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USE OF ONLINE TEST-MAKING TOOLS IN ENGLISH LANGUAGE ASSESSMENT AND EVALUATION IN PRIMARY SCHOOL– CASE STUDY

Abstract

There are many online assessment tools available on the World Wide Web and it is necessary to test and evaluate them before their wider use is encouraged. Using such tools has many advantages and one of such is enabling students to learn how to navigate and use information using their computers. Computer literacy requires skills such as sifting through the available results, making critical judgments about the content, scrolling through pages, following external links, checking citations, and making active choices about the material. Acquisition of such skills is crucial for students in order for them to be able to become functional members of a digital society. When assessment is done properly, it also allows teachers to improve their teaching practices and helps students to learn more effectively. Therefore, it is very important to research into available options to improve our curriculum and assessment methods so that we can teach our students more effectively. This paper deals with the (dis)advantages and practical application of online tools for online and classroom assessment. The aim is to examine whether tests made with online test makers and delivered via the Internet yield better results than traditional paper-and-pencil tests made without the use of specialized test-making tools. The online test makers selected for this study are Easy Test Maker, Google Forms, Class Marker, ProProfs Quiz Maker, and Online Quiz Creator. They offer the widest array of options of all the test makers available and are most suitable for classroom assessment. The results obtained confirmed the hypothesis and justified the conducted research.

Keywords*: online testing, primary school, ELT, test makers*

Introduction

In developed countries, computers and Internet tools have been used in educational contexts for several decades now. As of late, teachers and professors have been incorporating

them into their curriculum in Bosnia and Herzegovina as well, but mostly in private schools and higher education settings. The Internet is a valuable source of tools for any teacher, and it is important to research and analyze the available options before implementing them in classrooms. There is a number of very good online test makers out there that can make teachers' job easier and their classes more relevant and fun. Since technology is becoming more and more important, it is crucial that our students are taught how to navigate this new world. Not implementing technology in schools means that we are not ensuring the digital literacy of the students. With online tests we can help students see the technology used in a meaningful and educational context. This paper deals with the advantages and practical application of online tools for online and classroom assessment. We aim to test whether tests made with online test makers and delivered via the Internet yield better results than traditional paper-and-pencil tests made without the use of specialized test-making tools. The online test makers that are selected for this study are Easy Test Maker, Google Forms, Class Marker, ProProfs Quiz Maker, and Online Quiz Creator. These online test makers are free or offer a free trial version. They offer the widest array of options of all the test makers available and are the most suitable for classroom assessment.

There has already been some research done in the area of CALL (Computer Assisted Language Learning) regarding the subject of online tests and online test makers. Anthony Francis Underhill's paper on theories of learning and their implication for online assessment deals with the pedagogic theory underlining online assessment in general. He emphasizes the potential that the use of online tools has for cooperative and collaborative work and how this skill can help students later in life (Underhill, 2006). Some researchers, such as J. Charles Alderson (2000) and James Dean Brown (2013), have reviewed the impact technology has on testing in general. Brown (2013) has summarized the previous research and examined what progress has been made on the topic of computer-based language learning. His conclusion is that while there are some studies being conducted that compare computer and the traditional testing formats, web-based language testing, the design of testing interface and the experience of the students themselves has only recently become important (Brown, 2013:89). Alderson's (2000) paper on Internet and adaptive language tests provides a detailed criticism of existing web-based tests and the tasks that can be used. However, notably, online test makers and software have come really far in the last two decades so that they no longer focus only on multiple-choice and checkbox test items. Alderson (2000) describes the rise of adaptive online tests - the ones that adapt to given answers and the student's estimated level of knowledge. Paula B. Doherty (2005) sees the Internet as a social structure which can be used to conduct

research, especially surveys, more easily. A bit closer to home and more recently, Bujak and Pasagic (2018) have conducted a survey on computer-mediated communication in English language learning and found that students primarily use CMC for academic purposes. The survey in their research is completed by students at a higher education level. In 2019, a study carried out by Robertson, Humphrey and Steele has shown that teachers save a lot of time by creating online tests as opposed to traditional ones. However, this study shows no significant difference between the results from online and traditional tests. The tests have been of the formative type and the authors note that their results suggest that "online tools can be beneficial in helping students prepare for a summative assessment (Robertson et al, 2019:1)". It is important to note that most research done in WBLT (web-based language testing) focuses on the formative rather than summative assessment due to the nature of the applications used. Another example is a smaller study (with 25 students) conducted by Cohen and Sasson in 2016 which has examined the students' success and attitudes towards online testing and learning. They have found that using online tools in teaching greatly improves students' performance on tests and during lessons. Cohen and Sasson's study, as well as the ones before, inform all future research on the topic and provide a solid basis for this paper.

