Outcomes Based Assessment In An English Language Program

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Knowing What Students Know - National Research Council 2001-10-27
Education is a hot topic. From the stage of presidential debates to tonight's dinner table, it is an issue that most Americans are deeply concerned about. While there are many strategies for improving the educational process, we need a way to find out what works and what doesn't work as well. Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning

greater expectations on educational assessment than ever before. We look to these assessment tools when documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is most effective? At a time when traditional testing is subject to increasing criticism, research suggests that new, exciting approaches to assessment may be on the horizon. Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments-assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning. Knowing What Students Know essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment-what students know and how well they know it-as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-based approach to assessment of student learning, Knowing What Students Know will be important to education administrators, assessment designers, teachers and teacher educators, and education advocates.

Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction : Reports of the Subgroups - National Reading Panel (U.S.) 2000

Handbook of Research in Second Language Teaching and Learning - Eli Hinkel

2011-01-25
This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

Studying Diversity in Teacher Education - Arnetha F. Ball 2011-01-16
Studying Diversity in Teacher Education is a collaborative effort by experts seeking to elucidate one of the most important issues facing education today. The contributors address historically persistent issues such as understanding how to teach diversity, while also providing research and case studies on how the issues are being resolved. Concluding the volume with an agenda for future research, Studying Diversity in Teacher Education is a necessary resource for all educators.

Teaching Strategies for Outcomes-based Education - Roy Killen 2007-07
This is an easily understandable and practical

guide to effective teaching for teachers and trainers in all instructional settings: school, further education and training, and higher education. It is particularly useful for students, both as a text for their theoretical studies and as a reference during their practical teaching experiences and their later teaching careers. This second edition has been extensively revised and now includes introductory chapters that provide a strong theoretical base as well as a chapter on outcomes-based assessment.

Connecting the Dots - Ronald S. Carriveau 2016-10-31

Demands for quality at all levels of education are higher than they have ever been. Making clear what students must learn is being stressed by Federal and State governments and by professional and national accreditation organizations. This book is designed to help faculty and institutions of higher education meet these demands by obtaining, managing, using, and reporting valid outcome attainment measures at the course level; and mapping outcome attainment from the course level to departmental, degree program, and institutional levels, and beyond. It demonstrates how to communicate clearly what students are supposed to know and be able to do; write assessments that measure the expectations; and produce test scores that are valid for their intended use and interpretation, so that valid inferences can be made about students and programs. It is a "how-to" manual that is rich with guidelines, model forms, and examples that will lead the reader through the steps to "connect the dots" from outcomes assessment to outcomes-based reporting. This new edition incorporates several enhancements including additional examples, tables, and figures that help clarify and expand the three-level outcomes and assessment model. A new Chapter 9 introduces a census approach to obtaining outcome attainment measures at the program and institutional levels and shows how to link

outcome values to outcome statements from outside sources such as national and professional organizations. Chapter 9 concludes with a discussion on obtaining and using outcome attainment values at the student level with the aid of modern technologies.

Voices of Authority - Monica Heller 2001-01-01 A sociolinguistic account of how struggles for equality unfold in policies, programmes and practices in educational settings in multilingual contexts.

The Oxford Handbook of Applied Linguistics - Robert B. Kaplan 2005 The Oxford Handbook of Applied Linguistics is the first reference of its kind, containing forty original chapters on a broad range of topics in applied linguistics by a diverse group of contributors. Its goal is to provide a comprehensive survey of the current state of the field, the many connections among its various sub-disciplines, and the likely directions of its future development. The Oxford Handbook of Applied Linguistics addresses a broad audience: applied linguists; educators and other scholars working in language acquisition, language learning, language planning, teaching, and testing; and linguists concerned with applications of their work. Early applied linguistics was predominantly associated with language-teaching. While this relationship continues, the field has long since diversified, becoming increasingly inter-related and multi-disciplinary. The volume addresses the diversity of questions facing applied linguists today: What is the place of applied linguistics in the architecture of the university? Where does applied linguistics fit into the sociology of knowledge? What are the questions that applied linguistics ought to be addressing? What are the dominant paradigms guiding research in the field? What kinds of problems can be solved through the mediation of applied linguistics? What aspects of linguistics can be empirically applied to language-based problems, and what

