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EDITORIAL SUMMARY

This article analyzes the impact of digital technologies on language assessment, with a focus on formative and summative practices, large-scale testing, alternative assessment methods, models such as CBA (Computer-Based Assessment) and CAT (Computerized Adaptive Testing), and the use of artificial intelligence. The manuscript is well structured and grounded in relevant theoretical frameworks, presenting an up-to-date and comprehensive approach.

However, it lacks clearly defined objectives, contains redundancies, and does not delve deeply into critical aspects such as validity. The absence of practical examples also limits its applicability. Nonetheless, the study remains relevant and offers meaningful contributions to the enhancement of assessment practices in technology-mediated educational contexts.

ARTICLE ANALYSIS

INTRODUCTION

This research addresses both formative and summative assessment in classroom-based and large-scale testing, while also highlighting how online tools can support alternative forms of evaluation.

The introduction provides a clear and pertinent contextualization of the impact of digital technologies on language teaching and learning, with an emphasis on the integration of Information and Communication Technologies (ICT) into assessment processes.

CRITICAL ANALYSIS

The article discusses a timely and relevant topic with significant potential to contribute to the field of technology-mediated language education, particularly in the area of assessment. The sections are coherent and cover, to varying extents, both theoretical and practical aspects of online assessment.

STRENGTH OF ARGUMENTATION

The manuscript covers a range of key themes—such as large-scale testing, alternative assessments, the use of AI, and critiques of digital methods. This thematic diversity enhances the strength of the article by offering a broad and updated overview of the field. Overall, the work demonstrates sound structure and conceptual depth.

LIMITATIONS AND OPPORTUNITIES

The article presents broad thematic coverage with substantial theoretical and technical grounding in technology-mediated language assessment. However, several aspects require improvement:

- The introduction lacks a clear definition of the article's objectives;
- The text should be made more concise and cohesive, avoiding unnecessary repetition;
- While the technical language is appropriate, the lack of in-depth analysis of validity undermines the scientific rigor of the relevant section;
- Practical examples and pedagogical reflections should be included to enhance applicability.

ENGAGEMENT WITH OTHER SCHOLARS

The authors note that online assessment—also referred to as ICT-supported assessment—offers unique opportunities, including features such as interactive online discussions, automated scoring systems, and diverse media usage (Dunn et al., 2005). They further emphasize that learning environments should be adapted to individual learners' profiles and needs, allowing online assessment to be configured in terms of pace, time availability, number of items, user objectives, and the specific assessment context (Chapelle & Douglas, 2006; Dunn et al., 2005).

Regarding summative assessment, it is characterized as a practice carried out at the end of a unit or course, aimed at demonstrating learners' achievements either individually or in groups (Brown, 2000; Harmer, 2007). Lastly, the evolution of Computer-Based Assessment (CBA) since the 1980s is acknowledged, especially with the development of computerized adaptive testing, new item formats, integrated skill assessment, and automated scoring systems (Suvorov & Hegelheimer, 2013).

CONTEMPORARY RELEVANCE

The topic is highly relevant and strategically aligned with the current demands of language education. It contributes to the technical, methodological, and policy-related advancement of assessment practices, providing foundations for responsible innovation, scientific validation, and practical applicability.

FINAL ASSESSMENT

This article offers a timely and relevant analysis of technology-mediated language assessment, covering formative and summative practices, large-scale testing, alternative tools, and the integration of artificial intelligence. It is logically structured, supported by solid theoretical grounding and established references, which strengthen its arguments. However, the lack of clearly stated objectives, the presence of redundancies, and the superficial treatment of validity weaken the overall impact.

The absence of practical examples and pedagogical insights also limits its applicability. Even so, the study makes a valuable contribution to the field by providing theoretical and technical insights that support more innovative, effective, and contextually appropriate assessment practices in contemporary language education.

REQUIRED REVISIONS

Please highlight the following revisions in yellow within the manuscript:

- The introduction lacks a clear definition of the article's objectives;
- The text should be made more concise and cohesive, avoiding unnecessary repetition;
- While the technical language is appropriate, the lack of in-depth analysis of validity undermines the scientific rigor of the relevant section;
- Practical examples and pedagogical reflections should be included to enhance applicability.

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