Assessment

Assessment is an important part of teaching. When done properly, it allows us to improve our teaching practices and to help our students learn more effectively. As it is crucial to offer our students feedback through evaluation and assessment of their knowledge, it is essential to clarify what is meant by these terms. What is clear is that assessment and evaluation are a type of social activity which occurs in a complex pedagogical context (Matuga, 2005:317). As such, they are influenced by educational contexts - their affordances and constraints (Ibid) - and, therefore, cannot be carefully and adequately analyzed without understanding the context in which they are carried out. Assessment refers to the gathering of data and/or information that measure the impact of a certain activity relative to its objectives (Scriven, 1991:1). Evaluation, on the other hand, focuses primarily on grading or the final outcome of learning. However, even Scriven (1991) admits that differentiating between these two terms is not a simple matter and that sometimes they can be used interchangeably (Ibid:60). Assessment is connected to the judgments made about the raw scores on a test. Evaluation, on the other hand, helps determine the value or merit of something (Williams, 2005:2). Both assessment and evaluation can be seen as important analytical processes in all intellectual and practical endeavors (Ibid:1). They provide us with much needed feedback

which ideally can help us improve our performance and students' competence. Since it helps us build upon what we already know and educate us on what we need to learn, it is no surprise that assessment is an essential tool in language teaching and learning. Teachers typically use assessment to perform individual diagnosis of performance problems, monitor overall student progress and, perhaps, to plan and improve curriculum and teaching activities (Rose, 2006:1). Not all assessment is carried out the same way nor does it have the same purpose. We usually make the distinction between the summative and formative assessment. Summative assessment is the kind of assessment used to sum up the students' knowledge, to round things off or to make a one-off measurement (Harmer, 2007). In other words, it is used at the end of a course, unit or a lesson (Matuga, 2005). On the other hand, formative assessment is the sort of feedback teachers give to students during the course which can help them improve their performance in the class (Harmer, 2007; Matuga, 2005). When we correct students in class or indicate to them that something is wrong it is a micro-level formative assessment (Harmer, 2007). Formative assessment is not done only for the students' sake as it helps teachers evaluate their approach to the lesson and their teaching methods. The teacher can then adapt or change the approach or a method to better suit the learners' needs. It is a flexible tool that is used to "maximize instruction and learning, evaluate student-teacher interactions, and assist individual students while instruction is ongoing" (Matuga, 2005).

Assessment is not just a way to check our students' knowledge on the subject but also a way to test the skills they have acquired during the course. The acquisition of knowledge is, of course, an important goal of teaching but it is the particular skills that students can use in new situations and when faced with new problems that are more important. Computer literacy is not just an empty concept. It requires skills such as sifting through the available result, finding relevant information and literature and a plethora of other equally important skills. Acquisition of such skills is crucial for our students in order to be able to become functional members of a digital society. Therefore, there is an urgent need to adapt our modes of assessing students to the new age we are in. Computers offer various ways of assessing, evaluating and providing feedback to our students' work very quickly. Feedback given immediately or soon after the task is done is bound to be more effective than the one students have to wait days or weeks to get (Alderson, 2004). The assessment for the digital age has to be fit for purpose, valid, and focused on preparing students for the real world (Boitshwarelo, 2017). Thus, assessment types such as problem-based learning, authentic learning tasks, and case studies are very important because they evaluate students' ability to apply knowledge, skills, and capabilities that are relevant to the given tasks and the world they live in. Using

online tools for assessment and evaluation can only help facilitate students' overall success in class and, perhaps, prepare them better for the realities of the world.

