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عنـــوان درس: آزمون سازی زبان انگلیسی

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1- **..... in education involves testing.**

1. Measurement
2. Evaluation
3. Decision-making
4. Ranking

2- **When a group of several comparable tests are used, it is called a(an)**

1. battery
2. examination
3. formative evaluation
4. rating

3- **..... tests motivate and help students to learn better and are of great use for teachers to give dependable grades.**

1. Aptitude
2. Proficiency
3. Placement
4. Achievement

4- **In educational programs, students may progress without any limit, but complete ..... of the materials is never deemed necessary.**

1. progress
2. fluency
3. employment
4. mastery

5- **To screen examinees, the best way is to use ..... test.**

1. placement
2. diagnostic
3. selection
4. speed

6- **In order to know who should be given what kind of materials, when, and to what extent, we should administer .....test.**

1. aptitude
2. entrance
3. placement
4. rediness

7- **A(n) .....item such as the composition item has more than one acceptable response.**

1. objectively-scored
2. subjectively-scored
3. multiple-choice
4. true-false

8- **The most highly regarded and widely used objectively-scored test items is the .....form.**

1. completion
2. multiple-choice
3. true-false
4. essay

9- **In preparing .....items the responses should not represent a systematic pattern.**

1. multiple-choice
2. matching
3. true-false
4. completion

10- **In a(n) .....the examiner tries to find out how well the testee uses the language for the purpose of communication.**

1. true-false test
2. essay
3. completion test
4. interview

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11- **One advantage of multiple-choice items over essay items is that they .....**

1. provide for the measurement of more complex learning outcomes
2. place greater emphasis on the recall of factual information
3. provide for a more extensive sampling of course content
4. require less time for test preparation and scoring

12- **In planning a test, the statement of purpose for it will automatically lead to a(n) .....for the test.**

1. outline
2. construction
3. instruction
4. direction

13- **..... aims to identify poor or effective items that need improvement and to find out nonfunctioning or implausible alternatives.**

1. Item analysis
2. Reviewing
3. Planning
4. Discriminating

14- **..... refers to trying out the pilot test with a group of testees who are similar to those for whom the test is intended.**

1. Pretesting
2. Planning
3. Reviewing
4. Discrimination

15- **The ..... of a test item is the percentage of testees choosing the correct response.**

1. cumulative frequency
2. correlation
3. discrimination index
4. facility index

16- **The ability of an item to distinguish better subjects from poorer ones is called .....**

1. facility index
2. frequency distribution
3. correlation index
4. discrimination index

17- **The highest peak in the group is represented by the .....**

1. median
2. tendency
3. mode
4. mean

18- **In a....., the scores are piled to the left.**

1. probability curve
2. normal distribution
3. positively skewed distribution
4. negatively skewed distribution

19- **The relative standing of a raw score in a sequence of scores is referred to as a(n) .....**

1. percentage
2. percentile score
3. derived score
4. standard score

20- **The index that shows the degree of the relationship between two sets of scores is called .....**

1. variance
2. correlation coefficient
3. standard error of measurement
4. ceiling effect

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21- ..... validity refers to the accuracy with which the test measures a certain psychological/theoretical trait.

1. Face
2. Content
3. Construct
4. Concurrent

22- .....is an indication of the extent to which the test items adequately represent the test objectives.

1. Relevance
2. Efficiency
3. Validity
4. Reliability

23- The extent to which a test is consistent in measuring whatever it does measure is called.....

1. reliability
2. discrimination
3. homogeneity
4. validity

24- The ..... of a test is affected by the homogeneity of test items and the heterogeneity of the testees.

1. predictive validity
2. concurrent validity
3. heterogeneity
4. discrimination

25- Structure tests for ..... learners concern the structural patterns suitable for communicative purposes.

1. discourse
2. EFL
3. advanced
4. FL

26- Each item in a ..... test should tap only one point, employed in a meaningful and natural context with no vocabulary unfamiliar to the testees.

1. vocabulary
2. comprehension
3. structure
4. listening

27- The goal of ..... test is to determine the subjects' ability to find the meaning of words through the context in which they are used.

1. reading
2. composition
3. writing
4. vocabulary

28- In a vocabulary test, the.....should be clear enough to provide the testees with a clear meaning.

1. context
2. phonemes
3. items
4. scope

29- The importance of .....in comprehensibility is more than the importance of .....

1. suprasegmentals / segmentals
2. segmentals / suprasegmentals
3. comprehension / fluency
4. fluency / comprehension

30- The best way to test one's ability to produce the .....of a language is through an interview but this is not always the easiest.

1. morphemes
2. syllables
3. phonemes
4. stresses