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CHARACTERISTICS OF THE TEST RUBRIC IN THE READING AND LISTENING SECTIONS OF THE TOEFL I-BT

Test rubric refers to the procedures for responding to test tasks and as well as to information on test structure, time allotment and scoring method. In this paper test rubric in computer-assisted language tests will be discussed and illustrated through examples of test rubric in TOEFL i-BT. The basis for this analysis is found in test task characteristics framework which is modified and adapted so as to suit computer-assisted language testing. The characteristics of toolbar, instructions, structure and time allotment, evaluation criteria, and availability of preparation and practice materials will be analyzed both theoretically and practically as they are featured in the Reading and Listening sections of the TOEFL i-BT. The aim of this paper is to show that a common set of test task characteristics may be applied in high-stakes computer-assisted language tests of reading and listening comprehension.

Key words: test rubric, test task characteristics, toolbar, high-stakes language test, TOEFL i-BT

Introduction

Language testing is a process which almost never follows a straightforward route, instead it comprises a number of stages which are interconnected and which need to be carefully reviewed in order to ensure test validity. The issue of test validity is often discussed as the issue of test usefulness (Bachman, 1990; Chapelle, 1996), but to put this into simpler terms it reflects the test developers' concern that their test measures what it is intended to measure.

There are different kinds of language tests, and it is their purpose that determines the process of their development. Low-stakes examinations are unlikely to have a significant influence on a test taker's future life, whereas scores gained through high-stakes language tests may decide their future placement in a university or a company. The purpose of language tests and their intended use may be argued to be a corner stone

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of the test development process. Once the purpose of the test has been determined its development may ensue.

A number of researchers have offered different models of test development. In the model developed by Bachman and Palmer (1996), test design, test operationalization, and test administration are regarded as three main components in test development. This model resulted as an adaptation of the previous model developed by Bachman (1990). An alternative but in many aspects similar model is presented by Alderson et al. (1995). It envisages providing guidelines for and training of item/task writers, training examiners and administrators, etc. The aspect where these two models converge is that of test specifications, and this is where test task characteristics are operationalized, because they provide a basis for test development and use.

Test task characteristics are pivotal for establishing links between target language tasks and test tasks, and this link is necessary for the inferences made on the basis of test results. In other words, we develop a language test in order to take a sample of test takers' language abilities. This sample helps us make inferences about their abilities to use the target language outside the testing situation, i.e. it helps us make decisions whether they are able to use the language in target language situations. This consideration is embedded in the issue of test validity.

In this paper, the characteristics of test rubric will be discussed, with a particular focus on the test rubric in computer-assisted tests of reading and listening comprehension, as illustrated by the Reading and Listening sections of the Internet-based Test of English as a Foreign Language. This test is an example of high-stakes standardized language assessment which is delivered via the Internet in certified test centers around the world. The specifics of Internet delivery and the purpose of testing are reflected in test development, and more particularly in test task characteristics. The characteristics of interest to this paper will be those pertaining to test rubric.

In the first part of this paper, I will discuss the characteristics of test rubric, as feature in the test task characteristics framework proposed by Milanovic (2010). This framework relies on the framework developed by Bachman and Palmer (1996) and the one adapted by Chapelle and Douglas (2006) but, at the same time, it is different in that it incorporates some new elements within the framework of test task characteristics (Table 1). These new elements refer to the specifics of computer-assisted language assessment and include construct definition, the characteristics of computer equipment and the speed of Internet connection, and toolbar characteristics. In the second part, I will apply the framework

on the Reading and Listening sections of the Internet-based TOEFL and discuss the test rubric in these two sections of the test.

