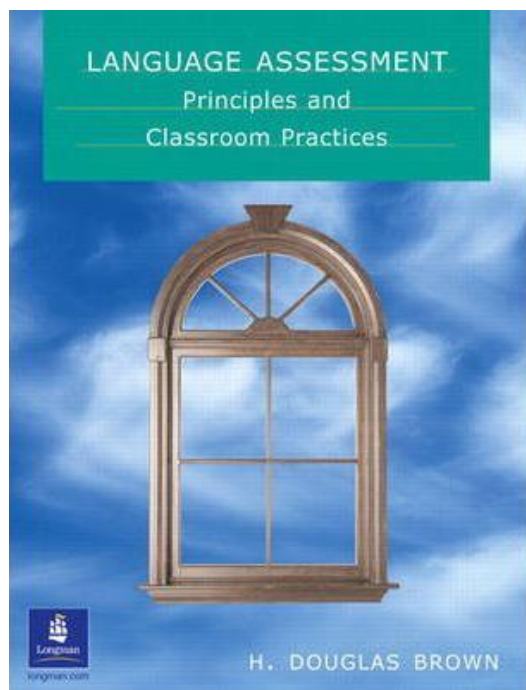


# Download Language Assessment - Principles and Classroom Practice Full Book



## Book details:

**Author:** *H. Douglas Brown*

**Format:** *336 pages*

**Dimensions:** *172.7 x 228.6mm*

**Publication date:** *29 Aug 2003*

**Publisher:** *Pearson Education (US)*

**Release location:** *Upper Saddle River, United States*

**Language:** *English*



**DOWNLOAD NOW!**

## Plot:

Features: Solid foundation in the basics of validity and reliability, as well as all of the different forms of assessment Concise, comprehensive treatment of all four skills includes classification of assessment techniques. Thorough examination of standards-based assessment and standardized testing. Practical examples illustrate principles. End-of-chapter exercises and suggested additional readings provide opportunities for further exploration.

## Additional Info:

## Review quote

Click here to download a review, written by Julie Vorholt of San Jose State University, San Jose, CA. (The review is in PDF format.)

# Table of contents

Preface 1 Testing, Assessing, and Teaching What Is a Test? Assessment and Teaching Informal and Formal Assessment Formative and Summative Assessment Norm-Referenced and Criterion-Referenced Test Approaches to Language Testing: A Brief History Discrete-point and Integrative Testing Communicative Language Testing Performance-Based Assessment Current Issues in Classroom Testing New Views on Intelligence Traditional and "Alternative" Assessment Computer-Based Testing Exercises For Your Further Reading 2 Principles of Language Assessment Practicality Reliability Student-Related Reliability Rater Reliability Test Administration Reliability Test Reliability Validity Content-Related Evidence Criterion-Related Evidence Construct-Related Evidence Consequential Validity Face Validity Authenticity Washback Applying Principles to the Evaluation of Classroom Tests 1. Are the test procedures practical? 2. Is the test reliable? 3. Does the procedure demonstrate content validity? 4. Is the procedure face valid and "biased for best"? 5. Are the test tasks as authentic as possible? 6. Does the test offer beneficial washback to the learner? Exercises For Your Further Reading 3 Designing Classroom Language Tests Test Types Language Aptitude Tests Proficiency Tests Placement Test Diagnostic Tests Achievement Tests Some Practical Steps to Test Construction Assessing Clear, Unambiguous Objectives Drawing Up Test Specifications Devising Test Tasks Designing Multiple-Choice Test Items 1. Design each item to measure a specific objective 2. State Both stem and options as simply and directly as possible 3. Make certain that the intended answer is clearly the only correct one 4. Use item indices to accept, discard, or revise items Scoring, Grading, and Giving Feedback Scoring Grading Giving Feedback Exercises For Your Further Reading 4 Standardized Testing What Is Standardization? Advantages and Disadvantages of Standardized Tests Developing a Standardized Test 1. Determine the purpose and objectives of the test 2. Design test specifications 3. Design, select, and arrange test tasks/items 4. Make appropriate evaluations of different kinds of items 5. Specify scoring procedures and reporting formats 6. Perform ongoing construct validation studies Standardized Language Proficiency Testing Four Standardized Language Proficiency Tests Test of English as a Foreign Language (TOEFL (R)) Michigan English Language Assessment Battery (MELAB) International English Language Testing System (IELTS) Test of English for International Communication (TOEIC (R)) Exercises For Your Further Reading Appendix to Chapter 4: Commercial Proficiency Tests: Sample Items and Tasks Test of English as a Foreign Language (TOEFL (R)) Michigan English Language

