



GHIȚĂ CLAUDIA MIHAELA

**STRATEGIES AND
METHODS OF
ASSESSMENT AND
EVALUATION
IN
HIGH SCHOOL**

AUXILIAR CURRICULAR

GHITĂ CLAUDIA MIHAELA

**STRATEGIES AND METHODS OF
ASSESSMENT AND EVALUATION IN
HIGH SCHOOL**

AUXILIAR CURRICULAR

ISBN: 978-606-9734-37-7

Editura EVOMIND

2022

Cuprins

1. COMING TO TERMS WITH TESTING	4
2. TESTING VS. TEACHING A LANGUAGE	5
3. TYPES OF TESTS	7
3.1 Pre-learning testing-Placement tests (take place at the beginning of the learning process)	7
3.2. While-learning testing.....	12
4. TESTING TECHNIQUES.....	34
4.1. Testing grammar	36
4.2. Testing Vocabulary.....	39
5. TESTING LANGUAGE SKILLS	41
5.1 Testing reading.....	41
5.2 Testing writing	63
5.3 Testing speaking	65
6. GENERAL BIBLIOGRAPHY	66

1. COMING TO TERMS WITH TESTING

Nowadays, testing is viewed as a very important element of the teaching-learning process and it cannot be separated from it as it represents teachers' greatest tool of promoting learning. Following the historical trends in language testing we can notice that testing reforms have always been a step behind teaching developments and innovations. Despite this fact, the term bore different connotations from period to period. At the beginning at the twentieth century testing was considered an intuitive process, usually subjective and used to rely on the teacher's own impressions and perceptions. Later on, it entered a different stage, the scientific one which laid stress on objective evaluation.

At present, tests are intended to assess real communication in a foreign language and they are a real proof of our need to combine sub-skills, as it happens when we find ourselves in real-life situations. First and foremost, are able to assess performance and attempt to evaluate something more than isolated language skills, their aim being to indicate the students' capacity of mastering the foreign language. Furthermore, when writing tests today researchers are not inclined to neglect the subjectivity imposed by the intuitive period, or the objectivity brought out by the scientific stage, but to take into consideration the advantages of these two trends. This tendency is best illustrated by a rather recent test type, the 'cloze'. This new tool, called 'cloze', allows the teacher to test simultaneously both grammar and vocabulary, as well as reading comprehension skills, while the scoring, maintains its objectivity.

According to Madsen's (1983) test classification, teachers' preparation of classroom tests should consider the between the following distinctive criteria:

Contrasting Categories of ESL Tests

KNOWLEDGE TESTS	PERFORMANCE (or SKILLS) TESTS
Subjective Tests	Objective Tests
Productive Tests	Receptive Tests
Language sub-skills Tests	Communicative Skills Tests
Norm-referenced Tests	Criterion-referenced Tests
Discrete-point Tests	Integrative Tests
Proficiency Tests	Achievement Tests

2. TESTING VS. TEACHING A LANGUAGE

Testing, in its whole, is a sub-set of assessment and represents one of the instruments that teachers use to assess their students. This term is also different to teaching from a lot of perspectives: classroom climate, the manner in which tasks are chosen and arranged, desired outcomes from the students and treatment of this linguistic outcomes.

On the one hand, testing is related more to competition and less to cooperation. Considering the fact that most teaching activities rely on cooperation, as pair work and group work are permanently encouraged by the teacher, this term grabs a totally different connotation during the test, most times being associated to cheating or copying. A solution to this problem will be group tests, but their utility fails to be found, as they cannot provide us with the necessary information about each individual's performance and level of knowledge and competencies. In order to compensate for this lack, cooperation is recommended in terms of preparation of the test. This aspect can include discussing and deciding on what is to be tested, how, where and why. This type of involvement has the power to reduce the pressure and stress that students deal with when having to sit examinations whose content is unknown to them.

On the other hand, testing can be intimidating to students as it materializes in grades and ranks students according to their results. This way, some of them will be catalogued as 'winners' and others as 'losers'. Students should be explained that the role of testing is not that of ranking them in order, but giving them and the teacher a clear idea about what has been acquired and what needs improvement. Distinction between teaching and testing should be made in terms of objectives, content, both learner and teacher activity, classroom atmosphere.

	TEACHING	TESTING
OBJECTIVES	Practice	Test
	Learning	Assessing
CONTENT	Process -oriented Cues most effective if open-ended	Product-orientated Cues more effective if closed-orientated

LEARNER ACTIVITY	Plenty of volume and repetition Learners know the material Task is success-orientated There may be peer interaction	Not much volume and repetition Learners do not necessarily know the material Task is success or failure-orientated No peer interaction
TEACHER ACTIVITY	Gives tasks and helps performance Monitors, reinforces	Gives tasks and does not help performance Assesses
CLASSROOM CLIMATE	Intrinsic motivation (based on interest and desire to learn)	Extrinsic motivation (based on desire to get a good grade)
	Relaxed(relatively)	Tense(relatively)
	Co-operative	Individual/Competitive

(P.Clonțea, 2001, p.70-71)

3. TYPES OF TESTS

The following sub-chapter represents a short description of each type of test. According to Harmer, there are four main reasons for testing which define four categories of test:

3.1 Pre-learning testing-Placement tests (take place at the beginning of the learning process)

A sample/suggestion of/for a placement test for the 9th grade is provided below:

I. Grammar: 10 minutes- 3 points

- 5 multiple-choice items to assess various grammar items:

Instruction: Underline the correct form:

1. There were several (furnitures / furniture/ pieces of furniture/ pieces of furnitures) in that room.
2. The trout we're eating (was caught/ has been caught/ is caught/ had been caught) only five hours ago.
3. Don't write anything until I tell you, (shall you / do you/ will you / can you)?
4. She (is used to doing/ is used to do / used to doing / got used to do) her shopping in the evenings or at weekends.
5. My sister (which / whom / that / who) lives in Mexico, has two children.

5 items, 0.20 points each; total = 1 point

- 5 transformation exercises to assess various grammar items:

Instruction: Rewrite the following sentences:

1. I hate it when people interrupt me when I'm talking.

I can't..... .

2. My brother looks much fitter. I think he's stopped smoking.

My brother must..... .

3. The book was so interesting that I couldn't put it down.

It was..... .

4. If I'm not doing something creative, I feel I'm wasting my time.

Unless..... .

5. John regrets losing his temper.

John wishes..... .

5 items, 0.20 points each; total = 1 point

- A cloze (blank and clue), testing various grammatical categories.

Instruction: Fill in the blanks with the correct form of the verbs in brackets:

Last night my friend and I (1-to discuss) the school situation when my father (2-to come) in. He (3-to open) the newspaper he (4-to buy) on his way home and (5-to start)(6-to read) in silence. But after some time he (7-to say): 'I (8-not to think) your negotiations with the staff (9-to have) any results as long as you (10-not to put) forward any practical proposals.

10 items, 0.10 points each; total = 1 point

II. Vocabulary: 10 minutes- 2 points

- Ten multiple-choice items to assess correct word choice:

Instruction: Choose the correct alternative in these sentences:

1. He was sleeping so soundly/brilliantly that he didn't hear the explosion.
2. The opposite of heavy/strong tea is weak tea, but the opposite of a strong/severe wind is a 'light' wind.
3. After several hours someone came up with/carried out a solution to the problem.
4. The youth admitted to smashing up the telephone box. Such cases of burglary/vandalism are commonplace nowadays.
5. I had such a hard/heavy work schedule at the moment that I don't have any free time.
6. Unfortunately, we're having to put off/put out our holiday until next year.
7. We could see that the miners had tiny lamps/lumps on their forehead.
8. I have a number of complaints/reclamations to make about this hotel so I wish to see the manager.
9. She felt deceived/ disappointed when her husband forgot her birthday.
10. Some people take great pain/pains in losing weight

10 items, 0.10 points each; total = 1 point

- a cloze: 10 gaps to be filled in with the appropriate words:

Instruction: Read the text below and think of the word that best fits each gap. Use only one word in each gap. There is an example at the beginning(0).

0- MANY

I'm Not Superstitious, Honestly!

How (0).....people can truly say they are not superstitious? A recent survey shows that almost 90% of people believe in one sort of superstition or another and say that it influences(1).....lives.

One of the questions people (2).....asked is whether they saw themselves as lucky or unlucky. Their answers turned out to be (3).....most interesting aspect of this survey. Nearly two-thirds of (4).....who took part said they believed that people were naturally lucky or unlucky.

Professor Morgan Howard, who analysed the results of (5).....survey, was fascinated by this finding, so he went a step further and asked these people (6).....kind of superstitions they believed in. (7).....his surprise, he discovered that almost all the people who regarded themselves (8).....lucky believed in positive superstitions. They did things (9).....promote their good luck, such as crossing their fingers.(10)..... would appear that people make their own luck by their attitude to life.

10 items, 0.10 points each; total = 1 point

III. Reading: 10 minutes-2 points

Instruction: Read the text below. Are the sentences 1-5 'Right (A) or 'Wrong' (B) ? If there is not enough information to answer 'Right (A) or 'Wrong' (B), choose 'Doesn't say'(C).

The roots of Canadian English can be found in the events which followed the American Revolution of 1776. Those who had supported Britain found themselves unable to stay in the United States and most went into exile in the Ontario region of Canada. They were soon followed by many thousands who were attracted by the cheapness of the land. Within fifty years, the population of Upper Canada (above Montreal) had reached 100,000 –mainly people from the United States.