Characteristics, advantages and disadvantages of online tests

The term "online tests" is used to describe a particular type of ICT-based assessment, or e-assessment that can be used for diagnostic, formative, and summative purposes. More specifically, online tests refer to computer-assisted assessment where the deployment and marking is automated (Boitshwarelo et al, 2017). One of the reasons why online tests may have a profound effect on our teaching is because the current curriculum and teaching methods used in schools are not updated to meet the needs of the 21st century student. The students are used to getting information in an instant. Prensky called these students *Digital natives* in 2001. Today, a huge number of teachers are also *Digital natives*. However, the limited number of resources, especially in developing countries such as Bosnia and Herzegovina, prevents these digital native teachers to fully immerse their classrooms into technology. Online assessment provides opportunities for the achievement of an expanded range of learning outcomes which include the accessing and management of information (Boitshwarelo at al, 2017), so even when the test items are similar to traditional ones it is still possible to make them more interesting and interactive. It also allows teachers to be creative and inquisitive so that they can make full use of all the given opportunities. The most common types of test items are sure to be found across different online makers such as multiple-choice questions, fill-in-the-blanks, true-false questions, matching and checkbox exercises. However, it is much easier to generate them and much more fun and easier for students to fill them in. One of the main characteristics of online tests is that they are done and made online, i.e. on the Internet. The virtual reality of the Internet has been dubbed cyberspace. It is a virtual, outside world that is separated from the real world (Warschauer, 2000). However, this distinction does not do us any favors since this "separate" world has a significant impact on the real world. Thus, as Warschauer (2000) suggests, technology is not creating any alternate worlds but rather transforming our society and the way we think. By rejecting this idea of a boundary between the virtual and the real world, we have to make sure that our students understand that to read, write and communicate online is a valuable skill in the 21st century (Ibid). Reading, writing, listening and speaking in the era of the Internet includes making critical judgments about the content- scrolling through pages, following external links, checking citations, and making active choices about the material (Ibid:63). The new digital era gives us an opportunity to be very creative with assessment (Boitshwarelo et

al, 2017). The tests we make do not necessarily have to be used for assessment. They can also be used to help students revise the lessons and get the necessary feedback. Online tests are being used more and more often especially as of late. They are a bit easier to use and make than conventional language tests used in school settings since the teachers and students do not have to necessarily be in classrooms to carry out the assessment process. Online test makers allow us to create both the tests that we can deliver to students online and paper-and-pencil tests used in classroom settings. The reason why these makers can be valuable in a test-making process is the ease with which the separate items are organized and reorganized to make a whole.

There are also some limitations to the kind of tasks we can make in such tests. If we want the answers to be graded automatically the number of different items we can use is even more limited. However, with the paper-and-pencil tests made via online makers this may not be the case. The most common test items in online tests are multiple-choice questions, cloze tasks and gap filling exercises (Alderson, 2001). Multiple-choice tasks are probably the most frequently used test items in online tests. These test items offer students several options to choose from and only one or a few are correct. If the purpose of assessment is to understand what our students have understood, then it would be very hard to do this using the answers from the multiple-choice tests. We cannot be sure why students have selected the wrong answer (Beker, 1978:122). To make matters a bit more difficult, there are types of wrong answers which vary in how wrong they are. Such tasks discourage the teacher from detailed analysis of the answers which in turn reflects negatively on the learning process. Another possible problem with MCQs is that such tasks may confuse students who are not at an advanced level. Some studies have shown that beginners have difficulty discerning between similar expressions such as “too cold” and “very cold” or “come” and “go” (Ibid). As multiple-choice tests are often made with minimal difference between offered answers they may have a negative impact on students’ motivation in general. The multiple-choice items are generally considered inadequate for language testing (Ibid:124). Additionally, it is very hard to make test items that test students’ speaking or writing skills. Mostly, these kinds of tasks have to be graded manually because computers are still unable to evaluate complex tests and make decisions about acceptability of certain answers. Computer-based tests are somewhat limited by the type of items they allow (Alderson, 2000:594). They also require a certain amount of knowledge about the computers in general. We mostly assume that students are at least to some degree acquainted with computers and consequently online tests. However, in places where owning a computer or one’s own phone is still something of a privilege this may

not be true. Another important potential problem that may arise during online testing is cheating. Some students treat online tests as open-book tests and, if not explicitly stated beforehand, they may even think this is expected of them (Boitshwarelo et al, 2017). There is also a danger that the test itself may be hacked or that students can have someone else complete the test for them. However, there are several e-proctoring systems that can also be used to monitor students visually and digitally while they are taking the test. Another way the teachers have dealt with this problem is limiting the exam time, not allowing an option to go back to previous questions, randomizing question order and limiting the number of questions that appear on screen at a time (Ibid). Hacking is also a serious concern especially for those administering high-stakes tests at higher levels. However, low-stakes formative assessment is usually not at risk. Despite all of the mentioned disadvantages, online tests can contribute to students' learning in a number of ways.