Test task characteristics
Construct definition
Characteristics of the setting
Location and physical characteristics
Computer equipment and speed of connection
Participants
Time
Characteristics of the test rubrics
Toolbar
Instructions
Language
Channel (aural, visual)
Specification of procedures and tasks
Structure and time allotment
Number of sections/tasks
Number of tasks/items per section
Salience of sections/tasks
Sequence of sections/tasks
Relative importance of sections/tasks
Time allotted to sections/tasks
Evaluation criteria
Explicitness of criteria and procedures for scoring
Availability of preparation and practice materials
Characteristics of the input and expected response
Format
Channel
Form
Language
Length
Degree of speededness
Vehicle
Language of input and expected response
Language characteristics
Organizational characteristics (Grammar, Textual)
Pragmatic characteristics (Functional, Sociolinguistic)
Topical characteristics
Relationship between the input and response
Reactivity
Scope of relationship
Directness of relationship

Table 1: Test task characteristics framework

1   The characteristics of rubric in computer-assisted tests of reading and listening

The term 'rubric' is used to describe the procedures for responding to test tasks which may include instructions, information on test structure, time allotment, and details about the scoring method. In language tests delivered on computer (via the Internet or not) the user's interface is also relevant, particularly a toolbar which helps a test taker navigate through the test (Milanovic, 2010), so this characteristic will be discussed as well. The characteristics of test rubric are made explicit in test situations because test takers need to be made aware of how they are required to proceed with taking the test. In (target) language use, however, the characteristics of test rubric, particularly the instructions for completing a task, are usually implicit (Bachman and Palmer, 1996; Alderson, 2000).

The most obvious advantages of computer-assisted language testing are recognized in the uniformity of presenting test instructions, the precision with which time for each task/section and language test as a whole is allocated, and in overall consistency of test administration. Another advantage, as Chapelle and Douglas state, is found in availability of test preparation and practice materials. According to some researchers (Bachman and Palmer, 1996) these two sets of advantages, apparently, are not intended to add to the overall authenticity of test tasks in terms of their correspondence to target language use situations. Alderson, however, states that if characteristics of test rubric are re-conceptualized as reading purpose and associated conditions, the disputed correspondence becomes apparent (Alderson, 2000:145). For example, if the purpose of a test of reading is to measure reading abilities, such as those required at a university, one can easily recall being given a reading assignment consisting of a certain number of tasks, which were to be completed within a certain period of time. Furthermore, students are often instructed on how to proceed to reading tasks and made cognizant of the scoring method to be used in evaluating their responses to the tasks. However, the correspondence between test rubric and target language use will very much depend on the type of reading assessment and the construct measured in the test.

Regardless of their relevance to test task authenticity, I will add that the advantages of test rubric in computer-assisted tests are valuable for building validity argument for a language test. Computer-based as well as the Internet-based tests allow for consistency in presenting test instructions to all test takers and in every administration of a particular test. Besides, time keeping is automatic and reliable, built in the test de-

sign and delivered by the computer, contributing to standardization of test administration.

1.1 Toolbar

Computer-delivered language tests make use of computer interface to help test takers navigate through the test. A very important component of the interface, that of a toolbar contains all the tools necessary for delivering instructions and input materials, for presenting tasks and submitting and recording responses. The following tools are found in toolbars typical for high-stakes computer- and Internet-based tests of reading and listening: section name; section/part number; the number of the question/item that is being responded to and the total number of questions; the clock showing the time remained until the end of the part/section/test (sometimes accompanied by an option allowing test takers to hide time if they find it distracting); help button providing different types of information; glossary options (in the Reading section of the TOEFL – iBT, this option is accessed when a word or a phrase, selected by being colored differently or underscored, is clicked on leading to an explanation of its meaning); volume to enable test takers adjust the volume in their headset; tools necessary to confirm an answer, for example an "OK" or "submit" button; an option to go back to a question or proceed to the following question by clicking on "next"; the possibility to review answers and modify them; an option to view full text in tests of reading comprehension, etc. The tools displayed on a toolbar will depend on the section and/or skills measured; they will also, in part, reflect test developers' intention to measure language ability.

1.2 Instructions

As Bachman and Palmer point out, instructions should be explicit, because test users will make inferences based on test performance, and if instructions are obscure and inadequate, one may expect them to possibly affect test takers' performance. This characteristic can be described in terms of language in which the instructions are presented, the channel of presentation, and the specification of procedures and tasks.

1.2.1 Language

Instructions can be delivered in native or target language, or a combination of both may be used. In standardized high-stakes test administrations, with test takers taking the same kind of test throughout the world, the instructions are given in target language.