spaces resist such application? What will new students of applied linguistics need to know in the coming years? Systematically encompassing the major areas of applied linguistics-and drawing from a wide range of disciplines such as education, language policy, bi- and multi-lingualism, literacy, language and gender, psycholinguistics/cognition, language and computers, discourse analysis, language and concordinances, ecology of language, pragmatics, translation, psycholinguistics and cognition, and many other fields-the editors and contributors to The Oxford Handbook of Applied Linguistics provide a panoramic and comprehensive look at this complex and vigorous field.

Revisiting EFL Assessment - Rahma Al-Mahrooqi 2017-01-10
This book examines acknowledged practices and demonstrates to teachers how to make the most out of their assessment practices. It also explores different assessment methods for skills such as reading, writing, listening and speaking. Forecasting the future of assessment and where concepts like alternative assessment and dynamic assessment are heading, it also shows how relatively new teaching methods such as communicative methodologies and problem-based learning are reflected in assessment. This book represents a forum where contributors have presented their research and innovative ideas and practices on the important topic of assessment and opened a fresh debate on it. It offers an excellent reference guide for EFL teachers, practitioners, researchers and testing and assessment specialists. Each chapter examines central issues in assessment and their connection with teaching and learning in EFL contexts.

Developing Outcomes-Based Assessment for Learner-Centered Education - Amy Driscoll 2020-06-11
The authors--a once-skeptical chemistry professor and a director of assessment sensitive

to the concerns of her teacher colleagues--use a personal voice to describe the basics of outcomes-based assessment. The purpose of the book is to empower faculty to develop and maintain ownership of assessment by articulating the learning outcomes and evidence of learning that are appropriate for their courses and programs. The authors offer readers a guide to the not always tidy process of articulating expectations, defining criteria and standards, and aligning course content consistently with desired outcomes. The wealth of examples and stories, including accounts of successes and false starts, provide a realistic and honest guide to what's involved in the institutionalization of assessment.

Outcomes-Based Program Review - Marilee J. Bresciani Ludvik 2018-11-30
Second Edition This book introduces the reader to the principles of assessment of student learning outcomes in the context of program review, and illustrates how to implement a sustainable outcomes-based assessment program review process based on over 30 case studies of exemplary practice across a range of institutional types. Since publication of the first edition just over a decade ago, the landscape of higher education has been transformed. With the emergence of competency-based education, the questioning of the value of a post-secondary degree, the explosion of neuroscientific research, the emphasis on metacognition, as well as demographic changes in who is going to college and why, new questions are being asked and new methods of collecting data have multiplied. This new edition retains the goals of the first--which is to inform institutional self-reflection of how well the organization is achieving its intended purpose--in a manner that is reflective, adaptive, and collaborative, but which recognizes today's changed environment. Among the new topics Marilee J. Bresciani Ludvik introduces in this edition is how to appropriately connect outcomes-based program

review (OBPR) to performance indicators and predictive analytics and develop meaningful new performance metrics to inform our understanding of the student experience. She also addresses the intersection of OBPR with competency-based assessment, introduces the reader to new concepts and terminology, and demonstrates the implications of neuroscientific research for learning and development and how that influences OBPR design. All the cases, a signature feature of the first edition to illustrate best practice, have been replaced for this edition. Bresciani Ludvik postulates the importance of developing institutions as learning organizations where OBPR is designed collaboratively between student services, academic services, business services professionals, and faculty. Each chapter concludes with key learning points as well as questions for organizational leadership to promote ongoing professional development as institutions implement OBPR practices that are appropriate for their specific contexts.

