of instruction.

Example:

- Final term Examination
- National Examination
- Course final Exam





// One of the problems with prevailing attitudes toward testing is all test (quizzes, periodic reviews, mid-test, etc.) are summative

How to solve?



Possible solutions:

Solution: Shift from Summative to Formative Use of Testing!

- By giving feedback instead of only grades.
- By using low-stakes quizzes to guide learning.
- By discussing test results with students to identify weaknesses.
- By letting students reflect on their mistakes and improve.



any questions??



5

Norm-Referenced & Referenced Test

Norm Referenced Test:

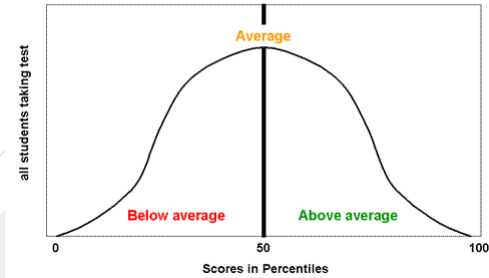
Each test taker score is interpreted in relation to mean (average score), median (middle score), standard deviation (extent of variance scores) and / or percentile rank.

Example:

- YKS, ALES, LGS...
- Curve (Çan eğrisi sistemi) – large courses...

The Bell Curve

Norm-referenced Tests (NRTs) are designed to compare student performance to other students



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Criterion-Referenced Test:

Designed to provide the test-takers feedbacks, usually in the form of grades on specific course or lesson objective.

Example:

- Catalogue system
- A GPA of 2.00 out of 4.00 is required to graduate.
- You must get a CC to pass the course.

In the context of classroom based assessment criterion-referenced testing is prominent interest than norm-reflected testing... **ÖNCE DEN BELİRLENMİŞ BİR STANDART!**

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6

Performance Based Assessment

Performance based assessment typically involves:

- Oral Production
- Presentations 😊
- Open-Ended Responses
- Group performance
- Other interactive tasks (tasks, projects...)

The Positive and Negative of PBA

- ❑ Authentic
- ❑ Various task
- ❑ Real world tasks
- ❑ Interactive
- ❑ Actual performance in language

- ❑ Time consuming
- ❑ Expensive
- ❑ Requires great effort



7

Traditional and Alternative Assessment

Traditional Assessment:

- Focus on the right answer
- Multiple choices
- Summative
- Non-interactive
- Foster extrinsic motivation

Alternative Assessment:

- Continuous long term assessment
- Free response format
- Individualized feedbacks

- Open ended
- Creative answer
- Interactive performance

The image features a large white circle centered on a black background. To the left of the white circle, there is a series of concentric circles in shades of gray, with the number '9' in white at the center. To the right of the white circle, there is another series of concentric circles, this time in white, also centered on the black background.

9

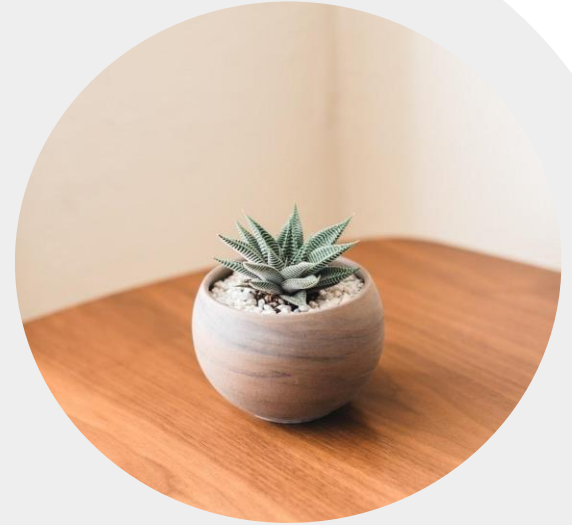
Computer Based Testing

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Students receive prompts in the form of written or spoken stimuli from the computerized test and are required to type or speak their responses.



- A specific type of computer-based test, a **Computer Adaptive Test (CAT)**.
 - Each test taker receives a set of questions that meet the test specifications and generally appropriate for performance level.
- In CAT, **the test taker sees only one question at a time and the computer scores each questions before selecting the next one.**
- The test taker sees only one question and cannot skip question.
- The test is personalized **based on your performance...**
- **If you do well- more difficult,**
- **If you do bad – the items get easier 😊**





Advantages of CBT:

- Classroom based testing
- Self directed testing on various aspects of language
- Practice
- Individualization
- Done in large-scale standardized test

Disadvantages of CBT:

- Lack of security and possibility of cheating in unsupervised computerized test
- Home-grown quizzes may appear in unofficial web
- Mostly in multiple choices format
- Less in open-ended questions



any questions??