1.2.2 Channel

Instructions may be presented on the computer screen, i.e. presented in the visual channel, or they can, additionally be recorded and played into the headset. The latter is the case when listening comprehension is assessed via the Internet or in any other computer-assisted testing situation. Test takers are prompted to put on the headset and adjust the volume before they proceed to listening passages or answering the questions related to what they have heard. In this case, instructions recorded in target language and played by the computer can be seen as part of the listening construct, because they do play their part in overall understanding of the listening passages. Buck (2001:119) warns that attention must be paid that the language of instructions is easier than the level of the language in listening passages, because any misunderstanding related to instructions may lead to a number of incorrect items.

1.2.3 Specification of procedures and tasks

Specification of procedures and tasks is another important aspect of test development, particularly in computer-assisted language tests, when test takers are facilitated to use keyboard and mouse to respond to test tasks. They need to be skillful and IT literate enough to scroll through the text, drag and drop items to complete tasks. Sometimes tutorials are provided for those test takers who are either not proficient users of computers or who do not have experience in responding to tasks which require relatively complex mouse manipulation. This issue is increasingly addressed by provision of preparation and practice materials, offered either commercially or free of charge (and often available online). The specification may be short or long, and it may refer either to the whole section (in tests where different language skills are assessed) or it can be intended to specifically describe particular tasks or items.

1.3 Test structure and time allotment

Test structure involves the practical considerations of putting a test together including the number of parts, their salience, sequence and relative importance, whereas time allotment here refers to the amount of time designated for reading or listening to passages and responding to test tasks/items. I suggest that reading test/section/task structure and time allotment in computer-assisted language tests be considered together as time is often shown on the toolbar throughout the test (with the possibility offered to test takers to hide the clock, should they wish to do so) and the amount of time allotted for each section/task/item will

be closely linked to test structure. In computer- and the Internet-based reading tests, test takers can easily be informed of the number of sections/tasks and their respective salience. This information usually takes the form of the number of the current reading/listening task in relation to the overall number of task per reading section/test, shown on the screen. Tasks can vary in their relative importance, and for this reason test takers should be made aware of the possible difference in task weighing, as they may apply different strategies in responding to the task. For example, they may opt for trying the items which weigh more than others and then they may proceed with responding to other items. Another important consideration refers to the sequence of sections/tasks/items, and it can be either fixed or variable. In other words, test takers may be given the opportunity to return to the item and change their answer, or they can get an overview of the whole reading section/task and make changes to their responses. This appears to be easily done in computer-assisted test administrations, because test developers may foresee that some test takers will want to change their answer should they realize that they made a mistake.

1.4 Evaluation criteria

This set of characteristics is derived following the approach suggested by Douglas (2000), although there are other approaches as well (see Bachman and Palmer, 1996; Alderson, 2000; Buck, 2001). Douglas distinguishes evaluation characteristics from assessment characteristics, the former being related to the to the extent to which test takers are informed about the nature of the criteria used to score their responses, while the assessment characteristics refer to the same set of criteria and procedures described in more technical terms. These two sets of characteristics target different audience, the evaluation characteristics are aimed at familiarizing test takers with what will constitute an acceptable response, whereas the assessment characteristics are the tool used by test developers and test raters. Douglas suggests that this set of characteristics should include the explicitness of criteria, and procedures for scoring, but in the framework used here these will be discussed as the same set, because they often appear together in test rubric.

1.4.1 Explicitness of criteria and procedures for scoring

Assigning scores to test takers' responses is based on the assumption that certain responses are correct, while others are incorrect, and that they can be scored as such. Making these explicit is important as it helps test takers in allocating time and applying different test-taking strate-

gies. In responding to multiple-choice questions, for example, test takers are usually told to select "the correct answer". Consequently, this implies that there is only one correct answer, whereas all the other answers provided are incorrect. In some other tasks, test takers may be told to sequence sentences in a summary, implying that there will be only one correct sequence, etc. With respect to scoring criteria, test takers may be instructed to use the information provided in the reading/listening passage to answer multiple-choice questions, or to complete a summary of the passage, or to complete some other tasks, where their background knowledge is of no relevance to providing the correct response.