In the east, the Atlantic provinces had been settled with English speakers much earlier (the first contacts were as early as 1497, when the British explorer John Cabot claimed Newfoundland), but even today these areas contain less than 10 per cent of the population, so they have only a marginal role in the development of the Canadian 'norm'. In Quebec, the use of French language and culture

3.2. While-learning testing

This stage of testing consists of **progress, diagnostic and achievement** tests, strongly connected to the curriculum and to classroom activities.

1. Diagnostic tests, unlike progress tests, are larger-scale tests which look back over a more extended period of learning, such as the end of a unit of learning in the textbook or even the end of the semester.

The test below represents a suggestion for a diagnostic test:

Grade & level: 10th upper intermediate

Recent work: Future forms; conditionals; wishes.

Environmental issues.

Aim: feedback for knowledge and skills.

Grammar: 10 minutes-3 points

- multiple-choice items-5 minutes

Instruction: Choose the correct form:

1. In 100 years people will be living/are going to live/will have lived in underwater cities.
2. Poachers should be stopped unless/or else/ on condition that more animals will become extinct.
3. He will help us with the project on condition that/in case/unless we do the research.
4. If I hear/will hear/heard any more about it, I'll let you know.
5. I wish you are/were/have been here to help me.

5 items, 0.20 points each; total = 1 point

- blank and clue-5 minutes

Instruction: Put the verbs in brackets into the right form:

1. Is this petition against the new factory? I.....(sign) it.
2. By the end of this month, the recycling project.....(run) for five years.
3. Supposing you....(see) somebody throwing litter on the pavement, what would you do?
4. If I had known earlier, I.....(bring) you the leaflet.
5. If only people.....(care) more about the environment.

5 items, 0.20 points each; total = 1 point

- transformation-7 minutes

Instruction: Rewrite the sentences so that they contain the word given. Use two to five words. Do not change the word given.

1. If you don't do something now to help the environment, things will only get worse.

Unless Things will only get worse....to help the environment now.

2. It is certain that organic foods will appear in local supermarkets.

Bound Organic foods.....in local supermarkets.

3. The WWF spokesman is getting ready to start his speech!

About The WWF.....his speech!

4. If Kate doesn't work harder, she will never get promoted.

Does Kate will never get promoted.....more work.

5. He couldn't remember anything from what she had learnt.

Everything If only.....she had learnt.

5 items, 0.20 points each; total = 1 point

II. Vocabulary: 10 minutes-2 points

- blank completion-3 minutes

Instruction: Complete the sentences with a word or short phrase that best fits the context:

1. An international agreement has been reached to halt the..... .
2. If global warming continues we will suffer the.... .
3. Overpopulation is posing a threat to the earth' s..... .
4. Toxic..... is responsible for polluting many rivers.
5. Exhaust fumes continue to..... the air, causing serious breathing problems.

5 items,
0.20
points
each;
total =
1 point

- **Translation-7 minutes**

Instruction: Translate into English:

1. Mancarea organica devine din ce in ce mai populara deoarece oamenii stiu ca fructele si legumele nu sunt tratate cu pesticide.
2. Stratul de ozon este din ce in ce mai subtire datorita poluarii.
3. In prezent oamenii sufera consecintele nepasarii fata de mediul inconjurator.
4. Chiar as vrea sa ma alatur unei organizatii care se ocupa cu salvarea speciilor pe cale de disparitie.
5. Daca am recicla hartia, am putea evita taierea unui numar imens de copaci.

5 items, 0.20 points each; total = 1 point

III. Reading-15 minutes-3 points

- Jumbled paragraphs-10 minutes

Instruction: You are going to read an extract from a newspaper article. Six paragraphs have been removed from the extract. Choose from the paragraphs A-G the one which fits each gap (1-6). There is one extra paragraph that you do not need to use.

Bad moods aren't necessarily bad for you

A two-minute film of penguins is a sure- fire way to improve a person’s mood. There’s something about penguins slip-sliding on the ice that seems to make everyone smile, a fact that psychologists have put to good use in their laboratory investigations of mood.

1

G

Moods, and bad moods in particular, often appear to come from nowhere. We all have a tendency to notice the negative feelings rather than the positive feelings, but the good news is that we are happier than we tend to think. When a leading Canadian psychologist asked people to keep a diary of every mood they experienced throughout the day, it was the negative moods that predominated. But when he paged the people at random interval and asked them how they were feeling at that exact moment, it was clear that they felt good most of the time.

2

Moods are not just feelings we experience; they affect the way our minds work. When we are feeling happy we notice a lot of what’s going on around us, but the moment anxiety strikes our attention narrows. If you’re phobic about spiders, once you realize you’re in a room with a spider, you focus on that and disregard almost everything else.

3

Moods even influence the way we retrieve memories. A person feeling sad finds it easier to remember other sad occasions, while a happy person remembers other happy times. This can make it to shake off a bad mood. While you sit fuming with anger that a friend of yours has upset you, happy events do not tend to pop into your head. Instead you are more likely to think of other times when friends have let you down.

4

Hope- the feeling that good things might happen in the future- is so powerful that it can even affect our health. Hope gives us energy, and research has shown that hopeful people are more likely to succeed in work, in sport, in academia and in politics. They are also happier and better persevering with a task and solving problems .

5

Positive emotions have clear and tangible benefits- hope can even make you feel longer. But however destructive they seem, even temper tantrums and sulks have their uses. Emotions are all about communication. They give us information about the way other people feel. If no one ever got angry with you or stopped talking to you, you might never know you had upset them.

6

Looking at the research in moods, it is clear that we don't need to be afraid of our negative emotions. We imagine it's essential to get control of our bad moods, and it's true that emotional management is a crucial part of our personal development and relationships. But there is another aspect to our emotional ups and downs: our feelings have important things to tell us, and we do well to listen to them.

A In one study, which shows just what sort of ramifications this could have, job interviewers who were feeling happy (because they'd rated applicants more positively and were more likely to say they would hire them. Meanwhile, the interviewers who were told they had done badly on the test viewed applicants less favourably.

B Now, it could be argued that this is all a media stunt. Following a thoroughly frustrating half hour listening to unbearable music while you wait to get through to a call centre, only to find that they cannot solve your problem, you might well feel pretty angry. But eventually, and probably without consciously thinking about it, you will distract. You are employing coping strategies to help to change your mood.

C If words are flashed up on a computer screen it takes us longer to read a word associated with our anxieties than other words. So people with eating disorders take a fraction of a second longer to read words such as 'food' and 'meal' than everyone else. Because these words make a person anxious, they actually slow down their thinking.

D Also, anger readies our bodies for attack, giving us extra vigour that might prove essential in a fight. No other emotion is able to keep the body at a high pitch for such long periods. Energy is diverted towards the muscles, a feature that many sports people use to their advantage, deliberately stoking up their anger towards their opponent.

E One reason why hopeful people succeed is that they set themselves higher goals and more goals at a time, which buffers them against disappointment if one plan does not work out. In one extraordinary study, students' feelings of hope when they started college were a better predictor of their final results six years later than their entrance exam marks. Levels of hope even foretold the students who were later to drop out.

F Indeed we are far more likely to notice and remember negative moods. Whether it's anger, fear or pure joy, moods can feel overwhelming and beyond our control. Just one careless comment or email can trigger a new mood. They change very fast.

G Take part in an experiment on mood and the chances are that you will be shown a video of penguins. Over the past decades, in particular, psychologists have been using such laboratory experiments to investigate what moods are and why it is that they can fire us up one moment and drain us of energy the next.

6 items-0,20points each; total=1, 20 points

- **Matching words with paragraphs -5 minutes**

Instruction: Look at the words in the box. They each describe an environmental issue. Read some more of the text and match each description to its title by writing each of the words from the box in each space.

Model:1-D

2-...;3-...;4-...;5-...;6-...;7-...;8-...;9-...;10-... .

9 items-0, 20 points each; total = 1,80 points

IV. Writing: 15 minutes- 3 points: progress and diagnostic tests concentrates a lot on writing and are a great instrument to assess students' creativity and spontaneity in writing. For this reason, writing tasks should be varied, and should incorporate both task-based items and creative ones, functional texts as well as academic tasks. The examples below target the students' report writing skills:

Instruction: Choose one of the situation below and write our your report. Include at least five sentences that contain future forms or the conditional mood. You should write between 120 and 180 words.

Situation 1: Your school magazine has asked students to submit reviews of films that they have recently seen which are related to the environment. Write your review, giving a brief summary of the plot and saying why you think it might interest other people.

Situation 2: You have recently read about a magazine competition that invites readers to send in reviews of books illustrating environmental issues. Write your review for the magazine, mentioning the main points of the plot and saying whether you recommend it or not.

To help the students assess their language proficiency and weaknesses, the teacher may provide them with a marking grade for guidance and support in scoring. Self-assessment generally means face validity as it bears positive effects as it involves the students directly in the process of assessing.

Consider the following marking scheme for support and guidance in scoring:

1. Content- 1 point

-the content corresponds to the assignment: the review must provide clear information about the environmental issue illustrated in the book;

0, 30 points

-sufficient details and illustrations to make the review exciting;

0, 30 points

- the organization, structure and coherence of the review, the logical flow and progression of ideas, etc.

0, 40 points

2. Language- 1 point

- accuracy of grammar structures;

- word choice, correct spelling, etc.