Resources in Education - 1998

Advancing Assessment for Student Success - Amy Driscoll 2021-07-08
This book is about student success and how to support and improve it. It takes as its point of departure that we--as faculty, assessment directors, student affairs professionals, and staff--reflect together in a purposeful and informed way about how our teaching, curricula, the co-curriculum, and assessment work in concert to support and improve student learning and success. It also requires that we do so in collaboration with our colleagues and our students for the rich insights that we gain from them. Conversational in style, this book offers a wide variety of illustrations of how your peers are putting assessment into practice in ways that are meaningful to them and their institutions, and that lead to improved student learning. The authors provide rich guidance for activities

ranging from everyday classroom teaching and assessment to using assessment to improve programs and entire institutions. The authors envisage individual faculty at four-year institutions and community colleges as their main audience, whether those faculty are focused on their own classes or support their colleagues through leadership roles in assessment. If you plan to remain focused on your own courses and students, you will find that those sections of this book will help you better understand why and how assessment leaders do what they do, which in turn will make your participation in assessment more engaging and increase your expertise in facilitating student learning. Because the authors also aim to strengthen connections between the curriculum and co-curriculum and include examples of co-curricular assessment, student affairs professionals and staff interested in doing the same will also find ideas in this book relevant to their work. Opening with a chapter on equity in assessment practice, so critical to learning from and benefitting our diverse students, the authors guide you through the development and use of learning outcomes, the design of assignments with attention to clear prompts and rubrics, and the achievement of alignment and coherence in pedagogy, curriculum, and assessment to better support student engagement, achievement and success. The chapter on using student evidence for improvement offers support, resources, and recommendations for doing so, and demonstrates exciting uses of student wisdom. The book concludes by emphasizing the importance of reflection in assessment practices--offering powerful examples and strategies for professional development--and by describing appropriate, creative, and effective approaches for communicating assessment information with attention to purpose and audience.
Demonstrating Student Success - Marilee J. Bresciani Ludvik 2012-03-12
This practical guide to outcomes-based

assessment in student affairs is designed to help readers meet the growing demand for accountability and for demonstrating student learning. The authors offer a framework for implementing the assessment of student learning and development and pragmatic advice on the strategies most appropriate for the readers' particular circumstances. Beginning with a brief history of assessment, the book explains how to effectively engage in outcomes-based assessment, presents strategies for addressing the range of challenges and barriers student affairs practitioners are likely to face, addresses institutional, divisional, and departmental collaboration, and considers future developments in the assessment of student success. One feature of the book is its use of real case studies that both illustrate current best practices in student affairs assessment that illuminate theory and provide examples of application. The cases allow the authors to demonstrate that there are several approaches to evaluating student learning and development within student affairs; illustrating how practice may vary according to institutional type, institutional culture, and available resources. The authors explain how to set goals, write outcomes, describe the range of assessment methods available, discuss criteria for evaluating outcomes-based assessment, and provide steps and questions to consider in designing the reflection and institutional assessment processes, as well as how to effectively utilize and disseminate results. Their expert knowledge, tips, and insights will enable readers to implement outcomes-based assessment in ways that best meet the needs of their own unique campus environments.

A Synthesis of Research on Second Language Writing in English - Ilona Leki 2010-04-15
'I applaud the authors for this sizeable undertaking, as well as the care exercised in selecting and sequencing topics and subtopics. A

major strength and salient feature of this volume is its range: It will serve as a key reference tool for researchers working in L2 composition and in allied fields.' – John Hedgcock, Monterey Institute for International Studies Synthesizing twenty-five years of the most significant and influential findings of published research on second language writing in English, this volume promotes understanding and provides access to research developments in the field. Overall, it distinguishes the major contexts of English L2 learning in North America, synthesizes the research themes, issues, and findings that span these contexts, and interprets the methodological progression and substantive findings of this body of knowledge. Of particular interest is the extensive bibliography, which makes this volume an essential reference tool for libraries and serious writing professionals, both researchers and practitioners, both L1 and L2. This book is designed to allow researchers to become familiar with the most important research on this topic, to promote understanding of pedagogical needs of L2 writing students, and to introduce graduate students to L2 writing research findings.

The Routledge Handbook of Teaching English to Young Learners - Sue Garton 2018-10-10
The Routledge Handbook of Teaching English to Young Learners celebrates the 'coming of age' for the field of research in primary-level English Language Teaching. With 32 chapters written by international scholars from a wide geographical area including East Africa, Mexico, the South Pacific, Japan, France, the USA and the UK, this volume draws on areas such as second language acquisition, discourse analysis, pedagogy and technology to provide: An overview of the current state of the field, identifying key areas of TEYL. Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning (CLIL) to gaming.

