Introducing Online Persian Language Proficiency Exam

BAZFA

Daneshgostar.net

One of the first people who talked about improving the quality of education with considerable theoretical attention is Edward Anthony. He proposed the structure of teaching in 1963. This structure is a triple triangle, the first side of which is the approach, the second side is the method, and the third side is the teaching techniques. Although his model is a basic model and later concepts such as continuous academic evaluation have been added to this structure.

As it is clear in this figure, academic evaluation is one of the main points of the educational program, and the educational content provides us with the possibility of improving education in the light of a precise educational approach, academic evaluation also measures the accuracy of education and by providing continuous reports to the students, teachers and educational system can guarantee the quality of education.

Farsara and Bazfa are responsible for continuous educational instruction, content, and evaluation of Persian language studies. In the Farsara project, offline education is provided to students, while in the Bazfa project, continuous assessment tests for non-Persian-speaking students are conducted regularly, with weekly evaluations available upon the student's request. Analytical reports will be provided to students, instructors, and educational systems, addressing various needs, including the following:

Approach

Content

Teaching Method

Evaluation

Crriculum
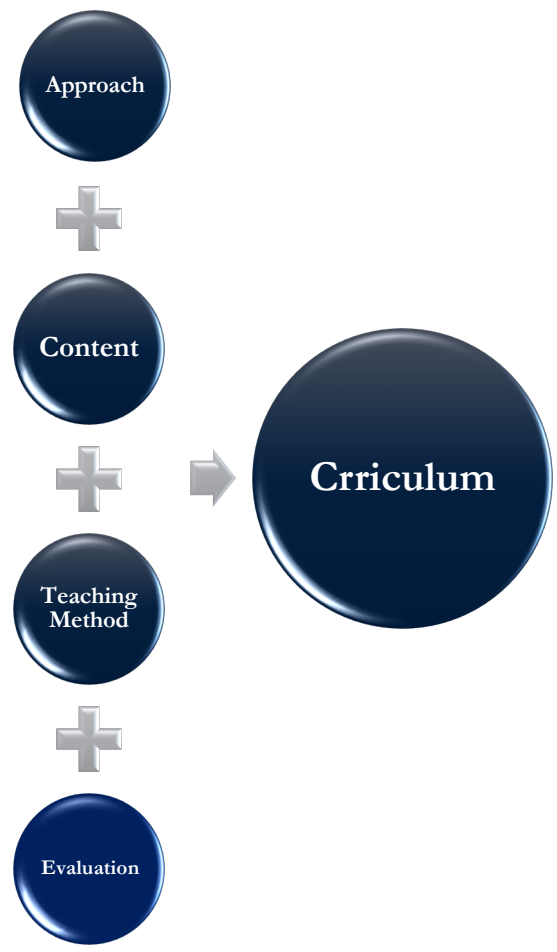
1. Farsi courses for scholarship students and students outside of Iran based on the standard system and syllabus approved by the Student Affairs Organization of the Ministry of Science, Research, and Technology.
2. Precise monitoring and evaluation by a group of highly qualified Persian language teaching instructors.
3. Extremely low cost of Persian language education.
4. The removal of the barriers to learning Persian that exist in the minds of non-Iranian students, whether due to cost or time, which hinder their entry into Iran.
5. Transforming the Azfa Center into a smart center.
6. Freeing Azfa centers from the need to design standard exam questions, particularly in centers where specialists in standardized test design are not available. As you know, only a small percentage of the instructors teaching at Azfa centers have the necessary knowledge to design standard tests. Just as educational materials like Persian language textbooks for non-Iranians relieve Persian language instructors from the need to create scattered content, the test bank and weekly practice exams also free instructors from the need to design standardized exams, enabling Azfa centers to accelerate the educational process.
7. Making the test bank available to non-Iranian students: Unlike standardized English exams that provide numerous sample questions and accompanying books, there is a minimal amount of standard questions available for Persian language education. Even on the internet, no standard sample questions are accessible to non-Iranian students. The Bazfa project allows non-Iranian students, both inside and outside Iran, to easily access standardized Persian language questions.
8. One of the most important needs of Azfa centers, especially in the area of virtual learning processes, is access to a testing platform. This would allow each Azfa center to individually upload their midterm, quizzes, and final exams onto the platform and regularly conduct continuous educational assessments. Such access can be provided to all educational organizations, and the Bazfa engineering team is capable of developing this feature for other languages, such as Arabic, as well.

Test Design

- Collaborative test design: In this stage, each instructor individually designs questions. Then, in the Bazfa educational group, each question is discussed collectively to ensure that the best and most standardized questions are added to the educational assessment processes.
- Utilizing linguistic corpora to determine the frequency of each word for identifying the appropriate level of the language learner.
- Maintaining the integration of language skills in question design while keeping each language skill distinct from the others.
- Using resources approved by the Ministry of Science, Research, and Technology.
- Designing tests based on the Persian Language Teaching Reference Framework.