In contrast online tests have many advantages as well. Primarily, online tests are not dependent on setting. The students can take these tests anywhere. It is not necessary to gather them up in one room for the purpose of assessment (Alderson, 2000:595). They may not even be dependent upon time. The students could take them at any time. This is very useful for tests that are used for revision and practice. After they have completed the test, they can get results immediately and even check their answers and see what they have done wrong. There are multiple benefits to immediate feedback as students are much more likely to learn and improve their performance if they are given feedback immediately. Even in tests where the teacher disables the immediate results from posting (which can be done for several reasons, such as manually checking the possible mistakes the program has made in giving out points or marking the answers) the feedback is quicker because the grading and marking time is much shorter and faster than with regular tests. Another benefit is that students do not need any additional programs, CDs or anything to do the tests, they only need access to the Internet (Ibid). This is important because not every student has means to buy the necessary equipment. It is also beneficial for schools. Since hardly any school has enough resources to update their computer systems regularly to keep up with the technology advancement, using online tests is a cheaper way to expose our students to tests that are up-to-date. This makes the tests more relevant and to the point. We have previously discussed the test-enhanced learning, an idea that frequent testing has positive effects on students' retention of the studied material. Online tests allow us to create and administer these kinds of tests easily and more frequently. It helps our students to get a better picture of what they know and what they do not know. Although good online tests need to include the type of tasks that the teacher needs to grade manually, it

still makes the job of test grading easier by automatically grading some of the test items so that the teacher does not have to. Printed tests that are made using online test makers are graded manually, but their creation is made a lot easier by allowing teachers to generate a number of test items simply by clicking a button or choosing among a number of different test items made by the others on the same subject.

Online test makers used in the research

- **Easy Test Maker**

Easy Test Maker is an online generator that helps test creators design and manage their tests. It has a relatively straightforward interface (Figure 1). There are multiple options for types of tasks users can make. These are: short answer, multiple-choice, true-false, matching, and fill-in-the-blank exercises. Results are automatically recorded by the site, and the teacher can even track students' progress in real time. The results can be taken as they are or changed and adjusted manually. Tests can be delivered to students in a printed form or online. The testing process can be timed, as well. Easy Test Maker is a great tool for creating printed tests as it allows the users to manipulate the tasks on the page so that the test can fit on one or two pages.

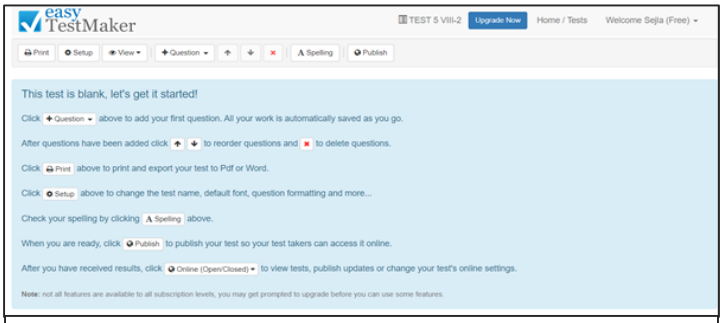


Figure 1: The Introduction page with directions in Easy Test Maker

- **Google Forms**

The basic question options in Google Forms are those for short answers and essay questions. Apart from these, the users can create multiple-choice questions, dropdown questions and checkboxes. Google forms also allow users to make a linear scale, a multiple-choice grid or a checkbox grid (Figure 2). Multiple-choice grids and checkbox grids allow the users to make matching test items. The users can add video, audio and pictures to their tests. The students can also upload a file of

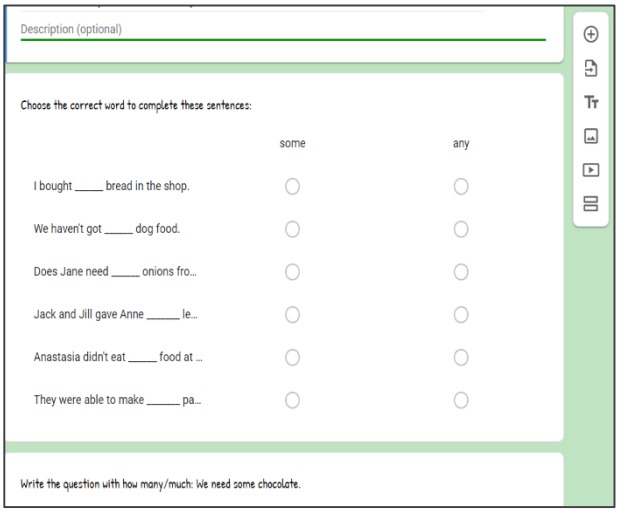


Figure 2: Multiple-choice questions with a grid layout.