Suggestions of ways forward, with the aim of shaping the future research agenda of TEYL in multiple international contexts. Background research and practical advice for students, teachers and researchers. With extensive guidance on further reading throughout, The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area.

Task-Based Language Teaching and Assessment - N. P. Sudharshana 2022-02-05 This book provides interdisciplinary perspectives on task-based language teaching (TBLT) and task-based language assessment (TBLA) in English as a second language (ESL) context. It discusses theoretical and experimental insights of TBLT and TBLA from cognitive, cognitive linguistic, and psycholinguistic viewpoints. The chapters, written by leading language teaching specialists in the field, introduce the reader to a comprehensive range of issues related to TBLT and TBLA such as curriculum design, materials development, and classroom teaching & testing. With interdisciplinary appeal, the book is a valuable resource for researchers in task-based language teaching and assessment. It is equally useful for teachers to whom it offers practical suggestions for designing tasks for teaching and testing.

Assessment Tools for Mapping Learning Outcomes With Learning Objectives - Sinha, G. R. 2020-09-25 In educational institutions, outcome-based education (OBE) remains crucial in measuring how certain teaching techniques are impacting the students' ability to learn. Currently, these changes in students are mapped by analyzing the objectives and outcomes of certain learning processes. International accreditation agencies and quality assessment networks are all focusing on mapping between outcomes and objectives. The need of assessment tools arises that can provide a genuine mapping in the global context so that students or learners can achieve

expected objectives. Assessment Tools for Mapping Learning Outcomes With Learning Objectives is a pivotal reference source that provides vital research on the implementation of quality assessment methods for measuring the outcomes of select learning processes on students. While highlighting topics such as quality assessment, effective employability, and student learning objectives, this book is ideally designed for students, administrators, policymakers, researchers, academicians, practitioners, managers, executives, strategists, and educators seeking current research on the application of modern mapping tools for assessing student learning outcomes in higher education.

What English Language Teachers Need to Know Volume III - MaryAnn Christison 2021-10-26
Designed for pre-service and novice teachers in ELT, What English Language Teachers Need to Know Volumes I, II, and III are companion textbooks organized around the key question: What do teachers need to know and be able to do in order to help their students to learn English? Thoroughly revised and updated, the second edition of Volume III explores the contexts for ELT curricula; explains key processes in curriculum design; and sets out approaches to curricula that are linguistic-based, content-based, learner centered, and learning centered. Organized around the three pillars of teaching—planning, instructing, and assessing—chapters in the second edition are updated to include current research and theory to meet the needs of today's teachers, and feature new or revised vignettes and activities. New chapters help teachers understand both the technological and multilingual approaches that learners need to succeed today. The comprehensive texts of this series are suitable resources for teachers across different contexts—where English is the dominant language, an official language, or a foreign

language; for different levels—elementary/primary, secondary, university, or adult education; and for different learning purposes—general English, workplace English, English for academic purposes, or English for specific purposes.

Knowledge, Service, Tourism & Hospitality - Ford Lumban Gaol 2016-04-05
This proceedings volume contains papers presented at the 2015 International Conference on Management and Technology in Knowledge, Service, Tourism & Hospitality (SERVE 2015), covering a wide range of topics in the fields of knowledge and service management, web intelligence, tourism and hospitality. This overview of current state of affair

Evaluation in Foreign Language Education in the Middle East and North Africa - Sahbi Hidri 2016-09-27
This book presents evaluation cases from the Middle East and North Africa (MENA) context, investigating the various facets of evaluation in different parts of the MENA region and beyond. In 19 chapters, it explores cases from Tunisia, Saudi Arabia, Egypt, Sudan, Syria, the UAE, Turkey, Iran and Morocco. The book highlights the impact of evaluation on a range of stakeholders, arguing that it has repercussions at the individual, societal, economic, cultural and political levels, that it also has an ethical dimension, and that it is tailored to people's needs, helping them to remain abreast of the effectiveness and efficiency of programs. Further, the book explores controversial issues concerning different evaluation themes, such as teacher and staff evaluation, assessment practices, text genre analysis evaluation, assessment of productive skills, textbook and ICT evaluation, evaluation of ELT certificates and programs, quality assurance, ESP needs analysis, assessment literacy, and dynamic assessment. It addresses key challenges, such as who the "right people" to implement evaluation are, and the appropriate use of evaluation

results to avoid any misuse or harm to any stakeholder. In closing, the book calls for further research venues on the relevance of evaluation, testing and assessment in the MENA context and beyond.

