

Summary language assessment (Douglas Brown) chapter 1-7

Chapter 1

Testing, Assessing, and Teaching

Testing, assessing, and teaching

- ☐ **Testing** is a method of measuring a person's ability, knowledge, or a performance in a given domain.
- ☐ **Assessing** is a popular and sometimes misunderstood term in current educational practice or whenever a student responds a question, offers a comment, or tries out a new word or structures, the teacher subconsciously makes an assessment of the student's performance.
- ☐ **Teaching** is a process of giving knowledge through learning consciously. Teaching sets up the practice games of language learning: the opportunities for learners to listen, think, take a risks, set goals, and process feedback from "coach" and then recycle through the skills that they are trying to master.

Informal and formal assessment

Informal assessment is the way that can take the number of forms, starting with incidental, unplanned comments and responses and impromptu feedback to the students that can make a teacher is embedded in classroom tasks designed to elicit performance without recording the results and making fixed judgments about a student's competence.

Formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge.

Formative and summative assessment

Formative assessment is evaluating students in the process of "forming" their competencies and skills which the goal of helping them to continue that growth process.

Summative assessment is evaluating students that aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction.

Norm- referenced and criterion-referenced test

Norm-referenced test is the test that each test taker's score is interpreted in relation to a mean (average score), median (middle score), standard deviation (extent of variance in scores), and/or percentile rank.

Criterion-referenced test is the test designed to give test-takers feedback, usually in the form of grades, on specific course or lesson subject.

Approaches to language testing: a brief history

Historically, language-testing trends and practices have followed the shifting sands of teaching methodology. For example, in the 1950s era of behaviorism and social attention to contrastive analysis, testing focused on specific language elements such as phonological, grammatical, and lexical contrasts between two languages.

Discrete-point and integrative testing are constructed on the assumption that language can be broken down into its component parts and that those parts can be tested successfully.

Communicative language teaching is needed when "fundamental" principles of language testing the need for a correspondence between languages test performance and language use.

Performance-based assessment is the assessment that involves oral production, written production, open-ended responses, integrated performance, (across skill areas), group performance, and other interactive tasks.

Language Assessment Douglas Brown Chapter

Annelies Wilder-Smith



Language Assessment Douglas Brown Chapter:

Language Assessment Douglas Brown Chapter Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Language Assessment Douglas Brown Chapter**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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