their own, such an MS Word or a PDF file and add it to their tests. After the test is created, the user decides if they want results to be delivered right after the testing is done or only after the manual grading is done. They can also decide what the students can see when reviewing their answers, such as: missed questions, point values and correct answers. Once they submit their answers, these are readily stored in Google forms. The test can be sent via e-mail, link or it can be embedded as HTML. It is also possible to share the test directly to social media such as facebook or twitter. This test maker is easy to use, quick and efficient.

- **Class Marker**

Class Marker is an online test maker for businesses and education. The test maker offers a detailed tutorial which teaches users how to use the available options. The user can add new questions or questions that were used in other tests. Another option is to use random questions from the question bank. Class Marker differentiates between fixed and random questions. The type of questions available in the Class Marker are multiple-choice, true/false, matching, free text, grammar correction and essay type questions. With multiple-choice questions, the user has two options: to make multiple-choice questions with one correct answer or multiple correct answers (Figure 3). With a free account, one cannot upload files from the computer or embed them, but they can add an externally hosted images or videos. These files should be hosted starting with https://, not http://, or they won't load properly. The user can also embed links into questions, insert a table, insert symbols and enumerate the sentences within the question. Pictures and videos can also be added in the answers section. As a tool for evaluation, testing, revision and practice, Class Marker offers a wide range of options for educational professionals. Creating test items is easy and fun and the point awarding system is well managed.

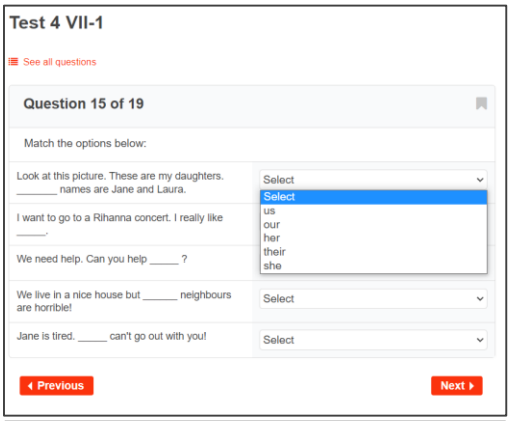


Figure 3: An example of dropdown questions in ClassMarker

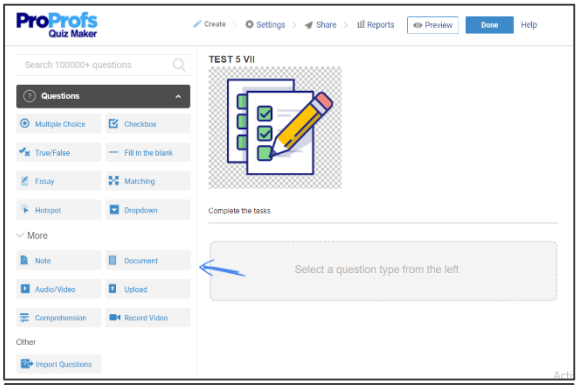


Figure 4: The task creator in ProProfs Quiz Maker

- **ProProfs Quiz Maker**

ProProfs Quiz maker is not free, but it offers a 14 day free trial version so that the potential

subscribers can try out different options and functions. It has over a million users around the world and over 10 million subscribed learners. The site is fairly easy to use. There are seven main types of questions in this test maker (Figure 4). These are: multiple-choice, checkboxes, true/false, fill-in-the-blank, essay, matching and dropdown. Multiple-choice questions can be true multiple-choice, checkboxes, or dropdown. Additionally, the user can write down an explanation or a description which will pop up after the question is answered so that students get immediate feedback. Each type of question can be made with images, video and audio files, and each one can be previewed individually not just as a part of a whole test. Apart from the main task types, the maker offers inserting a note, a word or a pdf file, uploading a video or an audio file, and creating a comprehension task or recording a video. Before sending the test to students, the teacher can adjust the settings and add a background picture or a theme to make the test more visually appealing. The time it took the student to complete the test is also shown. The tests can be printed, delivered online through a link or privately to users and groups within the site. If the teacher wants to make the test more secure, they can add a code the users have to type in to open the test or make them sign in with not just their names but also their e-mails. They can disable tab switching and copying. This may prevent students from searching answers on the Internet. With a wide array of question types, scoring and security options, ProProfs seems to be one of the most suitable platforms for teachers and students.