(0, 05 point for each small mistake, 0, 10 points for each serious mistake; each mistake counted only once)

3. Text- 1 point

- stylistic accuracy; level of formality; the discourse type (formal or semi-formal account- 0, 40 points);

- excellent achievement;

0, 30 points

- aspect: written paralinguage: the students must respect the layout and format characteristic of review- writing; students' creativity and elegance must be rewarded.

0, 30 points

2. Progress tests play an important role in constantly assessing students' level of acquisition. Compared to diagnostic tests, they are small-scale tests conceived to assess recent, short- term learning.

a) The 10-minute end-of class quiz:

Recent work: modal verbs

Aim: feedback for the acquisition of the item

- Fill in the blanks- 3 minutes

Instruction: Fill in the correct modal verb:

1. Youtake your dog on the plane unless you have a special permit.
2.I talk to her parents and inform them about the entire situation? They are the only ones who can help her.
3. The climbers say theyreach that peak before dawn, because it's too steep.
4. Both candidates for the job were very strong and it was hard to choose between them. I certainlyhave decided which one to appoint.
5. The taxi..... Be here in a couple of minutes. You' d better hurry.

5 items-0,50 points each; total= 2,5 points

- Transformation-3 minutes

Instruction: Rephrase each sentence so that it contains the word given in brackets and that the meaning stays the same:

1. I'm sure this is not the play Mary would like to see. (can't)
2. It's not necessary for you to join me to the cinema, if you have already see the film. (don't have)
3. Will you buy two tickets for me, if you happen to buy some for yourself? (should)
4. These seats are likely to be ours. (must)
5. It's possible that you should catch a cold, if you wear your silk blouse. (may)

5 items-0,30 points each; total= 2,5 points

- Translation- 4 minutes

Instruction: Translate into English:

1. Ai fi putut sa-mi spui ca vei intarzia.
2. S-ar putea sa ploua in aceasta dupa-amiaza.
3. Ar trebui sa mananci mai putine dulciuri daca vrei sa slabesti.
4. Nu era necesar sa cumparam atata mancare.Este suficienta in frigider.
5. El nu a fost in stare sa ia permisul de conducere decat din a doua incercare.

5 items- 1 point each; total= 5 points

Overall total: 9 points + 1 initial point

b) The class initial progress test: this small-scale test can be the best option when assessing acquisition of some recent information or knowledge and it can help the teacher decide if he or she should pass to the new teaching activity, or should insist on that particular item some more time in order to consolidate it.

Here comes a suggestion for a listening progress test:

Recent work: Personal abilities-memory, information, technology

Level: proficiency

Aim: feedback for the acquisition of the new vocabulary

Skill: listening

- **Reverse dictation (a listening cloze)- 3 minutes**

Instruction: You will hear part of an interview with a woman who has written a book on the subject of feral children, children growing up without the company of other human beings.

For questions 1-10 complete the sentences with a word or short phrase.

Many feral children are believed to have been brought up by _____ 1

Lorna says that she finds many of the stories told about feral children _____ 2

The sounds made by the wolf girls of Midapur were described as _____ 3

In eight years one of the girls only managed to learn _____ 4

Lorna describes the way a baby learns language as a process of _____ 5

Lorna says it's wrong to liken our language ability to a _____ 6

Feral children joining human society as teenagers failed to learn _____ 7

People who learn foreign languages _____ 8 are always identifiable as non-native speakers.

Feral children seem to learn vocabulary by means of _____ 9

Genie failed to learn the language necessary to _____ 10.

- **Three-option multiple choice item**

Instruction: You will hear two different extracts about the Internet. For each question 1-4, choose the best answer (A, B or C) which fits best according to what you hear.

Extract One (a news report about an internet business)

1. What is surprising about the business?

A the number of people who run it

B what you can buy from it

C where it is located

2. The website is useful to record companies because it

A provides them with market information.

- B pre-selects potential recording artists.
- C promotes their products at no cost.

Extract Two (part of a documentary about the Internet)

3. What does the speaker find most disturbing about the trend he describes?

- A the number of people involved
- B the attitude of the people surveyed
- C the particular group of people affected

4. The speaker regards the researchers' conclusions as

- A exaggerated.
- B predictable.
- C irresponsible.

- **Listening for specific information**

Part One

Instruction: You will hear the beginning of a radio programme about the language used on the Internet. As you listen, choose the two main points that Bob Elman makes.

- A The Internet should use a variety of languages.
- B The English used on the Internet is nothing like everyday English.
- C Human interaction would be easier if everyone spoke the same language.
- D The jargon used on the Internet will soon develop into a whole new language which English speakers won't be able to understand.
- E It's inevitable that languages change to meet new conditions.

Part Two

Instruction: Listen to the rest of the radio programme again and complete the table below:

INTERNET LANGUAGE

Familiar words with a new meaning in the context of the Internet.

Word	Part of speech	Literal meaning	Meaning in the context
-----	verb	watersport	moving around net-you don't know where you're going
-----	verb	make a noise	making choices on the net by pressing a button
-----	noun	place/location of something	one user's contribution to the net
-----	verb	to send something	to put some material on the net
-----	noun	novice/newcomer	new user of net
-----	verb	exist unobserved	surfing without contributing to the net
-----	verb	to burn	to tell off

Examples of greetings and salutations:

_____ = abbreviation of _____

_____ = abbreviation of _____

Computer terms that are entering the common language:

_____ = still used though it no longer describes the object.

_____ = a noun that is now widely used as a verb.

_____ = has a wider range of meanings than the equivalent common words.

_____ = new meanings of this word seem likely to be used more widely.

Overall total: 9 points + 1 initial point

3. Achievement tests

Achievement (or attainment) tests are formal assessment tests meant to assess progress and are used at the end of an important learning stage, for instance a school year, a learning cycle, or the entire language course.

Achievement can be devised after the English First Certificate, which has the following structure:

PAPER 1: Reading comprehension – 1 hour

Section A – discrete point

25 sentences with gaps to be filled out on the multiple-choice basis

Section B – integrative

3 texts, each followed by 5 multiple-choice items

PAPER 2: Composition – 1 hour 30 minutes

The testee is required to write two compositions (120-180 words each) from a choice of 4 topics.

PAPER 3: Use of English -2 hours

1. A cloze: 20 gaps to be filled out – one word for each gap.

2. Transformation, discrete point: 10 re-write items

3. Blank completion – discrete point:

-10 sentences with compound adjectives/phrasal verbs, with one part of the compound missing.

4. Information transfer – integrative:

A dialogue, with the part of one of the interlocutors missing.

5. Matching elements and paragraph writing:

Jumbled information about people and touristic opportunities; the student must select the relevant material and write 3 paragraphs in fluent, continuous style.

PAPER 4: Listening comprehension – about 30 minutes

Part 1: dual choice (T/F) – 10 items

The testee listens to an interview and, on the test sheet, ticks the correct answer according to the information provided in the text.

Part 2: blank completion- 7 items

The testee listens to a conversation and fills in the gaps with the missing information.

Part 3: blank completion (grid)- 9 items

The testee listens to a conversation and fills the missing information into a grid.

Part 4: matching elements- 3 items

The testee listen to a text and matches the information with pictures on the test sheet.

PAPER 5: Interview – about 15 minutes

Section A: picture discussion

The testee must describe one of the 2 pictures given.

Section B: passages for comment

The testee must comment on one of 3 passages given; the answer should indicate:

- whether the text is written or spoken;
- who is speaking/writing;
- what the passage is about (in one sentence).

Then the testee has to comment, at some length, on the passage.

Section C: communication

The testee takes part in a pair or group discussion on a certain topic (e.g. on ways of preventing violence among youngsters).

In comparison to such an achievement test, the Romanian national tests (Baccalaureate), are somehow different as they tend to concentrate mainly on testing communicative skills and reading comprehension. This sort of examination can prove to be complicated for those who do not master the language too well and are required to write a 300-word essay.

Consider the following examples:

1. Write an opinion essay on ‘Art is apt to be useless – unless the artist can convey the complexity of his own experiences in simple words, in simple sounds, in simple brushstrokes, to us.’ Write your essay in no more than 300 words.

2. Write an argumentative essay about the following topic: ‘Any kind of life is just the raw material out of which individuals can make goodness or badness.’ Write your essay in no more than 300 words.

a. After- learning testing – Proficiency tests

This type of tests are intended to determine a person’s current level of language, with an emphasis on his or her ability to apply it in real-life situations. With a view to this characteristic, proficiency tests can be set at any moment in our lives. They have a diagnostic function and evaluate a person’s acquisition and mastery of language at a given moment.

The proficiency test can be designed according to the following pattern:

Listening – 15 minutes

1. Objective testing, discrete point: the student listens to isolated sentences on tape and ticks the correct answer on the task sheet (dual choice or multiple-choice items).
2. Objective integrative: the student listens to a full text and ticks the correct answers on the task sheet.
3. Objective integrative: the student listens to a full text and matches pictures with text sentences on the task sheet.

Reading- 15 minutes

1. Objective integrative: the student reads a full text and ticks the correct answers on the task sheet.
2. Objective integrative: the student reads a text and continues sentences/ fills in a grid on the task sheet.
3. Objective integrative: the student reads a text and takes notes on the task sheet.

Writing – 30 minutes

1. Objective integrative – information transfer: the student fills in the missing part in a dialogue.
2. Subjective testing, non- communicative: the student looks at two pictures and writes a descriptive paragraph about them.

