



Voices from test-takers

Further evidence for test validation and test use

Article Summary

Test-takers' interpretations of validity as related to test constructs and test use have been widely debated in large-scale language assessment. This study contributes further evidence to this debate by examining 59 test-takers' perspectives in writing large-scale English language tests. Participants wrote about their test-taking experiences in 300 to 500 words, focusing on their perceptions of test validity and test use. A standard thematic coding process and logical cross-analysis were used to analyze test-takers' experiences. Codes were deductively generated and related to both experiential (i.e., testing conditions and consequences) and psychometric (i.e., test construction, format, and administration) aspects of testing. These findings offer test-takers' voices on fundamental aspects of language assessment, which bear implications for test developers, test administrators, and test users. The study also demonstrated the need for obtaining additional evidence from test-takers for validating large-scale language tests.

For full article visit cdeluca.com

Cheng, L., & DeLuca, C. (2011). Voices from test-takers: Further evidence for test validation and test use. *Educational Assessment*, 16(2), 104-122.



CART
Classroom Assessment
Research Team
cdeluca.com