The extent to which the scoring criteria are made explicit to test takers is vital to test takers' awareness of what constitutes a sufficient response (Buck, 2001:122). When a prompt elicits an open-ended response, test takers should know how much as well as what is considered adequate. Multiple-choice tasks seem to represent a more viable solution when ambiguity is to be avoided.

Finally, test takers' strategy in taking the test may be influenced by the relative value of each task, so sometimes they have a freedom of choice as to which question to attempt. What some computer-delivered tests do allow is that they leave it to test takers to decide for themselves when they want to move to the next question, but this may often imply that they will fail to attempt all answers if the test is speeded.

1.5 Availability of preparation and practice materials

This characteristic is seen as a major advantage of computer-assisted language testing. First of all, tutorials and practice materials are offered in the same medium as the test itself enhancing test takers' familiarity with the conditions under which the actual test will be administered. This also means that the rubric and instructions as well as reading passages are presented in a very similar format to that of the actual test. Another important aspect of this characteristic may be found in computer interface developed so as to resemble the interface to be used in testing situation.

2.1 Toolbar in the Reading and Listening sections of TOEFL i-BT

The toolbar is an essential segment of the user's interface developed for the TOEFL-iBT so as to allow test takers to navigate through the test with ease. The toolbar is displayed in every section of the test, but it features different testing tools depending on the section requirements. The following toolbar features can be found in the Reading section : **section**

name (i.e. "Reading"), the **number** of question test takers are responding to and the number of the questions left in the section/part of the section/ task, (e.g. "Question 2 of 6"). The test is speeded, but test takers can always check how much time there is left on the **clock** displaying time (there is, also, an option to **hide time**). **Volume** enables test takers to adjust the volume while listening to the instructions provided at the beginning of the section, but they don't need their headset to process the input or respond to tasks in the Reading section. There is also a **help** oval providing test takers with relevant assistance. For example, they can open a gloss feature to view a definition of a selected word or a phrase, offered by a test developer. However, test takers are not enabled to make their own selections and check the meaning of the words and phrases whose meaning they do not understand. While navigating through the reading section they can always click **view text** to see the entire reading passage. It is also possible to return to any question and change the answer by clicking on **back**, or to see if there are any questions which they may have skipped, by clicking on **review (**Figure 2.1).
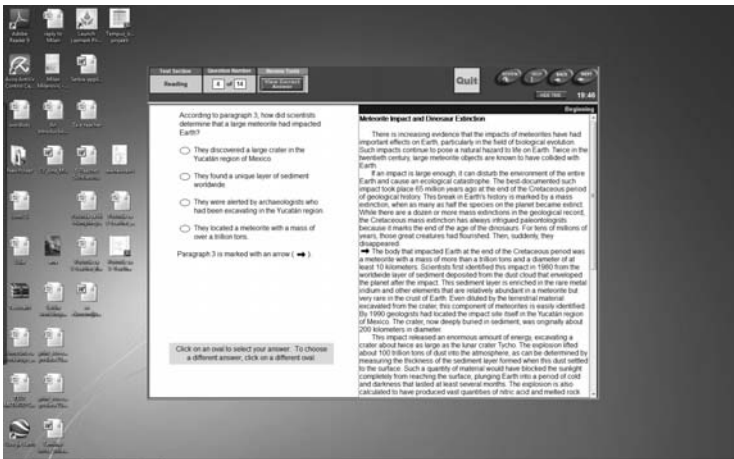

Figure 2.1: A toolbar such as that used in the Reading section of the TOEFL-iBT

The toolbar in the Listening section features the following tools: **section name** (i.e. Listening), the **number** of the question they are attempting and the number of the questions left to be answered (e.g. "Question 10 of 15), the **clock** telling how much time there is left until the end of the section/part of the section/ task (there is also an accompanying tool to the clock which allows for a test taker to **hide time** if they find it distracting), **volume** which enables test takers to adjust the volume of the materials they are listening to, **help** oval which provides test takers with

relevant information, **next** and **OK** ovals which allow test taker to confirm their answers and proceed to the next question.