3. Subjective non-communicative: the candidate writes a paragraph starting with the words provided on the task sheet.

Speaking – 15 minutes

1. Subjective testing, non-communicative: the candidate uses his or her notes from the reading task to retell the text.

2. Subjective non-communicative: the student describes and evaluates a picture and expresses thoughts and opinions(e.g . the picture shows a touristic destination).

3. Subjective communicative: two students are asked to discuss a topic, one expressing the pros, and the other, the cons of it (e.g. the picture shows different ways of advertising).

To assess the candidate's results , the evaluator can use the following yardstick:

A. Listening skills.....5 points

1. Understands without difficulty information that is given at normal speed.....

2. Generally understands the information that is said at low speed in standard English...

3. Understands most of the words; sometimes needs additional explanation.....

4. Difficulty in understanding and frequently additional information is needed.....

5. Understands only parts of the message and only transparent terms.....

B. Reading skills.....5 points

1. Understands well the structure of the entire text and elucidates its main ideas.....

2. Understands the text as a whole but hesitates about idiomatic or figurative items

3. Understands easy sentences but hesitates when has to deal with complex ones.....

4.Understands fragments, infers the meaning of words in context.....

5. Difficulty in understanding the text.....

C. Writing skills.....5 points

1. Reformulate correctly the information of the text, makes few mistakes.....

2. Ability to render the text's message and details, but sometimes uses mother-tongue structures.....

3. Ability to render, in his or her own words the main ideas of the text, makes some mistakes that do not affect the meaning of the message.....□

4. Ability to transcribe certain paragraphs of the text.....□

5. Makes up sentences full of mistakes, ignores the main message of the text.....□

D. Speaking skills.....5 points

1. Speaks fluently, makes few mistakes, gives explanations, brings arguments.....□

2. Speaks with ease, makes occasional mistakes without altering the sense of the message.
.....□

3. Speaks hesitantly, conveys messages but makes serious mistakes, possess limited vocabulary.
.....□

4. Difficulty in conveying the message, frequent mistakes, poor vocabulary.....□

5. Broken English, unable to convey proper messages, makes frequent serious mistakes.□

In term of content, a proficiency test must be devised according to a particular field of use. For this reason, occupational tests have been designed, and their role is to demonstrate whether a candidate owns the necessary language and linguistic skill that a certain domain, or even job requires.

The most common proficiency tests available are those elaborated by University of Cambridge Local Examination Syndicate (UCLES) through their EFL (English as a Foreign Language) Department. This type of examinations are available for both students and non-native speakers of English, who need a language proficiency certificate.

There are five levels of Proficiency tests available:

1 KET (Key English Test) –Cambridge Level One;

2 PET (Preliminary English Test) – Cambridge Level Two;

3 FCE (First Certificate in English) – Cambridge Level Three;

4 CAE (Certificate in Advanced English) – Cambridge Level Four;

5 CPE (Certificate of Proficiency in English) – Cambridge Level Five.

One of the most popular Cambridge examinations among high school students is the CAE (Cambridge Certificate in Advanced English) test.

The structure of the CAE test consists of five ‘parts’ assessing language, listening, speaking, reading and writing skills, all of them requiring high-level qualifications. Proficiency tests rely a lot on reading (there are about 3,000 words included in the Reading Part), so applicants need to be efficient readers.

The structure of CAE: an overview

ADVANCED 2015 REVISED FORMAT

PAPER	TIME	TASK TYPES	TEST FOCUS
Paper I Reading & Use of English	<ul style="list-style-type: none"> - 1 hour 30 minutes - 34 questions - Length of texts: about 550-850 words - Words count 3,000-3,500 	<ul style="list-style-type: none"> Part 1 -multiple-choice cloze (eight gaps) Part 2 –open cloze (eight gaps) Part 3 – word formation (eight gaps) Part 4 – key word transformations (six questions) 	<ul style="list-style-type: none"> Part 1 – lexical/lexico-grammatical, vocabulary, collocations, fixed phrases, idioms, etc. Part 2 – grammatical/lexico-grammatical, grammar with some focus on vocabulary Part 3 – lexical/lexico-grammatical, focus on vocabulary, compounding Part 4 – grammatical/lexico-grammatical, grammar, vocabulary and collocations.

		<p>Part 5 – text followed by six 4-option multiple-choice questions</p> <p>Part 6 – four short texts, followed by four cross-text multiple-matching questions</p> <p>Part 7 – gapped text task – paragraphs removed</p> <p>Paper 8 –multiple matching – a text or several short texts, preceded by 10 multiple-matching questions</p>	<p>Part 5 – detail, opinion, tone, purpose, main idea, implication, attitude, text organization, features (exemplification, comparison, reference)</p> <p>Part 6 – Understanding of opinion and attitude; comparing and contrasting of opinions and attitudes across texts.</p> <p>Part 7 – text structure, cohesion, and coherence</p> <p>Part 8 – Detail, opinion, attitude, specific information.</p>
Paper 2 Writing	<ul style="list-style-type: none"> - 1 hour 30 minutes - 2 parts 	<p>Part 1 –compulsory task: essay with a discursive focus (220-260 words)</p> <p>Part 2 –Q.2-4 choice of one task from the following:</p> <ul style="list-style-type: none"> -letter -proposal -report -review <p>(220-260 words)</p>	<p>Part 1 – focus on evaluating, expressing opinions, hypothesizing, persuading</p> <p>Part 2 –varying focuses according to task; including giving opinions, persuading,</p>

			justifying, giving advice, comparing.
Paper 4 Listening	<ul style="list-style-type: none"> - Approximately 40 minutes - 30 questions 	<p>Part 1 –multiple choice; three short unrelated extracts; exchanges between interacting speakers; two questions per text</p> <p>Part 2 – sentence completion task with eight items; a monologue (could be introduced by a presenter)</p> <p>Part 3 – 6 multiple choice questions; a conversation between interacting speakers</p> <p>Part 4 – multiple matching task-five short themed monologues. Two linked tasks, requiring selection from list of eight options – 10 multiple-matching questions. All texts will be heard twice.</p>	<p>Part 1 – feeling, attitude, opinion, purpose, function, agreement, course of action, general gist, detail, etc.</p> <p>Part 2 – specific information, stated opinion</p> <p>Part 3 – attitude and opinion</p> <p>Part 4 – gist, attitude, main points, interpreting context</p>
Paper 5 Speaking	<ul style="list-style-type: none"> - 15 minutes (for pair) - 4 parts 	<p>Part 1 – conversation between the interlocutor and each candidate (spoken questions)</p> <p>Part 2 – individual one-minute ‘long turn’ for each</p>	<p>Part 1 –general interactional and social language</p> <p>Part 2 – organizing a larger unit of</p>

		<p>candidate with brief response from second candidate; each candidate is given three visual stimuli, with questions</p> <p>Part 3 – two-way conversation between the candidates (written stimuli with spoken instructions)</p> <p>Part 4 – discussion on topics related to Part 3 (spoken questions)</p>	<p>discourse; comparing, describing, expressing opinions and speculating</p> <p>Part 3 – sustaining an interaction; exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.</p> <p>Part 4 – expressing and justifying opinions, agreeing and/ or disagreeing</p>
--	--	---	--

(Adapted from *Succeed in Cambridge English: Advanced – 2015 Format -10 Practice Tests-Teacher's Book*, GLOBAL ELT LTD, 2014)

4. TESTING TECHNIQUES

There are various techniques that possess the ability to test both language and skills, most of them being already familiar to teachers as ‘teaching techniques’. A compulsory requirement before testing is that they should also be practised and mastered by students

The table below illustrates arrange of such techniques, which both teachers and students should be aware of:

Testing Focus	Subjective methods	Objective methods
Listening	Open-ended question and answer Note talking Interviews	Blank-filling Information transfer Multiple choice questions True/false questions Jumbled pictures
Speaking	Role-plays Interviews Group discussions Describing pictures Information gap activities	Sentence-repetition Sentence-responses, to cues
Reading comprehension	Open ended-comprehension Questions and answers in the target language or mother tongue Summary writing Note taking	Information transfer Multiple choice questions True/false questions Jumbled sentences Jumbled paragraphs Cloze
Writing	Guided writing e.g. letter completion, re-writing, information transfer	Blank-filling Sentence-joining

	Free writing e.g. compositions, essays	
Grammar	Open-ended sentence completion Re-writing	Expansion exercises Scrambled exercises Transformation exercises Multiple choice questions
Functions	Giving appropriate responses Discourse chains Split dialogues	Matching Multiple choice questions Odd-one-out Listen and match
Vocabulary	Compositions and essays Paraphrasing	Crosswords Classification exercises Matching exercises Labelling

The above table comprises both subjective and objective items, as they relate to different types of language, language learning and scoring.

4.1. Testing grammar

The **limited response test** is preferred to test students who possess a poor level of knowledge in English. This type of test is used to assess students without having them use their speaking and writing abilities. It can be used individually or in groups.

Individual testing: In case of oral interaction students are required to provide simple spoken replies or even non-verbal actions. As a must, the test has to consist of familiar vocabulary and structures that students were previously taught.

The **multiple-choice completion test** consists of an incomplete sentence stem followed by four multiple-choice alternatives to complete the sentence.

Example:

Listen! The phone is

A. ringing B. ring C. rang D. rung

This objective item represents an efficient instrument to assess grammar, but teachers are not recommended to use only this sort of item to test everything. When testing speaking abilities, the multiple-choice completion does not represent a proper alternative.

