UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Pertama
Sidang Akademik 2001/2002

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HXE 304 – Testing and Evaluation

Masa : 2 1/2 jam

INSTRUCTIONS TO CANDIDATES:

1.   **This paper contains <u>FIVE</u> [5] questions and comprises <u>THREE</u> [3] printed pages.**

2.   **Answer any <u>THREE</u> [3] questions.**

3.   **All questions carry equal marks.**

ANSWER EACH QUESTION ON A FRESH SHEET OF PAPER

1.   Study the Item Statistics table below and then answer the questions that follow:

Item Number	Item Facility (IF)	Item Discrimination (ID)
1	0.95	0.65
2	0.15	0.50
3	0.40	0.00
4	0.75	0.40
5	0.45	1.00
6	0.05	0.00
7	0.45	0.80
8	0.45	0.65
9	0.25	0.50
10	0.65	0.70
11	0.17	0.20
12	0.90	0.00
13	0.85	0.70
14	0.50	-1.00
15	0.35	0.15
16	0.18	0.20
17	0.50	0.40
18	0.26	0.15
19	0.85	0.55
20	0.40	0.00

[a]   Comment on the IF and ID values for the following items: **item 1, item 3, item 12, item 14 and item 19**.

[b]   Which items should be omitted from the next test? Justify your answer.

[c]   What is the significance of knowing these two statistical indexes (item facility and item discrimination) on any language test?

[100 marks]

2. Write short notes on any **FOUR [4]** of the following in relation to language testing:

    [a]   Distractor efficiency analysis

    [b]   Discrete-point tests

    [c]   The integrative-sociolinguistc movement

    [d]   Percentile scores

    [e]   T scores

    [f]   Interval Scales

    [g]   Standard error of measurement

                                                      [100 marks]

3. Discuss Chomsky's (1965) distinction between 'competence' and 'performance'. How can knowledge of this distinction help raise awareness among language test developers?

                                                      [100 marks]

4. Most language testing professionals consider the mean and standard deviation as two important statistical devices. Discuss the use of these two devices in describing test results.

                                                      [100 marks]

5. "The performance of students on any test will tend to vary from each other, but their performances can vary for a variety of reasons. All the variance in test scores would be directly related to the purposes of the test" (Brown, 1996). Discuss.

                                                      [100 marks]

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