In the Listening section, test takers cannot return to the question after they have clicked on **OK.**

The toolbar in Figures 1 is taken from the free sample test, downloaded from the ETS website: www.toefl.org. They feature all tools found in the real test with the exception of the "**View correct answer**" option, which is developed for self-study practice.

2.2. Instructions in the Reading and Listening sections of TOEFL i-BT

Instructions presented in the Reading and Listening sections of the TOEFL-iBT can be described more precisely in terms of language, channel and specification of procedures and tasks.

2.2.1 Language

The TOEFL-iBT is taken worldwide, often as a requirement to students at all levels of higher education to demonstrate their ability to communicate in English in an effective manner. As is the case with standardized language tests, taken in different parts of the world, the instructions in the TOEFL-iBT are presented in target language.

2.2.2 Channel

The channel of instructions varies, depending on the nature of a subtest for which they are provided. For example, in the Reading section, the channel is visual, or in other words, presented visually on computer screen, so that the test takers can read them before they proceed to taking the sub-test. In the Listening section, however, both types of channels are used, i.e. instructions are presented in both visual and aural channel, enabling test takers not only to read them on their computer screen, but to hear them in their headset as well. The toolbar described in the previous chapter is an essential tool for all sections of computer-delivered language tests, and therefore it is important for the presentation of instructions.

It is designed so as to help test takers move through the test with ease, enabling them to view and listen to the instructions, and then, by clicking on "continue" button, proceed to reading passages in the Reading section and to the listening material in the Listening section of the test (Figure 2.3).
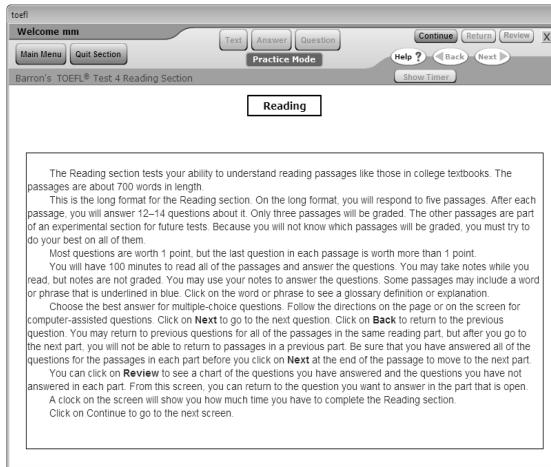
Figure 2.3 Instructions to the Reading section (Barron's TOEFL-iBT Practice test)

2.2.3 Specification of procedures and tasks

Specification of procedures and tasks is aimed at familiarizing test takers with the number of sections/tasks and often items, their format and procedures for responding (although these procedures are made explicit in questions/items or prompts). Previous versions of TOEFL also offered tutorials to familiarize test takers with computer equipment (keyboard, mouse, headset, etc.) but the latest version comes without such tutorial.

2.3 Test structure and time allotment in the Reading and Listening sections of the TOEFL i-BT

This characteristic can be discussed in terms of availability of information referring to test and section structure, or, more specifically, to the number of sections/tasks/items, their salience and relative importance (see Example 2.1). Delivered via the Internet, on computers at a certified test center, the TOEFL-iBT offers all the necessary details pertinent to the test structure. A test taker is presented with the name of the section (See figures of the toolbars above), the number of task, or more often the number of question/item he or she is engaged in, as well as with the number of the remaining tasks or questions/items. For example, if a test taker is engaged in responding to the question number 5 in the Reading section, and the overall number of questions related to a particular text is 14, that will be presented as "5 of 14" on the toolbar, and the name of

the section will be displayed as well. The total number of parts, however, is not made explicit throughout the section, although it is specified in the introductory instructions. At the same time, the time option allows test takers to make their own strategy for responding to tasks, in those sections where this is possible. For example, if there is enough time left, a test taker reaching the end of the Reading section can return to some question and change his/her answer, or they can review all the items at the end of the section and return to those questions which were left, intentionally or unintentionally, unanswered. In addition to this, it is worth mentioning that time is automatic and independent of test administrators and as such it enhances the test fairness.

