

A Statistical Analysis of Test Scores of Young Sri Lankan English as a Second Language (ESL) Learners in Onsite Summative and Online Summative Examinations

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The present study is a quantitative study that aims to analyze Computer-Based Language Testing and its effectiveness against the onsite summative written examinations. Online examinations or computer-based language tests have become a popular testing method in the recent past due to the Covid-19 pandemic. The grade 6-11 students in Sri Lankan schools who learn English as a Second Language are selected as research participants whose grades at two different (online and onsite) examinations are analyzed using SPSS. The key question examined in this study is whether the two test formats (onsite written examination and online written examination) can be considered equivalent both pragmatically and theoretically. The findings of this study will be of significant value to teachers of English as a Second Language and Students who learn English as a Second Language. The present study is based on concurrent validation, which focuses on the degree of equivalence between two test scores. The participants of the study were 30 students at a private education institute that offers online tuition in English. The sample was selected from a population of 109 students. The convenient sampling method was used to select the sample of the study and the sample contains 5 students from each grade, from grade 6 to 11. The findings prove that onsite tests are more valid and effective than online tests as there is a significant gap between the scores of the onsite examination and onsite examination. Furthermore, the analysis proves that the test takers have outperformed in online examination whereas scores of onsite test fall onto a regular distribution around a single mean. The findings problematize the effectiveness and validity of online examination as a successful language evaluation method.

Keywords: *Language Assessment, Online Examinations, Validity, Relevance, Test Scores*