

Types of Test Language

The Type:	Purpose:		I.e.
Proficiency Test	To test global competence	<p>It's overall ability regardless of any training they previously had in the language.</p> <p><u>Proficiency tests</u>: have transitionally consisted of standardized multiple-choices item on grammar, vocabulary, reading & listening comprehension.</p>	TOFEL
Diagnostic Test	To diagnose specific of a language	<p>It's offer a checklist of features for the teacher to use in discovering difficulties.</p> <p><u>Proficiency tests</u>: should elicit information on what students need to work in the future; Therefore the test will typically offer more detailed subcategorization information on the learner.</p>	<p>Writing diagnostic test</p> <ol style="list-style-type: none"> 1. would first elicit a writing sample of the students. 2. Then, <u>the teacher</u> would identify the (organization, content, spelling, grammar, or vocabulary) of their writing. 3. Based on that identifying, teacher would know the needs of students that should have <u>special focus</u>
Placement Test	to place a student into a particular level or section of a language curriculum or school.	<p>Placement test usually includes a sampling of the material to be covered in the various courses in a curriculum. A student's performance on the test should indicate the point at which the student will find material neither too easy nor too difficult.</p> <p><u>Placement tests come in many varieties</u>:</p> <ol style="list-style-type: none"> 1. assessing comprehension and production. 2. responding through written and oral performance 3. multiple choice. 4. gap filling formats. 	<p><u>E</u>nglish as a <u>S</u>econd <u>L</u>anguage <u>P</u>lacement <u>T</u>est (ESLPT) at San Francisco State University</p>

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Achievement Test	to determine whether course objectives have been met with skills acquired by the end of a period of instruction.	Achievement tests should be limited to particular material addressed in a curriculum within a particular time frame. It belongs to summative because they are administered at the end of a unit/term of study. It analyzes the extent to which students have acquired language that have already been taught.	
Language Aptitude Test	to predict a person's success to exposure to the foreign language	According to John Carroll and Stanley Sapon (the authors of MLAT), language aptitude tests do not refer to whether or not an individual can learn a foreign language; but it refers to how well an individual can learn a foreign language in a given amount of time and under given conditions. In other words, this test is done to determine how quickly and easily a learner learns language in language course or language training program.	Standardized aptitude tests have been used in the United States: <ol style="list-style-type: none"> 1. The Modern Language Aptitude Test (MLAT). 2. The Pimsleur Language Aptitude Battery (PLAB)