Example 2.1: Test rubric in the Listening section of the TOEFL-iBT:

The listening section tests your ability to understand spoken English that is typical of interactions and academic speech on college campuses. During the test, you will respond to conversations and lectures.

This is the long format for the Listening section. On the long format, you will respond to three conversations and six lectures. After each passage, you will answer 5-6 questions about it. Only two conversations and four lectures will be graded. The other conversation and lectures are part of an experimental section for future tests. Because you will not know which conversations and lectures will be graded, you must try to do your best on all of them.

[…]

Choose the best answer for multiple choice questions. Follow the directions on the screen […] for computer-assisted questions. Click on Next and Ok to go to the next question. You cannot return to previous questions. You have 25-30 minutes to answer all of the questions. A clock does not count the time you are listening to conversations and lectures.

Click on Continue to go to the next screen.

(Taken from Barron's TOEFL-iBT Practice test, 2006)

Relative importance of tasks is an important aspect of this characteristic, as it may help a test taker design their own strategy to taking the sub-test. Some task may weigh more than some other, and if test takers are acquainted with this from the very beginning they may proceed to taking the particular task with more attention, or with more time devoted to it. In the Reading section, for example, the summary questions are worth up to 2 points each, whereas the chart questions are worth up to 3 points when there are five options before the test taker, and up to 4 points if there are seven options presented (ETS, 2007). However the relative weight of an item is not always made explicit in the TOEFL-iBT, sometimes it is left to test takers' intuition to assume that if a question requires that test takers select two possible answers that such question

will be assigned more points that those where there is only one selection.

2.4 Evaluation criteria

2.4.1 Explicitness of criteria and procedures for scoring

In this paper the evaluation characteristics discussed within the test rubric will refer to the explicitness of criteria for correctness, or in other words to the extent to which a test taker is familiar with criteria for scoring their responses as well as with what is considered to be the correct procedure for answering the question – click and drag, drag and drop, fill in, select, underscore, etc. The expected responses in the Reading and Listening sections of the TOEFL-iBT can be described as selected rather than constructed, so that test takers are explicitly instructed on how to perform the selection. In the Reading section of the TOEFL-iBT, for example, the instructions prompt the test taker to "click on an oval to select […] answer" which implies that there is only one answer which is correct, whereas all other answer choices provided are incorrect, and that to respond to the task one must click on the oval. In "reading to learn" question format, for example, a test taker is requested to "complete the summary by selecting the three answer choices that express important ideas in the passage" by clicking and dragging the desired answer choices to the box provided together with an introductory sentence which should help the test taker to organize the summary. This implies that there are only three sentences which will fit into the summary, but in addition to this implication, test takers are explicitly informed that other answer choices do not fit into the summary because they either express ideas which are not presented in the passage or are minor ideas in the passage. There is a question format in the Listening section of the test which prompts the test taker to click on two answers, signaling it to the test taker that, if four are presented, the other two must, inevitably, be incorrect.

2.5 Availability of preparation and practice materials for the TOEFL i-BT

Prospective test takers are offered an array of software solutions designed with the purpose of providing practice for the TOEFL-iBT. Educational Testing Service has provided a TOEFL-iBT Sampler to anyone who registers for the test so they can take the test at their own convenience free of additional charge. Besides, there is also a downloadable free

sample test which can be downloaded by anyone, regardless of whether they have registered for the test or not. Examples in this paper are taken from one such test. The objection related to this sample test refers to the limited number of question formats presented within it. For example, there are no examples of the question format requiring test takers to make a sequence by ordering events of a process within the Listening section of the sample test, and many other question formats within other sections of the test. The registration for the test is carried out online and a registered candidate receives a link to the Sampler which includes sample questions from all sections of the TOEFL-iBT. The Reading and Listening sections are interactive so that candidates receive the feedback, including scores, after they have completed these sections in a trial version.