Examples of multiple-choice tests:

Space saver: The example below presents an incomplete sentence stem whose distracters are placed inside:

They arrived (A. in, B. at, C. to, D. for) the meeting in due time.

Error identification: This type of item does not require students to complete a sentence. In exchange, they are asked to choose the alternative containing an error. Moreover, the students may find themselves motivated to come up with the correct solution.

Example:

(a) Had he (b) had been more attentive, he (c) could have avoided (d) meeting those (e) horrible people.

Dialogue context

I. Testing Grammar: 10 minutes- 3 points

- 5 multiple-choice items to assess various grammar items:

Instruction: Underline the correct form:

1. There were several (furnitures / furniture/ pieces of furniture/ pieces of furnitures) in that room.
2. The trout we're eating (was caught/ has been caught/ is caught/ had been caught) only five hours ago.
3. Don't write anything until I tell you, (shall you / do you/ will you / can you)?
4. She (is used to doing/ is used to do / used to doing / got used to do) her shopping in the evenings or at weekends.
5. My sister (which / whom / that / who) lives in Mexico, has two children.

5 items, 0.20 points each; total = 1 point

- 5 transformation exercises to assess various grammar items:

Instruction: Rewrite the following sentences:

1. I hate it when people interrupt me when I'm talking.

I can't..... .

2. My brother looks much fitter. I think he's stopped smoking.

My brother must..... .

3. The book was so interesting that I couldn't put it down.

It was..... .

4. If I'm not doing something creative, I feel I'm wasting my time.

Unless..... .

5. John regrets losing his temper.

John wishes..... .

5 items, 0.20 points each; total = 1 point

- A cloze (blank and clue), testing various grammatical categories.

Instruction: Fill in the blanks with the correct form of the verbs in brackets:

Last night my friend and I (1-to discuss) the school situation when my father (2-to come) in. He (3-to open) the newspaper he (4-to buy) on his way home and (5-to start)(6-to read) in silence. But after some time he (7-to say): 'I (8-not to think) your negotiations with the staff (9-to have) any results as long as you (10-not to put) forward any practical proposals.

10 items, 0.10 points each; total = 1 point

4.2. Testing Vocabulary

10 minutes- 2 points

- Ten multiple-choice items to assess correct word choice:

Instruction: Choose the correct alternative in these sentences:

1. He was sleeping so soundly/brilliantly that he didn't hear the explosion.
2. The opposite of heavy/strong tea is weak tea, but the opposite of a strong/severe wind is a 'light' wind.
3. After several hours someone came up with/carried out a solution to the problem.
4. The youth admitted to smashing up the telephone box. Such cases of burglary/vandalism are commonplace nowadays.
5. I had such a hard/heavy work schedule at the moment that I don't have any free time.
6. Unfortunately, we're having to put off/put out our holiday until next year.
7. We could see that the miners had tiny lamps/lumps on their forehead.
8. I have a number of complaints/reclamations to make about this hotel so I wish to see the manager.
9. She felt deceived/ disappointed when her husband forgot her birthday.
10. Some people take great pain/pains in losing weight

10 items, 0.10 points each; total = 1 point

- a cloze: 10 gaps to be filled in with the appropriate words:

Instruction: Read the text below and think of the word that best fits each gap. Use only one word in each gap. There is an example at the beginning(0).

0- MANY

I'm Not Superstitious, Honestly!

How (0).....people can truly say they are not superstitious? A recent survey shows that almost 90% of people believe in one sort of superstition or another and say that it influences(1).....lives.

One of the questions people (2).....asked is whether they saw themselves as lucky or unlucky. Their answers turned out to be (3).....most interesting aspect of this survey. Nearly two-thirds of (4).....who took part said they believed that people were naturally lucky or unlucky.

Professor Morgan Howard, who analysed the results of (5).....survey, was fascinated by this finding, so he went a step further and asked these people (6).....kind of superstitions they believed in. (7).....his surprise, he discovered that almost all the people who regarded themselves (8).....lucky believed in positive superstitions. They did things (9).....promote their good luck, such as crossing their fingers.(10)..... would appear that people make their own luck by their attitude to life.

10 items, 0.10 points each; total = 1 point

5. TESTING LANGUAGE SKILLS

5.1 Testing reading

10 minutes-2 points

Instruction: Read the text below. Are the sentences 1-5 'Right (A) or 'Wrong' (B) ? If there is not enough information to answer 'Right (A) or 'Wrong' (B), choose 'Doesn't say'(C).

The roots of Canadian English can be found in the events which followed the American Revolution of 1776. Those who had supported Britain found themselves unable to stay in the United States and most went into exile in the Ontario region of Canada. They were soon followed by many thousands who were attracted by the cheapness of the land. Within fifty years, the population of Upper Canada (above Montreal) had reached 100,000 –mainly people from the United States.

In the east, the Atlantic provinces had been settled with English speakers much earlier (the first contacts were as early as 1497, when the British explorer John Cabot claimed Newfoundland), but even today these areas contain less than 10 per cent of the population, so they have only a marginal role in the development of the Canadian 'norm'. In Quebec, the use of French language and culture remains from the first period of exploration, with the majority of people using French as a mother-tongue: here, English and French coexist uneasily.

Because of its origins, Canadian English has a great deal in common with the rest of the English spoken in North-America- and is often difficult to distinguish for people who live outside the region. To British people, Canadians may sound American, to Americans, they may sound British. Canadians themselves insist on not being identified with either, and certainly, there is a great deal of evidence in support of this view.

(Canadian Geographic Magazine)

1. The supporters of Britain emigrated to Canada after the American Revolution.

A. Right

B. Wrong

C. Doesn't say

2. Most of the population of Upper Canada came from Britain.

- | | | |
|----------|----------|----------------|
| A. Right | B. Wrong | C. Doesn't say |
|----------|----------|----------------|
3. English speakers settled in the Atlantic provinces because land was cheap.
- | | | |
|----------|----------|----------------|
| A. Right | B. Wrong | C. Doesn't say |
|----------|----------|----------------|
4. In Quebec people speak only French.
- | | | |
|----------|----------|----------------|
| A. Right | B. Wrong | C. Doesn't say |
|----------|----------|----------------|
5. It is easy to distinguish Canadian English from American English.
- | | | |
|----------|----------|----------------|
| A. Right | B. Wrong | C. Doesn't say |
|----------|----------|----------------|

IV. Testing Writing: 10 minutes-3 points

An English-language magazine for students of your age is running a series of articles entitled 'I've always wanted to.....' in which young people write about an activity they'd be keen to try. Write your article for the magazine in 120-180 words.

1. Diagnostic tests- Samples

Grade & level: 10th upper intermediate

Recent work: Future forms; conditionals; wishes.

Environmental issues.

Aim: feedback for knowledge and skills.

Grammar: 10 minutes-3 points

- multiple-choice items-5 minutes

Instruction: Choose the correct form:

1. In 100 years people will be living/are going to live/will have lived in underwater cities.
2. Poachers should be stopped unless/or else/ on condition that more animals will become extinct.
3. He will help us with the project on condition that/in case/unless we do the research.
4. If I hear/will hear/heard any more about it, I'll let you know.
5. I wish you are/were/have been here to help me.

5 items, 0.20 points each; total = 1 point

- blank and clue-5 minutes

Instruction: Put the verbs in brackets into the right form:

1. Is this petition against the new factory? I.....(sign) it.
2. By the end of this month, the recycling project.....(run) for five years.
3. Supposing you....(see) somebody throwing litter on the pavement, what would you do?
4. If I had known earlier, I.....(bring) you the leaflet.

5 items, 0.20 points each; total = 1 point

- transformation-7 minutes

Instruction: Rewrite the sentences so that they contain the word given. Use two to five words. Do not change the word given.

1. If you don't do something now to help the environment, things will only get worse.

Unless Things will only get worse....to help the environment now.

2. It is certain that organic foods will appear in local supermarkets.

Bound Organic foods.....in local supermarkets.

3. The WWF spokesman is getting ready to start his speech!

About The WWF.....his speech!

4. If Kate doesn't work harder, she will never get promoted.

Does Kate will never get promoted.....more work.

5 items, 0.20 points each; total = 1 point

II. Vocabulary: 10 minutes-2 points

- blank completion-3 minutes

Instruction: Complete the sentences with a word or short phrase that best fits the context:

1. An international agreement has been reached to halt the..... .
2. If global warming continues we will suffer the.... .
3. Overpopulation is posing a threat to the earth' s..... .
4. Toxic..... is responsible for polluting many rivers.
5. Exhaust fumes continue to..... the air, causing serious breathing problems.

5 items, 0.20 points each; total = 1 point

- **Translation-7 minutes**

Instruction: Translate into English:

1. Mancarea organica devine din ce in ce mai populara deoarece oamenii stiu ca fructele si legumele nu sunt tratate cu pesticide.
2. Stratul de ozon este din ce in ce mai subtire datorita poluarii.
3. In prezent oamenii sufera consecintele nepasarii fata de mediul inconjurator.
4. Chiar as vrea sa ma alatur unei organizatii care se ocupa cu salvarea speciilor pe cale de disparitie.
5. Daca am recicla hartia, am putea evita taierea unui numar imens de copaci.

5 items, 0.20 points each; total = 1 point

III. Reading-15 minutes-3 points

- Jumbled paragraphs-10 minutes

Instruction: You are going to read an extract from a newspaper article. Six paragraphs have been removed from the extract. Choose from the paragraphs A-G the one which fits each gap (1-6). There is one extra paragraph that you do not need to use.