- **Online Quiz Creator**

The owl is the logo and symbol of the website. The owl explains how to create each question type, where to start and even helps out if we get stuck. If the website seems confusing to new users, there is a neat and comprehensive guide in the help section. It offers an example for each of the options, as well as a detailed guide on how to make different types of tasks. There is a number of different testing and content-sharing options available, such as exams, courses, assessments, quizzes, academy and analyses. Exams offer seven different options for questions (Figure 5): multiple-choice, fill-in-the-blanks, free text, questions

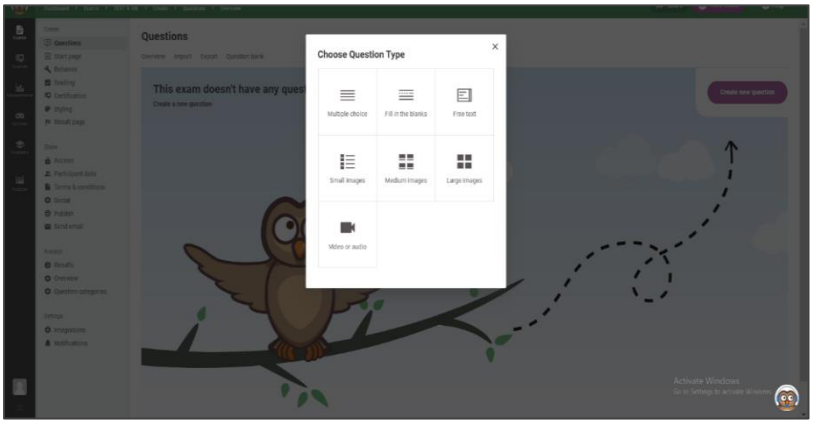


Figure 5: Selecting question types in Online Quiz Creator

with pictures, audio and video questions. Media cannot be added in the answer section, but it can be embedded into questions. Additionally, each answer has a feedback option so that teachers can write feedback for each one, or just for the correct or incorrect ones. The images can be added as links to other sites or from a device but video and audio files can only be added via links. The teacher can monitor students' progress while they are taking the test. To summarize, the Online Quiz Creator offers a number of options and could be a great creative output for teaching, learning and testing for a number of teachers.

Methodology

Before the research is conducted some technical factors had to be taken into consideration. These included acquiring parents' and school's permission to use the students' results in the research and creating the basic outline of the study. It is necessary to lay a strong foundation for the study before it is conducted so that the research goals and aims are clear and that the research actually provides the data necessary to prove the hypothesis. Since the hypothesis of this research is that students get better results doing tests made with online test makers, it is necessary to make sure there is necessary equipment and that the students are well equipped to handle online testing. The study was conducted in "Begov Han" primary school. It included students of ages 11 to 14 in grades 6, 7, and 8. The number of students participating in the study is about 100 (some students were not present for all of the tests and some experienced technical difficulties when completing the online tests) and the number of completed tests is 163. The material the tests were based on was also important. The curriculum followed Oxford's Project coursebooks for grades 6, 7, and 8. The Projects are divided into 6 units, and students have a test after each unit. Traditional tests were those manually made by the teacher either on paper, on a computer without the use of specialized tools, or the ones that were available in teacher's books.

This study employs both the qualitative and the quantitative approaches, comprising the data gathered during the study and the textual analysis of the test results. In many ways language-testing has matured over the last twenty years, mostly thanks to the practical advances in computer-based assessment (Lazaraton, 2001: 51). Furthermore, there is an increasing sophistication and diversity of quantitative methodological approaches in language-testing research, including criterion-referenced measurement, generalizability theory, and structural equation modeling. Lazaraton (ibid) claims that the most important methodological development in language-testing research over the last decade or so has been the introduction of qualitative research methodologies to design, describe and, most

importantly, to validate language tests. Qualitative research methodologies can shed light on the complex relationships that exist among test performance, test-taker characteristics and strategies, features of the testing process, and features of testing tasks, to name a few. Traditional statistical methods for validating language tests have their limitations and the qualitative analysis illuminates the assessment process itself, rather than just assessment outcomes (Ibid). This study was predominantly qualitative though the analysis of the gathered data involved the quantitative approach as well. It was experimental in nature and the treatment (Patten & Newhart, 2018:9) used on the experimental group were online tests made with online tests makers. The control group was given traditional tests created without the use of online test makers. The data gathered after the tests serve to prove or disprove the hypothesis that students achieve more when tests created using online tools are introduced into the curriculum. The collected data was compared with the data gathered using traditional tests. Topics for both types of tests were similar and followed the curriculum for each grade of students. The tests were delivered online or completed at school on computers under teacher's supervision. The results seem to suggest that students do achieve better results in online tests.