Contemporary Issues in Educational Policy and School Outcomes - Wayne K. Hoy 2006-03-01
This book is the fifth in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. Scholars, both young and established, are invited to publish original analyses, but we especially encourage young scholars to contribute to this series. The current volume is similar to its predecessors in that it provides a mix of beginning and established scholars and a broad range of theoretical perspectives; in all 14 authors contributed to 9 separate but related analyses, which were selected for publication this year.

Developing Standards-based Assessment

Tasks for English as a First Foreign Language - André A. Rupp 2008

Experimenting with Uncertainty - Alan Davies 2001-05-21
A collection of 28 invited papers surveying the state of the art in language testing.

Assessing English Language Learners in the Content Areas - Florin Mihai 2010-06-11
Assessing English Language Learners in the Content Areas: A Research-into-Practice Guide for Educators seeks to provide guidance to classroom teachers, staff developers, and test-item designers who want to improve ELL assessment outcomes, particularly in the areas of math, science and social studies. The first two chapters of the book establish the background for the discussion of content-area assessment for ELLs, examining several important characteristics of this rapidly growing student population (as well as critical legislation affecting ELLs) and providing a description of

various forms of assessment, including how ELL assessment is different from the assessment of English-proficient students. Important assessment principles that educators should use in their evaluation of tests or other forms of measurement are provided. Other chapters review ELL test accommodations nationwide (because, surprisingly, most teachers do not know what they can and cannot allow) and the research on the effectiveness of these types of accommodations. The book analyzes the characteristics of alternative assessment; it discusses three popular alternative assessment instruments (performance assessment, curriculum-based measurement, and portfolios) and makes recommendations as to how to increase the validity, reliability, and practicality of alternative assessments. The book proposes fundamental assessment practices to help content area teachers in their evaluation of their ELL progress.

Learning-Oriented Language Assessment - Atta Gebril 2021-05-12
This collection brings together research on learning-oriented language assessment from scholars working across geographic and educational contexts, highlighting the opportunities of assessment practices which seek to better align assessment and learning tasks and support effective learning. The volume begins by introducing learning-oriented assessment (LOA) and the context around its growing popularity, especially in accountability-oriented settings which favor summative large-scale tests. The first part of the book charts the development of LOA's theoretical and conceptual underpinnings, outlining the ways in which they have been informed by theories of learning and key elements. The second part demonstrates LOA in practice, drawing on examples from different countries and instructional settings to explore such topics as the role of technology in LOA and developing feedback materials based around LOA principles

and developed for core literacy skills. Offering a holistic view of learning-oriented assessment and the real-world affordances and challenges of its implementation, this book is key reading for graduate students, researchers, and practitioners in language testing and assessment, TESOL, and language education.

An Introduction to Applied Linguistics - Norbert Schmitt 2013-11-26

An Introduction to Applied Linguistics, Second Edition provides a complete, authoritative and up-to-date overview of the state of the field. Each of the 15 chapters offers an extended survey of a central element of Applied Linguistics and is co-authored by two leading international specialists, thus ensuring a full and balanced treatment of the topic covered. The book is divided into three sections: a description of language and language use; essential areas of enquiry; and the four skills and testing. An Introductory chapter familiarises readers with key issues and recurrent themes whilst hands-on activities and further reading sections for each chapter encourage practical analysis and wider reading. For this new edition, each chapter has been fully revised in line with new research and thinking in Applied Linguistics. With its accessible style, broad coverage and practical focus, this book is ideal for students of applied linguistics, TESOL, and second language pedagogy as well as practicing teachers and researchers wishing to update their knowledge.

