VARIOUS OBJECTIVES IN TEST DEVELOPMENT

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Abstract
This article outlines different techniques and objectives that should be considered when selecting or developing tests.

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Introduction
Teaching and testing are inextricably linked. Teachers are responsible not just for teaching their pupils properly, but also for accurately measuring their progress. Furthermore, the rate of growth of knowledge and abilities in the language must be examined. Considering these facts, exams become a logical extension of classroom work, giving both teachers and students with useful information that can be used to develop. This proves that testing is an essential component of all teaching and learning experiences, with benefits for both students and teachers. In terms of pupils, assessments serve to foster a good attitude toward learning by delivering a sense of success. Other benefits include encouraging pupils to focus on what they have learnt and what needs to be re-learned. They also acquire effective organizational and preparation strategies as a consequence of their trust in the teachers, fairness, and willingness to assist them. These are the first stages toward mastery of the language. Teachers, on the other hand, may analyze what children have learnt and where they need assistance. They also assess the efficacy of their teaching techniques. This professional self-education assists in categorizing pupils in terms of ability so that future efforts may be directed to those who require assistance. Overall, successful tests maintain or improve class morale and assist learning.
When it comes to the communicative method of learning, where teachers aim to provide students with a general knowledge of grammar and vocabulary in addition to the specific language skills that they require, there is a widespread misconception that good tests are only the work of experts who understand technical concepts and statistics. As a result, any teacher who employs teaching and learning-related testing processes rather than themes and statistics is on her way to becoming a test setter. She or he only has to understand how the principles and techniques of teaching vary and how to apply them. [6,20]
Teachers must consider backwash, or the impact of testing on teaching and learning, while creating tests. This might be either destructive or advantageous. When a test is designed to achieve certain goals, it is valuable; otherwise, it is a useless exercise. Test creation is fundamentally a problem-solving

exercise, with each instructional circumstance posing a unique test challenge. And possibly the most prevalent application of language tests is to identify strengths and weaknesses in students' learning abilities, as in proficiency examinations when the assessment is done in terms of specific language needs. Alternatively, testing may reveal that a particular student has exceptional pronunciation and fluency of oral production in the language of interest, but has a poor level of reading comprehension. Alternatively, we may discover that a student's low or overly specialized vocabulary is a primary reason underpinning poor reading comprehension and hence offer appropriate ways for vocabulary extension. This is a 'diagnostic' use of tests that delivers crucial information about the student to the instructor in order to make the learning process more efficient. Another essential application of tests is to aid in the choice of who should be permitted to participate in a certain program of instruction for screening and instruction. The 'aptitude test,' which is designed to forecast the success or failure of students in a future language program, is yet another screening tool in the field of language assessment. The notion of 'placement' is closely tied to the movements of diagnostic and selection. Here, exams determine a student's level of performance and place him or her in an appropriate level of education. If tests are used in the future to offer information regarding the success of educational programs, the focus of evaluation is not on the individual student, but on the actual program of teaching, as in 'achievement tests.' All of these are instances of positive backwash. Continuing with the notion of positive backwash, there are a few ways to do this:

1. Put to the test the skills you want to foster and improve. For example, if you wish to enhance oral ability, measure oral ability rather than what is simplest to evaluate.

2. Sample broadly and in an unpredictably. The test material should not be predicted and should be indicative of the entire spectrum of requirements — constrained testing will only produce backwash in a specific area.

3. Direct testing should be used. Test performance skills with as authentic texts and assignments as possible. Composition tests, for example, demand composition practice.

4. Tests should be based on objectives. These kind of tests offer a more accurate picture of achievement. Objectives will be set for teaching and learning, and there will be ongoing pressure to meet them.

5. Ensure that the students taking the test are familiar with and understand the test. You should not expect a student to identify a structure he has never seen before, and no matter how great the potential backwash, the impact will not be achieved until both the students and the teacher understand what the exam requires from them. When new products are introduced and innovative testing procedures are being considered, rationale, specs, and sample materials should be made available.