Results

The results of the in-class testing were gathered, counted and presented in a table, as well as graphically using the Gaussian curve. The tests made with online test makers were contrasted to those made using more traditional modes of test-creation including use of the existing testing material and manually created exercises. First, results for each individual traditional test and test made using online tools were counted. Then, these data were combined to give the sum results for all traditional tests and tests made using online tools. The total number of students taking tests made with online test makers is 81, whereas 82 students have taken the traditional tests. These students were given 5 different tests made with online test makers and 5 tests made without the use of online tools. The results show that the number of students who have achieved a passing grade on the tests increases almost 14% with tests made using online test makers. Since these tests have been delivered online, the results suggest that doing tests online yields better results. Additionally, students have achieved higher scores on tests made with online tools than on the traditional tests. The differences in grades, i.e. percentages of the test done correctly, tend to be directly proportional to the increase in the grade, except for the highest grades where the difference is very slight (13.58% for online vs. 13.41% for traditional tests). However, 24.69% of students have completed

between 71% and 85% of the online tests correctly which is significantly higher than 15.85%% for the traditional tests. The results of the in-class tests are shown in Table 1.

As it can be seen, more students have achieved passing grades (over 80%) in online tests and tests created using online test makers. The number of students that failed is significantly lower. With the traditional tests the higher grades (between 56% and 100%) are achieved by a lower percentage of students. Similarly, a larger percentage of students failed this type of tests- over 30% of them.

Results of the in-class study for tests made with online test makers and traditional tests		
Percentages of correct answers on the tests	Tests made with online test makers (100%)	Traditional tests made without the aid of online test makers (100%)
100% - 86%	13.58%	13.41%
85% -71%	24.69%	15.85%
70% -56%	20.98%	17.07%
55%- 41%	24.69%	23.17%
40%-0%	16.04%	30.48%
Average passing	83.95%	69.51%

Table 1: The results of in-class testing

The results are also illustrated graphically using the Gaussian curve (Figure 6). The Gaussian curve shows the normal distribution of results. Here we can see that the traditional test curve has a downwards slope where the lowest grade is the most common and the highest grade the least common. The online tests have a much cleaner, almost a bellshaped curve with the middle results sticking down. Here the curve is almost at the same place with the lowest and the highest grades. The curves meet at the second lowest and the highest grade meaning that a similar number of students achieved that grade on both online and traditional tests.

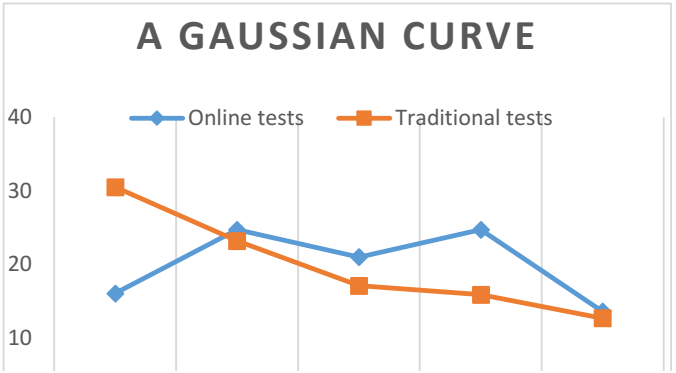


Figure 6: A Gaussian curve

Discussion

The research consisted of the in-class testing using both traditional and online tests. The students were expected to achieve better results in online tests and tests made with online tools than on the traditional ones. Once the tests were made using either online test makers or manually, over a course of a couple of months the students completed them. The questions and tasks on the tests followed the curriculum for each class, and each pair of tests tested the same area of study. The results do confirm the hypothesis that students do better in online tests and tests made with online test makers. They also achieve higher results in online tests. There is also a larger number of students achieving a passing grade than on the traditional tests. The research corroborates the hypothesis. Online tests do yield better results than traditional ones. They help us create tests that in turn may have better learning outcomes than traditional ones. The selected test and survey makers are only a fraction of what is available on the Internet and, hopefully, there will be further research in the use of these online tools for the improvement of testing and evaluation procedures at schools.