Teaching and Learning English in East Asian Universities - Lan Li 2014-10-02

The 25 chapters contained in this book were all written by scholars working in the field of applied linguistics and English language teaching in various East Asian contexts. East Asia is large and diverse in terms of socio-economic, linguistic, and ethnic parameters. Statistics alone cannot give a clear understanding of what goes on in rural and urban universities and what challenges English language teachers and learners face in those

contexts. To understand this wide gamut of issues in English language teaching in East Asia is thus a very large undertaking. The book addresses some of these issues, arranging its 25 chapters into five sections: namely, Assessing Language Performance; Teaching English Writing; Learner Autonomy; Corpus and Discourse Research; and Learning English in East Asian Contexts. Many of the chapters in this volume concern familiar topics such as linking assessment to teaching, learning and curriculum; conducting assessment validation research; examining meta-cognitive strategies; investigating teaching and learning English for academic purposes; and profiling prevailing word lists for language learners. Other chapters are on novel or lesser known topics such as non-verbal delivery in speaking assessment; the use of visualization as a reading strategy; learner strategies in a Facebook corpus; effects of discourse signaling cues and rate of speech; and an ontogenetic analysis of college English textbooks. Collectively, these chapters showcase English language learning, teaching, and assessing in a range of contexts using a variety of methods and techniques to deal with issues relevant to East Asian teachers, learners and researchers.

Focus on Assessment - Oxford Key Concepts for the Language Classroom - Eunice Eunhee Jang 2014-04-04
Helps teachers understand research evidence in language assessment for students aged 5-18, and to develop an ability to design, implement and critically evaluate language assessment, with reference to language frameworks and standards for assessment in school education.

Outcomes-based Academic and Co-curricular Program Review - Marilee J. Bresciani 2006
Examines the principles of assessment of student learning outcomes in the context of program review and discusses the good practices of institutions recognized for their improvements in research, teaching, and

service.

Program Evaluation in Language Education
- R. Kiely 2005-07-26
The authors describe evaluation as a way of understanding and developing language programs: the thematic and background section sets out the decision-making, quality management, and learning functions of evaluation. Case studies illustrate the diversity of evaluation contexts, functions and approaches, documenting the ways in which evaluation processes and outcomes inform and facilitate program development, and contribute to explaining how language and teacher education programs constitute opportunities for learning. The ways in which evaluation practice can be researched and developed to maximize policy, institutional and program effectiveness is included, and a comprehensive set of resources for those commissioning, undertaking or researching language program evaluations concludes the text.

International Handbook of English Language Teaching
- Jim Cummins 2007-12-31
This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.
Outcome-based education - William G. Spady

Language Testing Reconsidered - Janna D.

Fox 2007-06-01
Language Testing Reconsidered provides a critical update on major issues that have engaged the field of language testing since its inception. Anyone who is working in, studying or teaching language testing should have a copy of this book. The information, discussions, and reflections offered within the volume address major developments within the field over the past decades, enlivened by current "takes" on these issues. The real value of this collection, however, lies in its consideration of the past as a means of defining the future agenda of language testing.

Testing, Teaching, and Learning - National Research Council 1999-10-06
State education departments and school districts face an important challenge in implementing a new law that requires disadvantaged students to be held to the same standards as other students. The new requirements come from provisions of the 1994 reauthorization of Title I, the largest federal effort in precollegiate education, which provides aid to "level the field" for disadvantaged students. Testing, Teaching, and Learning is written to help states and school districts comply with the new law, offering guidance for designing and implementing assessment and accountability systems. This book examines standards-based education reform and reviews the research on student assessment, focusing on the needs of disadvantaged students covered by Title I. With examples of states and districts that have track records in new systems, the committee develops a practical "decision framework" for education officials. The book explores how best to design assessment and accountability systems that support high levels of student learning and to work toward continuous improvement. Testing, Teaching, and Learning will be an important tool for all involved in educating disadvantaged studentsâ€"state and local administrators and classroom teachers.