Bad moods aren't necessarily bad for you

A two-minute film of penguins is a sure- fire way to improve a person’s mood. There’s something about penguins slip-sliding on the ice that seems to make everyone smile, a fact that psychologists have put to good use in their laboratory investigations of mood.

1	G
---	---

Moods, and bad moods in particular, often appear to come from nowhere. We all have a tendency to notice the negative feelings rather than the positive feelings, but the good news is that we are happier than we tend to think. When a leading Canadian psychologist asked people to keep a diary of every mood they experienced throughout the day, it was the negative moods that predominated. But when he paged the people at random interval and asked them how they were feeling at that exact moment, it was clear that they felt good most of the time.

2

Moods are not just feelings we experience; they affect the way our minds work. When we are feeling happy we notice a lot of what’s going on around us, but the moment anxiety strikes our attention narrows. If you’re phobic about spiders, once you realize you’re in a room with a spider, you focus on that and disregard almost everything else.

3

Moods even influence the way we retrieve memories. A person feeling sad finds it easier to remember other sad occasions, while a happy person remembers other happy times. This can make it to shake off a bad mood. While you sit fuming with anger that a friend of yours has upset you, happy events do not tend to pop into your head. Instead you are more likely to think of other times when friends have let you down.

4

Hope- the feeling that good things might happen in the future- is so powerful that it can even affect our health. Hope gives us energy, and research has shown that hopeful people are more likely to succeed in

work, in sport, in academia and in politics. They are also happier and better persevering with a task and solving problems .

5

Positive emotions have clear and tangible benefits- hope can even make you feel longer. But however destructive they seem, even temper tantrums and sulks have their uses. Emotions are all about communication. They give us information about the way other people feel. If no one ever got angry with you or stopped talking to you, you might never know you had upset them.

6

Looking at the research in moods, it is clear that we don't need to be afraid of our negative emotions. We imagine it's essential to get control of our bad moods, and it's true that emotional management is a crucial part of our personal development and relationships. But there is another aspect to our emotional ups and downs: our feelings have important things to tell us, and we do well to listen to them.

A In one study, which shows just what sort of ramifications this could have, job interviewers who were feeling happy(because they'd rated applicants more positively and were more likely to say they would hire them. Meanwhile, the interviewers who were told they had done badly on the test viewed applicants less favourably.

B Now, it could be argued that this is all a media stunt. Following a thoroughly frustrating half hour listening to unbearable music while you wait to get through to a call centre, only to find that they cannot solve your problem, you might well feel pretty angry. But eventually, and probably without consciously thinking about it, you will distract. You are employing coping strategies to help to change your mood.

C If words are flashed up on a computer screen it takes us longer to read a word associated with our anxieties than other words. So people with eating disorders take a fraction of a second longer to read words such as 'food' and 'meal' than everyone else. Because these words make a person anxious, they actually slow down their thinking.

D Also, anger readies our bodies for attack, giving us extra vigour that might prove essential in a fight. No other emotion is able to keep the body at a high pitch for such long periods. Energy is diverted towards the muscles, a feature that many sports people use to their advantage, deliberately stoking up their anger towards their opponent.

E One reason why hopeful people succeed is that they set themselves higher goals and more goals at a time, which buffers them against disappointment if one plan does not work out. In one extraordinary study, students' feelings of hope when they started college were a better predictor of their final results six years later than their entrance exam marks. Levels of hope even foretold the students who were later to drop out.

F Indeed we are far more likely to notice and remember negative moods. Whether it's anger, fear or pure joy, moods can feel overwhelming and beyond our control. Just one careless comment or email can trigger a new mood. They change very fast.

G Take part in an experiment on mood and the chances are that you will be shown a video of penguins. Over the past decades, in particular, psychologists have been using such laboratory experiments to investigate what moods are and why it is that they can fire us up one moment and drain us of energy the next.

6 items-0,20points each; total=1, 20 points

- **Matching words with paragraphs -5 minutes**

Instruction: Look at the words in the box. They each describe an environmental issue. Read some more of the text and match each description to its title by writing each of the words from the box in each space.

Model:1-D

2-...;3-...;4-...;5-...;6-...;7-...;8-...;9-...;10-... .

9 items-0, 20 points each; total = 1,80 points

IV. Writing: 15 minutes- 3 points: progress and diagnostic tests concentrates a lot on writing and are a great instrument to assess students' creativity and spontaneity in writing. For this reason, writing tasks should be varied, and should incorporate both task-based items and creative ones, functional texts as well as academic tasks. The examples below target the students' report writing skills:

Instruction: Choose one of the situation below and write our your report. Include at least five sentences that contain future forms or the conditional mood. You should write between 120 and 180 words.

Situation 1: Your school magazine has asked students to submit reviews of films that they have recently seen which are related to the environment. Write your review, giving a brief summary of the plot and saying why you think it might interest other people.

Situation 2: You have recently read about a magazine competition that invites readers to send in reviews of books illustrating environmental issues. Write your review for the magazine, mentioning the main points of the plot and saying whether you recommend it or not.

To help the students assess their language proficiency and weaknesses, the teacher may provide them with a marking grade for guidance and support in scoring. Self-assessment generally means face validity as it bears positive effects as it involves the students directly in the process of assessing.

Consider the following marking scheme for support and guidance in scoring:

1. Content- 1 point

-the content corresponds to the assignment: the review must provide clear information about the environmental issue illustrated in the book;

0, 30 points

-sufficient details and illustrations to make the review exciting;

0, 30 points

- the organization, structure and coherence of the review, the logical flow and progression of ideas, etc.

0, 40 points

2. Language- 1 point

- accuracy of grammar structures;
- word choice, correct spelling, etc.

(0, 05 point for each small mistake, 0, 10 points for each serious mistake; each mistake counted only once)

3. Text- 1 point

- stylistic accuracy; level of formality; the discourse type (formal or semi-formal account- 0, 40 points);
- excellent achievement;

0, 30 points

- aspect: written paralanguage: the students must respect the layout and format characteristic of review-writing; students' creativity and elegance must be rewarded.

0, 30 points

IV. Progress tests

a) The 10-minute end-of class quiz:

Recent work: modal verbs

Aim: feedback for the acquisition of the item

- Fill in the blanks- 3 minutes

Instruction: Fill in the correct modal verb:

1. Youtake your dog on the plane unless you have a special permit.
2.I talk to her parents and inform them about the entire situation? They are the only ones who can help her.
3. The climbers say theyreach that peak before dawn, because it's too steep.

4. Both candidates for the job were very strong and it was hard to choose between them. I certainlyhave decided which one to appoint.

5. The taxi..... Be here in a couple of minutes. You' d better hurry.

5 items-0,50 points each; total= 2,5 points

- Transformation-3 minutes

Instruction: Rephrase each sentence so that it contains the word given in brackets and that the meaning stays the same:

1. I'm sure this is not the play Mary would like to see. (can't)

2. It's not necessary for you to join me to the cinema, if you have already see the film. (don't have)

3. Will you buy two tickets for me, if you happen to buy some for yourself? (should)

4. These seats are likely to be ours. (must)

5. It's possible that you should catch a cold, if you wear your silk blouse. (may)

5 items-0,30 points each; total= 2,5 points

- Translation- 4 minutes

Instruction: Translate into English:

1. Ai fi putut sa-mi spui ca vei intarzia.

2. S-ar putea sa ploua in aceasta dupa-amiaza.

3. Ar trebui sa mananci mai putine dulciuri daca vrei sa slabesti.

4. Nu era necesar sa cumparam atata mancare.Este suficienta in frigider.

5. El nu a fost in stare sa ia permisul de conducere decat din a doua incercare.

5 items- 1 point each; total= 5 points

Overall total: 9 points + 1 initial point

The class initial progress test

Recent work: Personal abilities-memory, information, technology

Level: proficiency

Aim: feedback for the acquisition of the new vocabulary

Skill: listening

- **Reverse dictation (a listening cloze)- 3 minutes**

Instruction: You will hear part of an interview with a woman who has written a book on the subject of feral children, children growing up without the company of other human beings.

For questions 1-10 complete the sentences with a word or short phrase.

Many feral children are believed to have been brought up by _____ 1

Lorna says that she finds many of the stories told about feral children_____ 2

The sounds made by the wolf girls of Midapur were described as _____ 3

In eight years one of the girls only managed to learn_____ 4

Lorna describes the way a baby learns language as a process of _____ 5

Lorna says it's wrong to liken our language ability to a _____ 6

Feral children joining human society as teenagers failed to learn_____ 7

People who learn foreign languages_____ 8 are always identifiable as non-native speakers.

Feral children seem to learn vocabulary by means of _____ 9

Genie failed to learn the language necessary to_____ 10.

- **Three-option multiple choice item**

Instruction: You will hear two different extracts about the Internet. For each question 1-4, choose the best answer (A, B or C) which fits best according to what you hear.

Extract One (a news report about an internet business)

1. What is surprising about the business?

A the number of people who run it

B what you can buy from it

C where it is located

2. The website is useful to record companies because it
- A provides them with market information.
 - B pre-selects potential recording artists.
 - C promotes their products at no cost.

Extract Two (part of a documentary about the Internet)

3. What does the speaker find most disturbing about the trend he describes?
- A the number of people involved
 - B the attitude of the people surveyed
 - C the particular group of people affected
4. The speaker regards the researchers' conclusions as
- A exaggerated.
 - B predictable.
 - C irresponsible.