Assessment Battery (MELAB) International English Language Testing System (IELTS) Test of English for International Communication (TOEIC (R)) 5 Standards-Based Assessment ELD Standards ELD Assessment CASAS and SCAN Teacher Standards The Consequences of Standards-Based and Standardized Testing Test Bias Test-Driven Learning and Teaching Ethical Issues: Critical Language Testing Exercises For Your Further Reading 6 Assessing Listening Observing the Performance of the Four Skills The Importance of Listening Basic Types of Listening Micro- and Macroskills of Listening Designing Assessment Tasks: Intensive Listening Recognizing Phonological and Morphological Elements Paraphrase Recognition Designing Assessment Tasks: Responsive Listening Designing Assessment Tasks: Selective Listening Listening Cloze Information Transfer Sentence Repetition Designing Assessment Tasks: Extensive Listening Dictation Communicative Stimulus-Response Tasks Authentic Listening Tasks Exercises For Your Further Reading 7 Assessing Speaking Basic Types of Speaking Micro- and Macroskills of Speaking Designing Assessment Tasks: Imitative Speaking Phone Pass Test Designing Assessment Tasks: Intensive Speaking Directed Response Tasks Read-Aloud Tasks Sentence/Dialogue Completion Tasks and Oral Questionnaires Picture-Cued Tasks Translation (of Limited Stretches of Discourse) Designing Assessment Tasks: Responsive Speaking Question and Answer Giving Instructions and Directions Paraphrasing Test of Spoken English (TSE) Designing Assessment Tasks: Interactive Speaking Interview Role Play Discussions and Conversations Games Oral Proficiency Interview (OPI) Designing Assessment: Extensive Speaking Oral Presentations Picture-Cued Story-Telling Retelling a Story, News Event Translation (of Extended Prose) Exercises For Your Further Reading 8 Assessing Reading Types (Genres) of Reading Microskills, Macroskills, and Strategies for Reading Types of Reading Designing Assessment Tasks: Perceptive Reading Reading Aloud Written Response Multiple-Choice Picture-Cued Items Designing Assessment Tasks: Selective Reading Multiple-Choice (for Form-Focused Criteria) Matching Tasks Editing Tasks Picture-Cued Tasks Gap-Filling Tasks Designing Assessment Tasks: Interactive Reading Cloze Tasks Impromptu Reading Plus Comprehension Questions Short-Answer Tasks Editing (Longer Texts) Scanning Ordering Tasks Information Transfer: Reading Charts, Maps, Graphs, Diagrams Designing Assessment Tasks: Extensive Reading Skimming Tasks Summarizing and Responding Note-Taking and Outlining Exercises For Your Further Reading 9 Assessing Writing Genres of Written Language Types of Writing performance Micro- and Macroskills of Writing Designing Assessment Tasks: Imitative Writing Tasks in [Hand] Writing Letters, Words, and Punctuation Spelling Tasks and Detecting Phoneme-Grapheme Correspondences Designing Assessment Tasks: Intensive (Controlled) Writing Dictation and Dicto-Comp Grammatical Transformation

Tasks Picture-Cued Tasks Vocabulary Assessment Tasks Ordering Tasks Short-Answer and Sentence Completion Tasks Issues in Assessing Responsive and Extensive Writing Designing Assessment Tasks: Responsive and Extensive Writing Paraphrasing Guided Question and Answer Paragraph Construction Tasks Strategic Options Test of Written English (TWE (R)) Scoring Methods for Responsive and Extensive Writing Holistic Scoring Primary Trait Scoring Analytic Scoring Beyond Scoring Responding to Extensive Writing Assessing Initial Stages of the Process of Composing Assessing Later Stages of the Process of Composing Exercises For Your Further Reading 10 Beyond Tests: Alternatives in Assessment The Dilemma of Maximizing Both Practicality and Washback Performance-Based Assessment Portfolios Journals Conferences and Interviews Observations Self- and Peer-Assessments Types of Self- and Peer-Assessment Guidelines for Self- and Peer- Assessment A Taxonomy of Self- and Peer-Assessment Tasks Exercises For Your Further Reading 11 Grading and Student Evaluation Philosophy of Grading: What Should Grades Reflect? Guidelines for Selecting Grading Criteria Calculating Grades: Absolute and Relative Grading Teachers' Perceptions of Appropriate Grade Distributions Institutional Expectations and Constraints Cross-Cultural Factors and the Question of Difficulty What Do Letter Grades "Mean"? Alternatives to Letter Grading Some Principles and Guidelines for Grading and Evaluation Exercises For Your Further Reading Bibliography Name Index Subject Index