In order to comprehend what tests are designed to show, it is important to first understand the fundamentals of language testing. They indicate the objective of testing as well as the shape a test should take in a given context, restricting what it can achieve. The first is the evaluative aspect, which is made up of three parts:

1. Measurement relates to test reliability, which means that tests should accurately and consistently assess what is acquired in the target language.

2. Discrimination: This refers to evaluating and ranking pupils in terms of competency based on pre-determined criteria or against each other, such as in criterion-referenced and norm-referenced tests.

3. Comparability: This refers to the validity of a test by comparing the findings of various groups at different periods but of an identical character. Score consistency will demonstrate test reliability.

The second factor is practical. This may be seen as four sub-headings.

1. Administrability: Tests should be simple to administer and practical in terms of performance on the side of the student.

2. Economical: Tests should be informative while requiring the least amount of time, effort, and resources.

3. The environment should be pleasant in terms of comfort and temperature.

4. Acceptability: The test must be acceptable to the students.

The third aspect, dealing with the test's link to the course, is the instructional aspect. The feedback, which is the information flow from test to course, is an integral part of this:

1. Feedback: Since assessment is the primary source of feedback, tests should be incorporated into the instructional process. They should be conducted on a regular basis and should attempt to assess students' development as well as the efficacy of education.

2. Test-Course Interdependence: The major point here is that the course influences the test's content and format. Both the test and the course have the same and closely related objectives. In other words, the test should reflect the validity of the material. [38,11]

Finally, there is the theoretical side, which claims that the form of a test is strongly influenced by theories of language, language learning, and language teaching. According to proponents of the communicative method, understanding of a language is far less essential than its use or function in communicating with others. As a result, testing should be integrative and informative.

The recognition that testing is an essential component of teaching and learning, as well as the necessity for comparable standards, has resulted in the development of standardized tests. The majority of them are norm-referenced, which means they are evaluated against some standard. [15,3] Their benefit is that they have a high level of reliability and validity. In other words, when parallel versions are administered to the same individuals, the results are consistent, and they measure what they were designed to assess. The criterion-referenced test is another type of standardized test. Students exhibit language competency in this type of test by comprehending and initiating language linked to their assigned tasks.

When the requirements for good tests are examined, it is clear that tests that do not link to the aims of the students are not part of the educational process. And determining what makes a good test is dependent on the test's intended function. A discrete point exam might be used to test a specific point of grammar or vocabulary. If proficiency was the aim, an integrated test may be employed. Discrete-point tests assess a specific aspect of language, such as grammar, vocabulary, listening or reading comprehension, and so on, whereas integrative assessments include dictation, essays, and cloze tests.

These are a real reflection of language competence since they assess a student's fundamental language proficiency. To summarize, an effective test informs both students and teachers without threatening either one. And, while deciding what goes into a test and what style of test to administer, the following questions should be considered:

1. What is the purpose of the testing, and do the instructor and students want to understand?
2. How much content will be covered in the test?
3. Which form of test is most appropriate for the information being evaluated?
4. How long will it take to complete the test? Is this a power or a speed test?
5. What will be the scoring and assessment system?
6. How will the test results be interpreted?

After considering the previous principles, it is also necessary to think about effective testing methods. The following pointers should be helpful. First and foremost, students should be informed about the type of test, the amount of questions, the specimen, the date and time of the test well in advance of the testing day.

Teachers should ensure that the atmosphere is free of tension, that test anxiety is minimized, and that there are no mental interruptions, particularly worry of failure and fear of the unknown in the test questions, when delivering the test. In addition, the physical setting should be pleasant, with enough writing space, suitable ventilation, a comfortable temperature, a peaceful atmosphere, adequate light, and clear instructions, so that students taking the exam are in the best possible conditions to perform at their best.

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