- **Listening for specific information**

Part One

Instruction: You will hear the beginning of a radio programme about the language used on the Internet. As you listen, choose the two main points that Bob Elman makes.

- A The Internet should use a variety of languages.
- B The English used on the Internet is nothing like everyday English.
- C Human interaction would be easier if everyone spoke the same language.
- D The jargon used on the Internet will soon develop into a whole new language which English speakers won't be able to understand.
- E It's inevitable that languages change to meet new conditions.

Part Two

Instruction: Listen to the rest of the radio programme again and complete the table below:

INTERNET LANGUAGE

Familiar words with a new meaning in the context of the Internet.

Word	Part of speech	Literal meaning	Meaning in the context
-----	verb	watersport	moving around net-you don't know where you're going
-----	verb	make a noise	making choices on the net by pressing a button
-----	noun	place/location of something	one user's contribution to the net
-----	verb	to send something	to put some material on the net
-----	noun	novice/newcomer	new user of net
-----	verb	exist unobserved	surfing without contributing to the net
-----	verb	to burn	to tell off

Examples of greetings and salutations:

_____ = abbreviation of _____
 _____ = abbreviation of _____

Computer terms that are entering the common language:

_____ = still used though it no longer describes the object.
 _____ = a noun that is now widely used as a verb.
 _____ = has a wider range of meanings than the equivalent common words.
 _____ = new meanings of this word seem likely to be used more widely.

Overall total: 9 points + 1 initial point

V. Achievement tests

PAPER 1: Reading comprehension – 1 hour

Section A – discrete point

25 sentences with gaps to be filled out on the multiple-choice basis

Section B – integrative

3 texts, each followed by 5 multiple-choice items

PAPER 2: Composition – 1 hour 30 minutes

The testee is required to write two compositions (120-180 words each) from a choice of 4 topics.

PAPER 3: Use of English -2 hours

1. A cloze: 20 gaps to be filled out – one word for each gap.

2. Transformation, discrete point: 10 re-write items

3. Blank completion – discrete point:

-10 sentences with compound adjectives/phrasal verbs, with one part of the compound missing.

4. Information transfer – integrative:

A dialogue, with the part of one of the interlocutors missing.

5. Matching elements and paragraph writing:

Jumbled information about people and touristic opportunities; the student must select the relevant material and write 3 paragraphs in fluent, continuous style.

PAPER 4: Listening comprehension – about 30 minutes

Part 1: dual choice (T/F) – 10 items

The testee listens to an interview and, on the test sheet, ticks the correct answer according to the information provided in the text.

Part 2: blank completion- 7 items

The testee listens to a conversation and fills in the gaps with the missing information.

Part 3: blank completion (grid)- 9 items

The testee listens to a conversation and fills the missing information into a grid.

Part 4: matching elements- 3 items

The testee listen to a text and matches the information with pictures on the test sheet.

PAPER 5: Interview – about 15 minutes

Section A: picture discussion

The testee must describe one of the 2 pictures given.

Section B: passages for comment

The testee must comment on one of 3 passages given; the answer should indicate:

- whether the text is written or spoken;
- who is speaking/writing;
- what the passage is about (in one sentence).

Then the testee has to comment, at some length, on the passage.

Section C: communication

The testee takes part in a pair or group discussion on a certain topic (e.g. on ways of preventing violence among youngsters).

Consider the following examples:

1. Write an opinion essay on ‘Art is apt to be useless – unless the artist can convey the complexity of his own experiences in simple words, in simple sounds, in simple brushstrokes, to us.’ Write your essay in no more than 300 words.
2. Write an argumentative essay about the following topic: ‘Any kind of life is just the raw material out of which individuals can make goodness or badness.’ Write your essay in no more that 300 words.

TESTING READING

Reading-comprehension questions

Consider the following example:

Business travel today

Long distance travel is now a routine part of many workers' lives, yet what was once considered a perk of the job is now seen as a headache by frequent flyers. Business travel is not as exciting as it sounds. The reality for most travelers is that they rarely see anything beyond the airport, the office and the hotel. Even after a long overnight flight in a cramped seat without sleep, staff are frequently expected to be in the office next morning, ready to do a good day's work.

Despite alternatives such as fax, e-mail and teleconferencing, business travel continues to grow. Many companies have teleconferencing equipment, but do not know how to use it. In the global economy increasing numbers of people deal with more and more countries, and are required to travel for their jobs. Travel across the globe for business has also become much more cost-effective for companies. In the early eighties, a round-the-world ticket was at least £1,250. Now it's £700. Stephen Joy, a marketing director at US toy maker Mattel, has been a frequent traveler during his sixteen-year career. He believes business travel has become more successful. 'As your life gets fuller, with children and so on, it becomes a lot more difficult,' he says. 'But, it's not just to do with age. Modern communications mean that the only time you're truly out of reach is on the plane. When you get to the hotel you log on and get your e-mail. In the past when you were away, you were away. Now you're expected to take in the in-tray with you, and managing your work from afar can be very difficult, especially if you are in a different time zone.'

As the volume of business travel has grown, companies have begun to pay increasing attention to its impact on costs. 'Now I don't travel in as much comfort as I did as a junior years ago,' says Joy. Today, costs are scrutinized and many companies are concerned with little more than cheap travel.

There may also be as many health risks associated with long-distance flights as there are passengers in economy class. Because most airlines re-circulate the air inside planes, mixing half-fresh air, flu and colds are among the most frequent problems for travelers. New research suggests

that jet lag, once seen as a minor inconvenience, may be far more upsetting to travelers' health and routines than earlier thought. More worryingly, a recent study identified a possible link between long-distance travel and an increased risk of heart attacks, especially amongst older passengers. It is time for companies to reassess attitudes to travel and show a little more concern for their travelling staff?

1. How is business travelling seen by workers nowadays?
2. Are costs a problem when it comes to business travels?
3. How does Stephen Joy find business travel today?
4. Does travelling by plane involve any health risks?
5. Would you enjoy a job which involved a lot of business travel? Why? Why not?

Giving the main idea of the text: After the students have finished reading the text, they are required to give its main idea from a number of alternatives.

Example: (The example is built upon the previously cited text)

Read the text and decide which of the following is its main idea:

1. facilities for business travel
2. the problems facing business travellers
3. companies 'attitudes' to business travel

Dual-choice questions-These types of test consist of true/false, same/different, yes/no questions and their main characteristic is that they are more objective than the open-ended ones.

Multiple-choice questions-This particular type of test helps students increase their understanding of the text allowing them to choose from a number of conclusions(usually three are provided). The correct choice is made according to the information provided in the passage.

Example:

Read the text and choose the right answer from the alternatives given below:

1. Why are many business travelers unhappy about long distance travel?
 - A. It can cause headaches.
 - B. They usually have to fly at night.

- C. Aircraft have become very uncomfortable.
 - D. They often don't get time to recover from their journeys.
2. According to the writer, what is the expansion in business travel due to?
- A. Employees' unwillingness to use alternative methods of communicating.
 - B. Companies' ignorance about new communications technology.
 - C. The overall growth in international business.
 - D. The fact that the long-distance flights cost less than half of what they used to.
3. Stephen Joy thinks the main reason business travelers suffer more stress these days is because
- A. Typically people who travel for business have young children.
 - B. Many of them are too old to travel regularly.
 - C. They receive too many mobile phone calls.
 - D. While they are abroad they still have to carry out their normal duties.
4. How are companies dealing with the increase in business travel?
- A. By keeping travel costs as low as possible.
 - B. By sending younger staff on business trips.
 - C. By using less comfortable airlines.
 - D. By reducing the number of days employees spend out of the office.
5. Which of these points is made about long distance air travel?
- A. It leads to breathing problems.
 - B. It is no longer thought to cause jet lag.
 - C. It may be dangerous for elderly people.
 - D. It causes serious health problems for everyone who flies regularly

Multiple matching tests require students to reconstruct a text from which several parts have been removed and mixed up. Generally, there is one extra paragraph which does not belong to the text. Their main advantage is that they are easy to construct and to score.

Example: You are going to read an extract from an magazine article about following your little passions in life. Six paragraphs have been removed from the extract. Choose from the paragraphs A-G the one that fits each gap (1-6). There is one extra paragraph which you do not need to use.

Make it happen

‘One person with passion is better than forty people merely interested’, the author E M Forster once said. Some people’s passion may be about winning Olympic gold, discovering a cure for cancer or sailing across the Atlantic single-handed, but passion doesn’t always have to involve amazing, earth-shattering feats or superhuman efforts.

1

In 1959 Dr Robert White, an American personality psychologist, introduced the term ‘effectance motivation’, or the urge we all have to engage with our environment to make our influence felt, and to master tasks in a competent fashion. You can see this if you watch children when they ‘re transfixed with mastering a game or task. Time flies and they have no sense of anything going on outside their ‘concentration zone’: that’s a slice of pure passion and emotion in action!

2

Sometimes passion can be ignited by things we don’t want to happen as much as by those we do. Almost every campaign for public good, from the abolition of slavery through to women’s right to vote and Live Aid for Africa, started with a spark of passionate rage that grew to a far-reaching flame. The last of these examples reflecting the growing trend for celebrities fighting for a good cause.

3

The truth is that passion can ebb and flow and when we’re tired, depressed or despondent it tends to be the first thing to disappear. But according to Christine Dunkley, a psychological therapist, we have a lot of control.

