

assessment platform. Students solved the tasks in classrooms equipped with computers in their own school using the operation system and browser installed originally on the computers. We collected information about the following musical hearing abilities: melody, rhythm, tempo, dynamic, harmony, pitch and timbre discrimination and visual connection. The test was followed by a background questionnaire asking students about the testing itself, their music related habits, school achievement, socio-cultural background variables and free time activities.

Distribution of the results shows that developmental tendencies of musical abilities are more dynamic during the first part of primary school, after the fifth grade focused musical training is required to reach better performance. For analyzing the structure of the examined musical abilities, we applied exploratory factor analysis with MPlus. Results are in accordance with the cognitive neuropsychological models of musical perception.

The online technology-based musical ability test could be a useful supplement of the high-quality music pedagogical work and diagnostic information can facilitate the focused improvement process. Further research is required for examining the predictive and diagnostic value of the assessment of musical abilities.

<i>Renáta Kiss & Ágnes Hódi</i>	Online Assessment of Kindergarten Aged Children's Speech Sound Perception and Production
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Several national studies examined children's metalinguistic awareness and its components in terms of the order of emergence in language, reading and writing acquisition. The spontaneous development of metalinguistic awareness in early childhood provides us with an opportunity to assess children in this domain from the age of 4. Phonemic awareness as a form of metalinguistic awareness is one of the key predictors of reading. Thus, its early development may contribute to an improved performance in reading (Adams, 1990; Castles & Coltheart, 2004; Ziegler & Goswami, 2005, Wagner et al., 1997; de Jong & Van der Leijon, 1999; Hulme et al., 2002; Muter et al., 2004).

Early diagnosis and intervention is substantial, as recognition of sounds at the beginning and at the end of the words emerges well before school start (Ziegler & Goswami, 2005). In children with a typical developmental curve some components of phonemic awareness emerges spontaneously (Hulme et al., 2005; Castles et al., 2009), although other aspects develop as a results of learning to read.

The fact that speech-sound discrimination forms a core part of the DIFER, the Hungarian school-readiness test battery (Nagy, Csapó & Molnár, 2014) also underpins the importance of this domain in developing one's potential. The speech-sound discrimination subtest focuses on speech sound perception. However, another but similarly important component of later reading success is the ability to produce different sounds and words.

Therefore, we developed an online assessment instrument for measuring both children's speech sound perception (27 items) and production (100 items). The perception subtest contains phonological awareness tasks (phoneme identification 18 items, syllable identification 9 items) and the production subtest consists of a rapid automatized naming (RAN) test. The tests were administered by means of the eDia online assessment system. The sample consisted of kindergarten aged children (N>393) between the ages of 4-6.

The online assessment provided us with ample opportunities and benefits. Nevertheless, several questions arose regarding the implementation of the assessment, children's and kindergarten teacher's attitudes towards testing, their behaviour and the perceived pressure during the actual test-taking process, ICT familiarity, validity and infrastructural

issues. The presentation on the study will contain two major components. First, the assessment instruments and preliminary results will be introduced. Second, personal experiences and videos will be used to pave the way for the discussion of the above mentioned issues.

<i>Andrea Magyar</i>	The Development of a Criterion Oriented Online Measurement System for the Measurement of Word Reading Skills by the eDia Platform
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An appropriate reading level is an essential prerequisite for all further learning and it is important to monitor its improvement among young students and indicate who has left behind. József Nagy (2006), recognizing the crucial role of the vocabulary and word-reading skills during reading skills development, has created a criterion-oriented paper-based test system, which is suitable for the measurement of the knowledge of the most frequent 5000 Hungarian colloquial words.

With the spread of computers the conditions for exploiting the opportunities of computer-based tests offered and made it possible to develop an online adaptive version of the previously paper and pencil based test. During the construction of the adaptive test system the main aim was to retain the original structure of the test, so the measurement of the word-reading skill has been established according to four different perspectives (headwords, inflected words, synonyms and word-meaning reading). Among the many possible adaptive structures the four-stage adaptive model has been chosen with five different difficulty levels in each stage.

The development of the electronic test versions was conducted by the Online Diagnostic Assessment System (eDia) developed by the Center for Research on Learning and Instruction at the University of Szeged (Molnár & Csapó, 2013). The platform is internet based, the testing process is achieved in their own schools of the students. At the end of the test the pupils get immediate feedback about their performances. The test system is suitable to measure the number of words the student is able to read, and also can determine, which words are not recognized, even if those words were not included in his/her test version.

<i>István Thékes</i>	Results of a Complex English as a Foreign Language Vocabulary Test Among Hungarian 6th Graders
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The purpose of my study was to explore the functioning of a newly developed integrated vocabulary test that will be used online in the future. Assessment of vocabulary can be done either context-dependently or context-independently (Read, 2000). A few researchers (Nation, 1990; Henrikssen, 1999; Qian, 2002) did a modelling of word knowledge. A major agreement among them is evident. That is, there is breadth and depth of word knowledge and there is productive and receptive word knowledge. Vocabulary tests generally measure one of these aspects. There have been attempts to create integrated vocabulary tests. Laufer et al. (2004) developed CATSS, a computer adaptive test that involves passive recognition and active recall of words. Ishii and Schmitt (2009) developed such diagnostic measurement tools that can be implemented in the assessment of both breadth and depth of vocabulary.

An obvious tendency can be noticed in research in terms of foreign language vocabulary. Researchers tend to make clear distinction between breadth and depth of vocabulary. Meara (2009) interprets vocabulary breadth as the number of words learners know. Depth, on the other hand, means how well learners know these words. In this study we examine the breadth of vocabulary of 6th grade students. As far as types of foreign language