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**Test Development Project:  
Testing of Verb Tenses**

The test that I am developing is for English as a Foreign Language class at an intermediate to advanced level. While the test will be focusing on grammar, there is a development of all language skills in a variety of ways. The class consists of students with multiple backgrounds such as Korean, Spanish, Mandarin and African American students who are behind in their English studies. By taking this class and learning the early acquisition of English can hopefully lead into the full mastery of English as a foreign language.

The test is based off the three week lesson the class has just completed based off of an overview of verb tenses, specifically the simple, progressive, perfect, and perfect progressive tenses. The intention of the lesson was for students to understand that there is some logical relationship among all the tenses, or there is a type of predictability to the English tense system (for example, all the progressive tenses indicate that an activity is/was/will be in progress). The format for this test consists of selected-response (multiple choice), written and oral activities. The length of the test will be 55 minutes for the paper-based portion, which is the length of our class period, with no extra time being allowed. The oral portion of the test will be given in a following class period/s. Should a student be absent the day of the paper-based test, that student will receive an alternate form of the same test. This particular test is testing a student's ability through grammar, speaking, and vocabulary through writing and is intended for

assessing student achievement and proficiency of the individual's target language thus far. The scoring method of this exam is based on an analytic scale through the number correct and is administered by the classroom teacher.

Possible uses of the scores can include helping to identify the strengths and weaknesses a student possesses of the particular lesson, but is mainly checking for achievement and proficiency. With these scores the teacher can also see an overall strength or weakness through the class as a whole and determine what needs to be stressed in greater detail. The primary test takers are the students enrolled in the English as a Foreign Language class, which is open to all grade levels as long as the student is at least at an intermediate level proficiency. These students have a firm grip on the basic minimal skills and are hoping to improve and eventually master learning a foreign language. The test users are the teacher/s of the classroom that need to determine the proficiency of the students. Guidance counselors can also use this test in order to determine whether or not the student should be allowed to move on to the next class level or if they should repeat the class they have already taken.

Like most foreign language tests, this exam is composed of three different parts, one part that is taken separately than the other two parts. The first section, *Overview of verb Tenses*, requires the students to read a dialogue and determine the meaning and tense of the italicized verb. This measures their ability to know the meaning of vocabulary (tense names) and identify it in a sentence. These abilities are measured through 10 different test items. The second section, *The Progressive, Perfect and Perfect Progressive Tenses*, assesses the learners' understanding of the meaning of each of the three mentioned tenses through writing. The students are presented with three questions of each tense in the present, past and future, and

are expected to write a short answer to each. This section is composed of three parts with three questions each. The final portion of the test is an oral exam that will assess the student's oral proficiency of all the previously studied and mentioned verb tenses. Questions will be asked by the teacher and the student is expected to answer the question using complete sentences. A total of five items will be asked.

Test administrators and scorers do not need to receive any training whatsoever because how to both distribute and score this exam is made explicit in the directions. This alleviates all difficulty in administering the test. Students' responses are recorded directly on the test. The test stimuli for the first two sections are presented directly on the test, but the third stimuli are presented through the teacher and the student responds orally.

In determining whether or not this test is valid, there is no statistical information to support the validity because, well, I just created it. However, because it is effectively measuring the language skills it was intended to assess, there can be a consideration of this test being highly valid. Each section focuses on one or two language skills, which is efficient in testing where language learners' particular strengths, weaknesses and proficiency lie. Grammatical knowledge, speech and written abilities are all measured throughout the test's three components, thus offering a comprehensive evaluation of the test takers' target language abilities within this particular lesson on the overview of verb tenses. Being able to determine the reliability of this test is not possible at this time because it is not actually being distributed, in result, not being able to define statistical information.

In creating this test, I feel that it is a valid measurement of a student's ability to speak, write and comprehend the content within this lesson in a given amount of time and under

certain conditions. I come to the conclusion that as a future educator, this test is a beneficial form of assessment to the previously mentioned primary test takers and users.