Practice tests are also commercially available and can be purchased on the Internet. There are also other publishers who provide TOEFL practice tests on CDs and/ or online (Kaplan, Barron, Compass Publishing) and what they all have in common is a toolbar very similar to that in the actual test as well as the input material and question formats such as those encountered in the actual test. Test preparation materials offer benchmark responses for the Speaking and Writing sections, as well as the scripts for the listening passages in the Listening section.

Conclusion

Test rubric is an important consideration in the process of test development, because if carefully planned it may reduce the so-called "test method effect"[1], it may enhance the contextualization, and it may help test takers navigate easily through the test completing it in the way that it reflects their language abilities. The term 'method' was first used by Bachman (1990) to refer to the test task characteristics. Test methods refer the method by which the test is presented, tasks designed so as to engage the test takers' language abilities, the procedures test takers have to follow to respond to the tasks, and procedures that test raters follow to evaluate the responses. In the case of test rubric, the test method refers to the way the test is presented and procedures test takers have to follow in order to respond their tasks and record their responses. In this paper, a computer-assisted Internet-delivered high-stakes tests of reading and listening are discussed as illustrated through the Internet-based TOEFL. Since this kind of test delivery involves utilization of computer technol-

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1 The premise stating that test scores are affected by test methods or by the contextual factors created by the test (Bachman, 1990; Chapelle, 2001).

ogy, it may be argued that computerized administration may exert both positive and negative effects on test takers' performance. A positive influence is likely to ensue when computers the test methods resemble the characteristics of target language use or when they allow for more precise measurement of one's language abilities. The test method effect is, however, more likely to be negative, and for this reason the characteristics of test rubric need careful consideration. The manner in which test tasks are presented, particularly in computer-assisted language testing is possible to increase contextualization to the extent to which it engages test takers' ability in more or less the same manner in which their ability is engaged in target language situation. Another advantage of computer-assisted test delivery is seen in making the navigation throughout the test more convenient by using a toolbar which helps test takers process the input data, respond to test items, and record their responses sending them to local or distant server (via the Internet) for rating.

The characteristics of test rubric discussed in the first part of this paper are applied to a high-stakes language tests as illustrated by the Internet-based TOEFL. It has been proved that all characteristics of test rubric are featured in this language test, implying that similar tests will make use of the test task characteristics framework, specifically the characteristics of test rubric. The intended purpose of the test will help test developers decide which elements of this framework to apply in test design. However, it is not the author's intention to imply that this is the only framework to be applied in developing a language test. There are other possible frameworks developed by other researchers or teams of researchers that are worthy of test developers' interest (e.g. Council of Europe, 2001).

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КАРАКТЕРИСТИКЕ РУБРИКЕ У ОДЕЉЦИМА КОЈИ ТЕСТИРАЈУ РАЗУМЕВАЊЕ ПРОЧИТАНОГ ТЕКСТА И РАЗУМЕВАЊЕ ГОВОРА У ТЕСТУ TOEFL I IBT

Резиме

Рубрика у језичком тесту, која је предмет разматрања овог рада, односи се на процедуре кроз које треба да прође кандидат приликом одговора на питања у тесту, али се осим тога односи и на податке о структури теста, времену одређеном за одговор на питања и на податке о начину на који ће се одговори бодовати. Рубрика ће се у овом раду односити на рубрику у језичким тестовима који се решавају уз помоћ рачунара, а илустроваће се примерима рубрике у тесту TOEFL i-BT. Основу за ову анализу даје оквир карактеристика језичких задатака који је прилагођен тако да одговара тестирању језика уз помоћ рачунара. Са теоретске и практичне основе анализираће се следеће карактеристике рубрике у одељцима „Разумевање прочитаног текста“ и „Разумевање говора“ у тесту TOEFL i-BT: „toolbar“, упутство, структура и расподела времена, критеријуми за евалуацију, доступност материјала за припрему и вежбу. Циљ овог рада је да покаже да заједнички низ карактеристика може да се примени на тестирање језика уз помоћ рачунара, онда када су у питању тестови којима се проверава разумевање прочитаног текста и разумевање говора, а који су од велике важности за кандидата.