

Use the checklist below to think about your selected test methods.

## Considerations for Test Administration

1. Giving the test. Is it...

Individually-administered?

Group-administered?

This is important because it is related to resources such as time, staff, and expertise needed.

2. Directions, examples and questions and prompts. Are they...

In English?

In the target language?

Spoken?

Written?

This is important because it is related to validity and practicality. For example can the student understand the directions if they're in the target language? Are you sure you're testing what you think you're testing rather than their understanding of the directions?

3. Student answers and responses. Are they...

In English?

In the target language?

Spoken?

Written?

This is important because it is related to resources such as time, to scoring, and to students' strengths in various modalities.

## Considerations for Scoring Tests

4. Method of scoring. Does it involve...

- Counting the number correct?
- A holistic approach (one overall score)?
- An analytic approach (separate scores for separate aspects of the performance)?

This is important because it's related to what you're testing (e.g., it's harder to count number correct with writing!), resources (e.g., do you have time to score each writing piece analytically?), and to how you intend to use the test (e.g., if you want to provide specific feedback to students, then an analytic rubric might be useful).

5. People and steps involved in scoring. Is the test...

- Hand-scored?
- Machine or computer-scored?
- Rater-scored?

This is important when thinking of resources you have for the test, especially time, expertise and budget.

6. Location for scoring. Is it...

- Local/On-site?
- Central/Off-site?

This is important when thinking of the resources you have for the test, especially time, expertise, and budget. It may also be important when thinking of the effects of testing and use of the results. For example, if the test is to be used to evaluate a program or to determine whether a student can graduate, you may decide it's better to have it graded centrally by people who do not know the students, who may have undergone rigorous rater training and who have no stake in the outcomes. Or, you may decide it's better to have on-site raters who know the students score the test.