**Reliability and Validity**

A group of teachers developed a test for their classes, who are all using the same book. The test covers material in the book for Unit 2, which includes Chapter 4, 5, and 6, and the teachers agree that Chapter 5 is the most important chapter and deserves more items on the test. Each teacher wrote 10 items for the test. Which of the following are good and bad assessment practices? For each one, indicate if it is related to validity (circle V) or reliability (circle R).

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| 1 | V | R | One teacher tells his students to pay special attention to Chapter 5. |
| 2 | V | R | Another teacher tells her students that she is concerned about their grades, and she wrote. She corrected the errors before giving the test to the students. She didn’t tell the other teachers about the errors. |
| 3 | V | R | Before giving the test, one teacher found errors in two questions that she wrote. She corrected the errors before giving the test to the students. She didn’t tell the other teachers about the errors. |
| 4 | V | R | After the test, another one of the teachers noticed the same two errors in two questions. She deletes the questions from the test, but doesn’t tell the other teachers, who do not delete the questions. |
| 5 | V | R | Before the test, one teacher handed out a copy of one of the readings on the test.  The class read it “for fun” and talked about it. |
| 6 | V | R | One teacher thought one of the readings was too difficult. He added a glossary of the five most difficult words to the test for his students. |
| 7 | V | R | One teacher had a really hard time making up 10 items. She decided to include two items that the students will study in the next unit in order to challenge them to think hard in the test. |
| 8 | V | R | Just before handing out the test, on teacher talked to his class about how badly they did on the last test, and how it is important for them to do well on this test. He told them that he thinks they are stupid and lazy, and that because of them, he could lose his job. |
| 9 | V | R | All teachers agreed to give the students their scores after two days. Teachers found that they needed about 2 hours to grade all of the tests. One teacher forgot, and graded them on the morning of the second day, just before class, and finished in 30 minutes. |
| 10 | V | R | One teacher returned the tests, but forgot to record the test scores. The next day she had to ask the students to return the tests. One student said that he threw it away. The teacher allowed the student to re-take the exam. |
| 11 | V | R | One teacher thought the test was too difficult and added 10 points to all of her students’ grades. She didn’t tell anyone she did that. |
| 12 | V | R | All the teachers agreed it was a very good test, and they should keep it and use it again next year because they will use the same book again. Then they will compare this year’s students’ scores to next year’s. However, this year’s students have studied English for only two years. Next year’s students will be in their third year of English study. |
| 13 | V | R | The school is promoting communicative language competence. Why do the following items have validity problems? |