?for those who may possess a little less knowl- edge of specific points of grammar but who can combine several pieces of informa- tion from the text, as opposed to the previous two examples where knowledge of the answer was all or nothing.Summative assessment results are usually provided in the form of scores or grades, though increasingly, some type of corrective feedback may also be given.As is the case ?Alternative approaches to assessment ?with norm-referenced and discrete-point uses of tests, the same test may be used for both formative and summative purposes, depending upon the type and scope of feedback that is provided.There I was discussing the integration of input modalities, so that test takers had, for example, to read a passage and listen to a text on a similar topic, then write an essay summarising, comparing or contrasting the points from the two sources.It should be noted that the discrete-point/integrative distinction is not in fact an either/or dichotomy: tests can be placed on a continuum from clearly discrete-point to clearly integra- tive.?Both approaches to language testing have their uses, depending upon test purpose, and both have their place in the tester's repertoire of techniques.