

---

## Test Modification Project

---

*Kadirov Tohirjon*

*Independent researcher, Uzbekistan State University of World Languages, Kichik Khalka Yuli Street, 21a, Tashkent, Uzbekistan*

---

**Annotation:** One of the main parts of learning process can be considered assessment process, as teacher and student have to pay attention to this part of whole process. Considering all the above it is stated that this paper focus the analysis of assessment and testing part of learning process. One of the core investigations of this paper is to criticize the elements of testing in terms of strengths and weaknesses of tests in different fields. The investigation process will be associated and proved with the items which are given in several researches in terms of assessment.

**Keywords:** Assessment, testing, validity, reliability, practicality.

---

### Introduction

Nowadays, there is a huge demand for learning foreign languages. As we know, people who intend to learn second language need to move through several stages in order to develop their communication skills. On the other hand, this process requires teachers to be more responsible to their job and organize their lessons structurally. Moreover, successfulness of the lesson can be related to methodology, knowledge, teaching ability of teachers, however there is another core element of learning, and teaching process, which is usually referred as “assessment”. According to Brown (2010), assessment is the most important part of teaching and learning process and it is usually ongoing process that teacher always observe and measure learners` performance during learning process. However, this paper investigates a test according to the principles of assessment and consists of three main sections.

### Critique of the existing test/assessment

#### A description of test

According to the requirement of the university, first year learners had already one formative and one summative assessment exams in the first semester. It should to be taken into consideration that it is summative assessment, which is vital to identify if it is gained to the objectives of the course or not. According to Bennett (2011), “summative assessment” is utilized to identify what the student had learned until the end of course. It means that summative assessment will judge overall value of a course. The taken exam in final assessment include all language skills such as reading, writing, listening speaking and also focus on grammar and vocabulary. According to participant`s request, their final exam on reading is taken to analyze. The test on reading is developed by English Language Instructor at Uzbekistan State World Languages University. The original version of the text is given at the end of this work.

While creating a reading test, a language tester can face several challenges because reading is considered one of the receptive skill that language tester do not know what kind of skills the learner have and which items can work right in measuring process. According to Hughes (2016), the main challenge of developing reading test for test organizer is to be unaware what kind of skills the learner had and how they show these skills. In addition, Hughes (2016)

stated that developing reading test requires the test developer several things such as experience for choosing a text, choosing texts according to purpose, choosing appropriate grammar and vocabulary. When it comes to the chosen reading text, to some extent, the text is chosen appropriately, because the topic is interesting and informative that it can be considered as authentic because the topic can commonly be seen among people. As Bachman and Palmer (1996) stated that judgments in reading test are subjective, however test-developer should take into account that authenticity requires more attention from experts. Another thing that we should consider is reliability of the text, as Brown (2010) stated that a reliable test provides with clear directions for evaluation. Moreover, the chosen reading test is considered as selected response (multiple choices) task with four options that make the test reliable. As it is clear thing that objective test with fixed responses can increase reliability of the test. Nevertheless, considering items 1, 5, 6, 7, 10, it can be unreliable because options, which are given in item 1, 5, 10, are organized inappropriately that some options are too short while the others are too long and item 6 and 7 could easily found because they are taken directly taken numbers that exist in text. Therefore, the different length of options may result decreasing of reliability of the test. Moreover, Messick (1989) widely explained the validity and stated that validity is judgement of degree that support test with empirical evidence and theoretical rationale. In addition, Brown (2010) stated that, a valid test should measure or test what it intends to test. From that point, the main purpose of the chosen text is to check expeditious reading operations such as skimming and scanning sub-skills of learners. However, the test only focused on checking scanning skills of learner that decreases the content validity of the test and the test is not appropriate to the objectives of the course because it is covering only two objectives of the whole course objectives and this can make content validity suffer. According to Brown (2010), if the test covers only two objectives of the course, which consists of ten objectives, content validity declines. Furthermore, it should to be taken into consideration that a selected response, which involve only 10 items could not measure and provide with clear results that learners has achieved the objectives of the course. As a result, it can be obvious that the chosen test do not have content validity. Another vital feature of the test can be considered “practicality”, as Brown (2010) stated that practicality can be vital in terms of administrative, scoring and timing issues with test and the chosen can be impractical because test-takers are given about 2 hours that check only the scanning skills. However, to some extent test can be seen as practical one because the test can easily be checked and do not require much effort from teachers or test organizer. Finally, it can be beneficial to consider the effect of test to learners. In terms of this point, the chosen test do not have any washback because it is checked directly, to some extent it may have negative washback considering it is final exam (summative assessment).

### **The strengths and weaknesses of test**

Overall, the reading test has both strengths and weaknesses in terms of principles of assessment. The first thing is that the goal of the test is to measure skimming and scanning skills that is why it matches to objectives of the test. The second strength of the test is that it can have high reliability because it consists of selected response questions. The third strength can be authenticity of the test because it is taken from real life situation that happening in today`s world. On the other hand, the test has many weakness points considering validity of the test. The chosen test does not have construct-validity, which is vital element of organizing test. Furthermore, it should to be taken into account that there is not any content validity in test because it can be answered without reading the text. Finally, to some extent the reliability of the test can decrease due to giving options with inappropriate length

### Conclusion

In conclusion, after analyzing a test I understood that assessment is the most important part of teaching and learning process. That's why it would be better for test-organizers to consider all features that can affect to test and creating tests by correlating to the standard and principles of assessment is vital part of testing process. It would be better if all tests is organized to measure what it supposes to measure and all tests are organized by leaning on theories that support them.

### References:

1. Bachman, L.F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests* (Vol. 1). England, UK: Oxford University Press.
2. Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: principles, policy & practice*, 18(1), 5-25 DOI:10.1080/0969594X.2010.513678
3. Brown, D.H. (2010). *Language Assessment: Principles and Classroom Practices* (2nd Edition). White Plains,
4. Gronlund, N. E. (1998). *Assessment of student achievement*. Allyn & Bacon Publishing, Longwood Division, 160 Gould Street, Needham Heights, NY: Longman Pearson.
5. Messick, S. (1995). Standards of validity and the validity of standards in performance assessment. *Educational measurement: Issues and practice*, 14(4), 5-8.
6. Hughes, A. (2016). *Testing for language teachers*. Cambridge: Cambridge University Press.