4

This is important because being passionate may help us live longer. A study by Professor Thomas Glass examined the impact of activities we might feel passionate about on longevity. The findings were dramatic. ‘Social engagement was stronger than things like blood pressure, cholesterol, or

other measures of health. ‘So do something for your health. Ask yourself what you feel strongly about. What would you like to do, change, make, become?’

5

Every one of us has an interest in something, but it often gets sidelined with the demands of daily life. We may come to view it as an indulgence, or worry we will be judged for it, particularly if the thing we love isn’t something we’re particularly good at. But passion doesn’t necessarily mean being great at something. And what if you don’t know where your passion lies?

6

Whatever you settle on, the main thing is to find something. Reawaken your passionate side and appreciate the passion in others. You’ll find life becomes more fulfilling and colourful. We may not be able to live every minute of every day passionately-that would probably be exhausting! But with a bit of thought and imagination, passion is something we can enjoy experiencing at least a little of every day.

A In fact, if you’re not feeling passionate, there is evidence that acting as if you are can help! ‘If you jump, throw a fist in the air and shout ‘Yes!’, a feedback loop in your brain will interpret this behaviour as passionate and you’ll get a surge of adrenaline,’ she explains. ‘People who are under-emotive can increase their pleasure hormonal responses by behaving enthusiastically.’

B If you are not sure exactly what you want to explore, try tasters in subjects you’re interested in first. Get a book about it, talk to someone who’s done it, find a one-day workshop. Perhaps your passion could simply be trying new things?

C Passion can be as simple as teaching children to play football or getting up early in the morning to photograph a sunrise. It’s not about doing something because you think you should or because it will make you money- it’s about doing something you love as well as you can, purely for the love of it.

D Whether this particular example of passion is misplaced or not is another matter. It’s about people standing up for something they really believed in. It was their ‘cause’, even though few people agreed with their ideals. They were prepared to fight for what they wanted and risked everything in the process.

E It’s fairly easy to identify passionate people in the public eye-most people at the top of their profession have needed a hefty amount to get them there. But there’s a difference between pure

passion and cold, calculating ruthlessness. True passion usually involves a positive gain directed outside ourselves-towards other people or nature. But what if you're struggling to muster enthusiasm for daily life, let alone to feel passionate about anything?

F Consider what you are doing when time seems to fly. What did you love as a child or teenager? Consider anything you've felt 'naturally' drawn towards. What activity never seems like work and always boosts your energy?

G According to international Anthony Robbins we each need to find emotional force that drives us. 'The most important decision we make in life', says Robbins, 'is to focus on something that will get us inspired, excited, something that will move us, something that will ignite a spark.'

Information transfer-This sort of test ask students to use the information from a text in order to complete a certain task.

Example:(This example relies on the previously cited text)

Make a list of the advantages of having passions or hobbies in your lives.

5.2 Testing writing

Produce a piece of writing based on a title/headline, quotation, a picture, a diagram, a set of words. For this particular writing task, students have to produce a short contrastive paragraph using a diagram/table/scheme in which they are offered information on characteristics of things, persons, procedures of doing some things, etc. or information about the pros and cons of some things, procedures, etc. In addition to this students may be given a picture or a set of pictures as a prompt, or a quotation, a headline or a set of words etc. On the whole, it is rather easy to construct this type of test but the main disadvantage is that it is rather difficult to score objectively without having a very rigorous marking scale

Text completion is a kind of test that requires students to write the opening, middle section or ending to a given text.

Rewriting-In this situation, students are provided with a text (a letter, a leaflet, instructions to use a device, regulations, rules, etc.) written un formal or informal language. So, this type of test asks students to convert a text from one register to the other (for instance the students can receive information under the form of some rules, which must be followed in a particular context and asked to write a letter to someone informing them about what they are permitted or not to do on account of these rules).

Provide linking devices (filling in gaps, using link words)

Example:

You are the arts review writer for a magazine. Your editor has asked you to review a film. Choose a film that you have seen. Describe the plot and the characters involved. Say who the film is suitable for and why. Mention any special effects or aspects of the film that stood out in some way. Would you recommend the film? Why, why not?

Include the following words and constructions: but, after, although, in addition to, however, even if, used to/be used to, not only...but also, one if clause, one modal construction.

Produce a paragraph based on a topic sentence:

Example: Write a paragraph, developing the following topic sentence:

‘The world is nothing but a canvas of our imagination’.

Testing writing can be quite difficult, that's why there should be an accurate marking scale for an objective scoring. The marking scale should lay a lot of stress on organization, coherence, task achievement, appropriacy and accuracy. Taking into account the fact that this type of test requires the mastery of some other skills, such as reading, listening, relying on some pictures or visual aids, as well, a certain degree of difficulty is present when constructing this type of test.

5.3 Testing speaking

Various language functions are targeted when testing speaking abilities, such as giving instructions, giving directions, explaining, expressing opinions, interacting, debating, asking questions, etc., description based on a visual prompt, situational cue (having a brief written or verbal prompt), discussion of different topics, role play (having a brief written prompt).

Example:

Situational cues:

- A) You are queuing for the bus. Suddenly, someone comes and gets on the bus ignoring the rest of the people waiting in line. Complain.
- b) You accidentally step on somebody's foot in the bus. Apologize.

Role-play: (each candidate is given a role-card asking opinions on a certain statement and giving information about their attitudes and communicative goals. The candidates are given the time to read their cards.)

Card A 'It's a small world and it's getting smaller every day'. Do you agree with this comment?

- language barriers
- role of international companies
- development of technology

Card B To what extent do you think modern life is more stressful than life was hundreds of years ago?

- work and leisure
- speed of communications
- social pressures

6. GENERAL BIBLIOGRAPHY

1. Alderson, J. C. and Banerjee, J. (2001). *Language Testing and Assessment (Part 1)*, 34 (4), 2013-236.
2. Andrews, J. (1996). *Assessment in Language Learning*. Manchester: R&D Graphics.
3. Angelo, T and Cross, K.P. 1993. *Classroom Assessment Techniques: A Handbook for College Teachers*. Jossey-Bass A Wiley Imprint, San Francisco, CA. Pp 427.
4. Bailey, K. M. (1998). *Learning about Language Assessment: dilemmas, decisions and directions*. Heinle & Heinle: US
6. Clonțea, P., Clonțea, D. (2001). *A Handbook of English Teaching Methodology*. Editura Caligraf-activ, Pitești.
7. Cowan, J. (2005). *Designing Assessment to Enhance Student Learning*.
8. Cucuș, C. (2002) . *Pedagogie*, Ed. a 2-a. Editura Polirom, Iași.
9. Cummings, J. J. & Maxwell, G.S. (1999). *Contextualizing Authentic Assessment*. *Assessment in Education: Principles, Policy and Practice*, 6(2), 177-194.
10. Harmer, J. (2001). *The Practice of English Language Teaching*. Third Edition. Longman, 321-331.
11. Howard-Williams, D., Taylor, J.(2001). *Prospects*. Workbook Advanced. Macmillan
12. Hughes, A. (1989). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
13. Jinga, I. , Istrate, E. (2006). *Manual de Pedagogie*-Ed. A 2-a, rev., BIC ALL, București.
14. Kenny, N., Sunderland, P., Barnes, J., (2002). *New Proficiency PassKey, Student's Book*, MacMillan.
15. Lado, R. (1964). *Language Teaching*. USA; McGraw-Hill, Inc.
16. Law, B & Eckes, M. (1995). *Assessment and ESL*. Peguis Publishers: Manibola, Canada.
17. Lisievici, P. (2002). *Evaluarea în Învățământ*. Teorie, practică, instrumente. Aramis, București.
18. Luoma, S. and Tarnanen, M. (2003). *Creating a Self-rating Instrument for L2 Writing from Idea to Implementation*. *Language Testing*, 20(4), 440-465.
19. Madsen, H. S. (1983). *Techniques in Testing*. Oxford: Oxford University Press.
20. Monteil, J. M., Huguet, P. (2001). *The Social Regulation of Classroom Performances: A Theoretical Outline: Social Psychology of Education*, pp. 359-372.

21. Obee, B., Evans, V., (2003). Upstream Upper Intermediate, Student's Book, Limba Engleza L1. Clasa a-X-A, Express Publishing.
22. Race, P. Brown, S. and Smith, B. (2005). 500 Tips on Assessment: 2nd edition, London: Routledge.
23. Radu, I. T., Ezechil, L.(2006). Didactica. Teoria instruirii, Universitaria- Științele Educației, Paralele 45, Pitești,
24. Radu, I. T. (2007). Evaluarea in Procesul Didactic. Editura Didactică și Pedagogică, București.

Web Resources

1. <https://www.researchgate.net>>publication;
2. <https://abdao.wordpress.com>>traditional vs. authentic assessment;
3. <https://www.ccss.co.uk>>news;
4. <https://www.ukessays.com>>education >traditional vs. modern methods of effective teaching;
5. <https://www.onlineassessmenttool.com>;
6. <https://mylaureate.net>>faculty>docs;
7. <https://www.edu.gov.mb.ca>>assess>role;
8. <https://www.wssu.edu>>files>documents;
9. <https://www.brookes.ac.uk>>resources;
10. <http://tll.mit.edu/help/types-of-assessment-and-evaluation/>;
11. <http://www.journal-of-applied-linguistics-and-language-research.com>;
12. <https://www.reading.ac.uk>>eia-different methods of assessment;
13. <http://www.teachervision.fen.com/assessment/new-teacher/48353.h.t.m>,