Test Variety

امکان شرکت در آزمون‌های سطوح مختلف

امکان شرکت در آزمون هاي تك مهارته

امکان شرکت در آزمون‌های

امکان شرکت در آزمون‌های آزمایشی بسندگی

ارائه مدیریت آزمون به مراکز آزفا جهت درج آزمون هاي هر مرکز به صورت جداگانه با مدیریت رئیس مرکز آزفا

ثبت نام

گروه‌ها

شناسه و یا بخشی از عنوان آزمون

گروه اصلی ۴ آزمون

آزمون زبان فارسی

آزمون فارسی مقدماتی ۴ آزمون

آزمون فارسی خواندن مقدماتی- ۱ (هزینه: ۲,۵۰۰,۰۰۰ ریال)

آزمون فارسی نوشتن مقدماتی- ۱ (هزینه: ۵,۸۰۰,۰۰۰ ریال)

آزمون فارسی شنیدن مقدماتی- ۱

آزمون فارسی صحبت‌کردن مقدماتی-۱

آزمون فارسی میانی ۱ آزمون

آزمون فارسی پیشرفته

آزمون جامع فارسی مقدماتی

آزمون جامع فارسی میانی

آزمون بسندگی فارسی

آزمون‌های مراکز آزفا

مرکز آزفای دانشگاه صنعتی امیرکبیر

Test Features

• Inclusion of answer sheets in the test process.
• Variety in question design and type.
• Ability to mark questions for review until the end of the test.
• Automatic grading using the latest technology.
• Use of PDO modules for test security.
• Ability to apply necessary restrictions on the test, such as time limits, date, number of attempts, visibility of the scorecard, visibility of the answer sheet, and more.
• User-friendly: Options for individual or group registration by the Azfa administrator.
• Possibility of imiting the test to a specific group of participants.
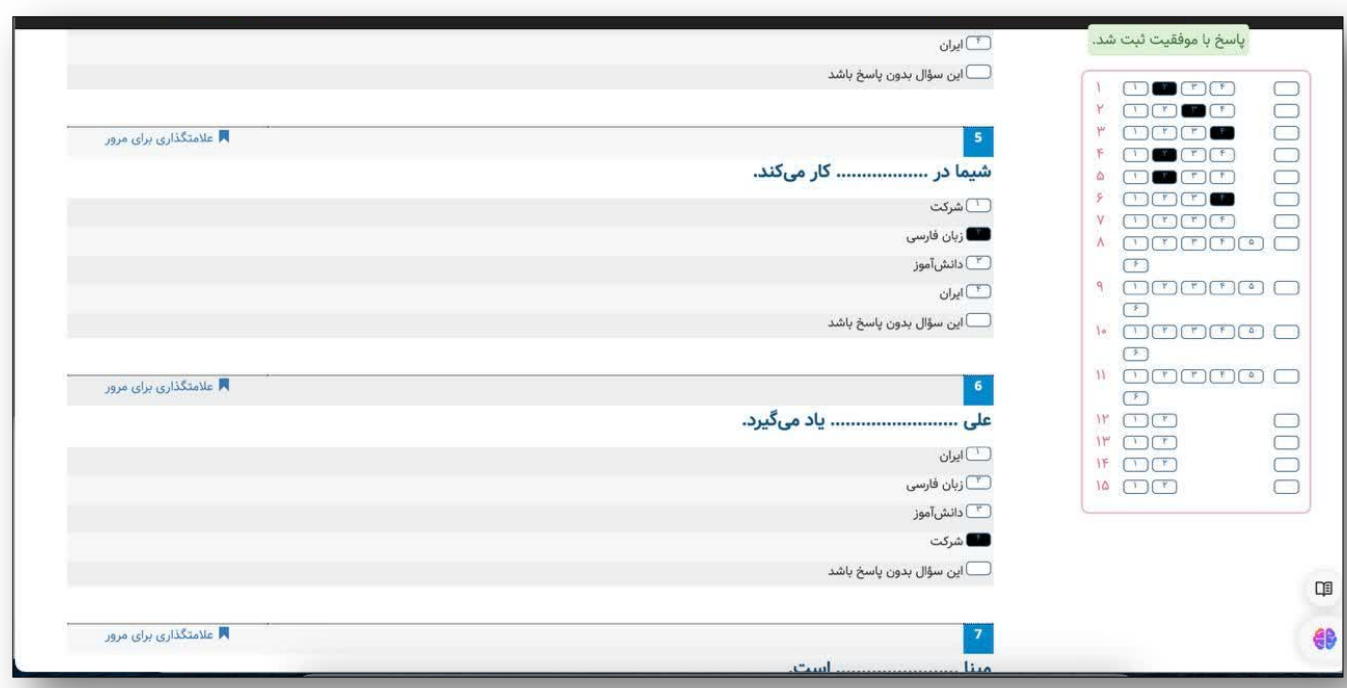
Test Report

نتیجه شرکت در آزمون

User Name: **a_pourghasem (Ahamad PG)**
عنوان آزمون: آزمون فارسی خواندن مقدماتی- ۱
تاریخ شرکت در آزمون: ۱۴۰۳/۰۳/۱۵ ۱۲:۱۶:۱۱
کل مدت آزمون: **۴۵ دقیقه**
مدت حضور داوطلب در آزمون: "۰۰:۰۱'۱۶
آزمون نمره منفی ندارد.

سؤالات تستی

■ تعداد کل سؤالات: **15**
■ تعداد پاسخ‌های درست: **5**
■ تعداد پاسخ‌های نادرست: **8**
■ تعداد سؤالات بی‌پاسخ: **2**

53.33%	13.33%	33.33%

نمره نهایی: (33.33%) 5

امتیاز: 5

سؤالات تشریحی

■ تعداد کل سؤالات: **3**
■ تعداد سؤالات بی‌پاسخ: **0**

خلاصه وضعیت سؤالات تشریحی:

کد سؤال	وضعیت پاسخ داوطلب
d1	نامشخص
d2	نامشخص
d3	نامشخص

Management

• Access for managers and experts at Azfa centers to receive individual reports for candidates at each center.

• Ability for managers to receive comprehensive reports on multiple tests taken by a single candidate.

• Group registration of candidates by the managers of Azfa centers.

Payment Features

- Connection to reputable banking gateways within Iran.

- Connection to international gateways for payments by non-Iranian students from their home countries.

Joint Education System by
OIC
COMSTECH
CINVU
&
DaneshGostar Institute