Conclusion

Digital technology is here to stay. It is not a one-hit wonder that gets forgotten once the fad is over. Therefore, teachers have to educate themselves on how to use these technologies in their classrooms. To ensure the effectiveness and usability of certain digital and online tools in classrooms, especially in language lessons, the educational professionals must do extensive research in all areas of teaching. Testing, as we have previously stated, is one of the most crucial parts of teaching. It is the part where we find out how effective our teaching methods and strategies are and learn if students have acquired the studied material and to what extent. Since testing is a serious matter, it is absolutely imperative that it is fair and valid. Otherwise, tests may have debilitating effect on students' motivation for learning. Online tests can offer a new, interesting way to test our students' knowledge in a short amount of time. These tests can be formative in nature and be made with the goal of helping students test their own knowledge, revise, practice or inform future instruction. Summative tests require a stricter supervision and cheating prevention tactics. It is far from impossible to create a fair summative online test. As we have seen, most test makers offer some sort of cheating prevention options but the best way is to have students do online tests at school if possible. The next best option is video supervision coupled with programs that prevent tab switching. The research has shown that online tests have a positive effect on students'

success. Hopefully, this research will inspire future researchers to dwell deeper into the tools offered on the web for both teaching and assessment.

The tests used in this research are focused on indirect, discrete-point test items as they are the easiest to quantify and grade and the results gathered from these kinds of tests tend to be more objective. However, exploring other options, especially for using direct test items, would be interesting. Since many websites offer different ways of designing portfolios, videos, presentations, articles, and so on, it would be interesting to see if students benefit from doing such projects in groups or individually. These are a bit more difficult to grade because there is no objective numerical scale we can use to evaluate them. With the right motivation and an open-minded attitude towards technology, there is no reason every classroom should not be bursting with technology driven creative learning.

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KORIŠTENJE ONLINE ALATA ZA PRAVLJENJE TESTOVA ZA OCJENJIVANJE I TESTIRANJE U NASTAVI ENGLESKOG JEZIKA U OSNOVNOJ ŠKOLI – STUDIJA SLUČAJA

Sažetak

Na internetu postoji mnoštvo dostupnih alata za online ocjenjivanje i evaluaciju ali prije same upotrebe i preporuke potrebno ih je detaljno analizirati i isprobati. Od mnogobrojnih prednosti koje nude takvi alati jedna od prvih jeste pružanje mogućnost studentima da nauče kako koristiti računare za traženje i upotrebu informacija. Kompjuterska pismenost uključuje sposobnost filtriranja dostupnih rezultata, donošenje prosudbe o dostupnom sadržaju kao i pregledanje stranica, pristup vanjskim linkovima, provjeru citata te odgovarajući odabir materijala. Učenje navedenih vještina je od krucijalne važnosti ako želimo da učinimo naše studente funkcionalnim članovima digitalnog društva. Ako uradimo odgovarajuću evaluaciju, tehnologija također može pružiti nastavnicima priliku da unaprijede svoj rad te pomoći studentima da uče efektivnije. Samim time, od velike je važnosti da ostvarimo uvid u dostupne mogućnosti za unaprijeđenje našeg kurikuluma i metode ocjenjivanja kako bismo poučavali svoje studente što efektivnije. Ovaj rad se bavi prednostima i nedostacima te praktičnom primjenom online alata za ocjenjivanje online ili u učionici. Cilj je bio istražiti da li testovi napravljeni uz pomoć online alata za pravljenje testova te implementirati putem interneta pokazuju bolji uspjeh studenata nego bez njihovog korištenja. Online alati koji su uzeti u obzir prilikom ovog istraživanja uključuju Easy Test Maker, Google Forms, Class Marker, ProProfs Quiz Maker te Online Quiz Creator. Navedeni alati pružaju najbolji izbor mogućnosti od svih trenutno dostupnih alata za izradu testova te su najprilagođeniji za upotrebu u učionici. Rezultati dobijeni nakon analize su potvrdili postavljenu hipotezu te pokazali opravdanost obavljenog istraživanja.

Ključne riječi: *online testiranje, osnovna škola, ELT, test alati*