

Qualities of language assessments

I. Classic qualities

A. Reliability

B. Validity

C. Practicality (arguably)

II. Modern qualities

A. Authenticity

B. Interactiveness

C. Impact

Classic qualities

A. Reliability

1. Test reliability
2. Test score reliability
3. Scorer reliability

B. Validity

1. Appropriateness and meaningfulness of the interpretations
2. Generalizability of interpretations

C. Practicality or usability

Resources

- a. Human resources
- b. Material resources
- c. Time resources

Modern qualities

A. Authenticity

1. Authenticity in language teaching

- a. Widdowson's (1978, 1984, 1990, 2003) distinction between genuineness and authenticity
- b. Breen's (1985) four types of authenticity: text, task, classroom, and learner

1. Authenticity in language testing
 - a. Bachman's (1990, 1991) distinction between situational authenticity and interactional authenticity
 - b. Bachman and Palmer (1996)
 - c. Lewkowics (2000)
 - d. Morrow (1979)

Bachman's(1990) tripartite approach to authenticity

- Direct approach: language tests and language abilities
- Real-life approach: similarity to real life
- Face validity approach: subjective

Bachman's (1991)

- a. Situational authenticity: the relationship between language test task and nontest task use
- b. Interactional authenticity: the interaction between test taker and test task
 - 1. Assessing levels of interactional authenticity through intuitive and introspective approaches
 - 2. Increasing interactional authenticity through requirement, opportunity, feasibility and interest

Importance of authenticity

- Motivation
- Generalizability of test scores

B. Interactiveness (Bachman and Palmer's 1996)

Characteristics of test takers: language knowledge, topical knowledge, and affective schemata

C. Impact

1. Micro level: individuals

a. Test takers:

1. Preparing for tests and test taking

2. Feedback given to them

3. Decisions made about them

a. Teachers: teaching to the test

1. Macro level: society and educational systems