Exploring the Dynamics of Second Language Writing - Barbara Kroll 2003-04-14
The book addresses issues in the field of teaching academic writing to non-native speakers. This book provides a series of discussions about multiple aspects of second language writing, presenting chapters that collectively address a range of issues that are important to new teachers at the post-secondary level. The 13 chapters provide scholarly visions, insight, and interpretation, oriented toward explaining the field of teaching academic writing to non-native speakers. The book is designed to provide foundational content-knowledge in this area, with each chapter authored by recognized experts in the field. In addition to helping train new teachers, the book will serve as an updated reference book for practicing teachers and scholars to consult.
Calibrating Standards-based Assessment Tasks for English as a First Foreign Language. Standard-setting Procedures in Germany -

Claudia Harsch 2010
This report is the second in a multi-part technical report series describing the development, calibration and validation of standards-based tests for English as a first foreign language at the Institute for Educational Progress (Institut zur Qualitätsentwicklung im Bildungswesen, IQB) in Berlin, Germany. It details the empirical basis of the calibration of the test item pool and criterion-referenced standard-setting procedures. The aim is to make transparent the decisions, methods and procedures which led to the setting of cut-scores in alignment with the National Educational Standards (NES) (i.e., the Länderübergreifende Bildungsstandards) and the Common European Framework of Reference for Languages (CEF) for English as a first foreign language. Standards were set for the lower secondary school level of Hauptschulabschluss and Mittlerer Bildungsabschluss. This second report describes the process of relating the standards-

based proficiency tests to the CEF levels, delineating the purpose of the tests, the aims of the standard-setting procedures, the rationale of the chosen procedures, and the use of the Manual for Linking Language Examinations to the CEF. This is followed by a detailed description of the two standard-setting methods employed, the Bookmark method and the computer-assisted Criterion Mapping method—developed and implemented by the Berkeley Evaluation and Assessment Research (BEAR) Center, University of California. This volume provides information on how the standard-setting sessions were conducted in collaboration with BEAR Center, and describes procedures, data gathering, and issues and problems which arose during the course of the study. The report concludes with a synthesis of the standard-setting study's results, and discusses the implications of how these results are reported and presented to stakeholders and policy makers.

Handbook of Accessible Achievement Tests for All Students - Stephen N. Elliott 2011-04-28 The Handbook of Accessible Achievement Tests for All Students: Bridging the Gaps Between Research, Practice, and Policy presents a wealth of evidence-based solutions designed to move the assessment field beyond "universal" standards and policies toward practices that enhance learning and testing outcomes. Drawing on an extensive research and theoretical base as well as emerging areas of interest, the volume focuses on major policy concerns, instructional considerations, and test design issues, including: The IEP team's role in sound assessment. The relationships among opportunity to learn, assessment, and learning outcomes. Innovations in computerized testing and the "6D" framework for standard setting. Legal issues in the assessment of special populations. Guidelines for linguistically accessible assessments. Evidence-based methods for making item modifications that increase the validity of inferences from test

scores. Strategies for writing clearer test items. Methods for including student input in assessment design. Suggestions for better measurement and tests that are more inclusive. This Handbook is an essential reference for researchers, practitioners, and graduate students in education and allied disciplines, including child and school psychology, social work, special education, learning and measurement, and education policy.

Early Childhood Assessment - National Research Council 2008-12-21
The assessment of young children's development and learning has recently taken on new importance. Private and government organizations are developing programs to enhance the school readiness of all young children, especially children from economically disadvantaged homes and communities and children with special needs. Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. This book affirms that assessments can make crucial contributions to the improvement of children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used. Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments.

Inference and Generalizability in Applied Linguistics - Micheline Chalhoub-Deville 2006-03-24
Concepts such as dependability/generalization and inferences are dealt with implicitly or

explicitly in any research undertaken in applied linguistics. This volume provides a well-balanced and cross-disciplinary perspective on how researchers conceptualize inferences about learner acquisition and performances as well as dependability and generalizability of findings. The book is a collection of chapters by prominent researchers in applied linguistics, working in diverse domains such as vocabulary, syntax, discourse analysis, SLA, and language testing. The goal of the book is to bring attention to these issues, which underpin much of applied linguistics research and to highlight what is considered good practice so as to buttress confidence in the research claims made. The book represents current thinking on fundamental research concepts in applied linguistics and can be used as a textbook in courses on research methodology in applied linguistics. The book is also an excellent source of in-depth analysis of research conceptualization for applied linguistics researchers and graduate students.