

# Subject Index

- academic dishonesty, 148–149, 153–154, 156
- accommodations policy, 155, 172, 184
- accountability, xiv, 13, 159, 168
- achievement tests, xvii, xx; purpose of, xxi; timing of, xxi
- administering assessment, 147–157; after the test, 152–154; before the test, 148–152; during the test, 152; issues in, 154–155
- alternative assessment, xx, xix, 15, 18. *See also* learner-centered assessment, oral presentations, portfolio assessment, projects, self-assessment, student-designed tests
- analysis, 11, 15; analysis software, 166; importance of, 3; purpose of, 158–160
- analytical marking scale, 71, 83–84, 122–123
- answer key, construction of, 9–10, 15, 37, 153
- aptitude tests, xvi, xxi
- assessment, xiii, xv; process of, 4–12, 13
- authenticity, xxv, xxvi, xxviii, 90, 94, 110. *See also* cornerstones of testing
- background knowledge, 25, 29, 45, 93, 107
- bell curve, 162
- benchmark papers, 70, 80
- bias, 23, 37, 51, 86
- BICS (Basic Interpersonal Communication Skills), 179
- bottom-up processing, 44, 91
- calibration, 77, 80, 83, 86, 106, 129, 159
- CALP (Cognitive Academic Language Proficiency), 179
- CBT (computer-based testing), 10, 136, 140
- cheating. *See* academic dishonesty
- cloze/gap fill format, 33–34, 99–100; and cloze summary, 61–63; and fixed-ratio, 61, and rational deletion, 52
- communicative approach, 91–92
- construct, test, 5, 43, 45
- content-based instruction, 69, 185
- content knowledge: in mathematics, 174–178; in science, 178–184
- cornerstones of testing, xxii, 107; violations of, xxviii–xxx. *See also* authenticity, practicality, reliability, security, transparency, usefulness, validity, washback
- correction codes, 84–85
- criterion-referenced assessment/tests, xviii, xx, 162
- debate, 123–125
- diagnostic assessment/tests, xiv, xvi; purpose of, xxi; timing of, xxi
- dialogue journals, 78, 143
- dictation, 100–101
- distractors, 19, 24, 25, 26, 163, 165
- distribution, 158, 160
- double-blind marking, 84, 86
- elicitation mode, 7–8
- essay questions, 35–36; advantages/disadvantages of 35–36; tips for writing good questions, 36. *See also* extended answer questions
- ETS (Educational Testing Service), xvii, 81
- extemporaneous speaking, 126. *See also* impromptu speaking

- extended answer questions, 179, 182–184. *See also* essay questions
- extraneous cues/clues, 20, 26, 110
- facility value. *See* item difficulty
- feedback: in the assessment cycle, 158, 167–168; importance of, xxvi, 3, 13, 15, 79, 144; on speaking tests, 116, 129; techniques for providing, 141; on writing tests, 84–86
- FCAT (Florida Comprehensive Assessment Test), xiv, 175–176
- formative assessments/tests, xix, xx, 167
- formats, 144; listening formats, 96, 99–100; reading formats, 52; test formats, 16–42
- free writing, assessment of, 76–78
- grading criteria, 48, 77, 106, 116, 126–127, 129, 133, 153
- guided writing, assessment of, 76–77
- halo effect, 86
- high-stakes assessment/tests, xix, 150, 159
- histogram, 158, 162
- holistic marking scale, 77, 81–83
- IELTS (International English Language Testing System), xvi, xvii, 81, 97
- inferencing, 44, 45, 64, 139
- information transfer, 45, 62, 101–103
- instructions, 149–150. *See also* rubric
- integrated skills, 46, 91, 98, 126
- item analysis, 158, 163, 171
- item difficulty, 163, 171
- item discrimination, 164
- item violations, 16–42, 163; apples and oranges, 21–22; double answer/key, 23; extraneous clues/cues, 20; gender bias, 23; giveaway distractors, 24; grammatical inconsistency, 20; impure items, 21; no answer, 24; sensitivity, 23; subsuming response options, 22; three for one split, 21; types of, 20–24; unparallel options, 22
- learner-centered assessment, xx, 143
- LEP (Limited English Proficiency), 173
- listening assessment: approaches to, 91–92; issues in, 92–98; models of listening, 91; techniques for, 98–105
- low-stakes assessment/tests, xix, 134
- main ideas, 165; assessment of, 54; in listening comprehension, 97; in reading comprehension, 44–45; test-taking strategies for, 139
- marking codes. *See* correction codes
- marking scheme. *See* grading criteria
- matching format, 31–33; advantages/disadvantages of, 31–32; tips for writing good matching items, 32–33
- mathematics, international differences, 177–178
- measures of central tendency, 161
- MELAB (Michigan English Language Assessment Battery), xvi
- MLAT (Modern Language Aptitude Test), xvi
- moderation. *See* calibration
- multiple choice questions, xviii, 17, 18–27, 54, 179, 180–181; advantages/disadvantages of, 19; format of, 18; item violations, 20–25; tips for writing good items, 25–27
- multiple measures assessment, xiv, xx, xxvi, 15, 86
- multiple raters, 84, 116
- NCLB (No Child Left Behind), 8, 173
- norm-referenced assessment/tests, xviii, xx, 162
- objective items/tests, xviii, xx, 17, 51, 53, 99–100
- oral interview, 111, 118

- peer assessment, 79, 86, 133, 146
- PLAB (Pimsleur Language Aptitude Battery), xvi
- placement tests/testing, xiv; purpose of, xxi; timing of, xxi
- plagiarism. *See* academic dishonesty
- pop quizzes. *See* surprise tests
- portfolio assessment, xx, 79, 135
- practicality, xxiv, xxviii. *See also* cornerstones of testing
- practice exams, 135, 146
- proctoring, 150–151, 155
- proficiency assessment/tests, xiv, xvii, xx, 159; timing of, xxi
- progress assessment/tests, xvii; purpose of, xxi; timing of, xxi
- prompts, 8, 69; parallel prompt, 16; writing prompts, 71–74, 86
- readability, 50, 51, 64
- reading assessment: approaches to, 44–45; minor reading skills, 46; subskills, 45–46. *See also* inference, information transfer, scanning, skimming
- reflection, 146; in the assessment cycle, 11, 168; importance of, 13, 15; in portfolio assessment, 79
- reliability, xxiii, xxix, 15, 116, 150, 159, 161, 164; factors affecting, xxiii–xxiv; inter-rater reliability, 18, 76, 86, 112, 116
- response options, 18–19, 25
- rhetorical pattern, 72, 182–183
- rubrics, 71, 126, 137, 150
- scanning, assessment of, 58–59; as reading subskill, 44–45, 64
- schemata. *See* background knowledge
- scoring. *See* grading
- scoring rubric, 36, 188
- security (of a test), xxv, xxviii, xxix, xxx, 15, 152–153. *See also* cornerstones of testing
- self-assessment, xx, 78, 133, 141, 144, 146; techniques and procedures, 142–143
- short answer/completion format, 34–35, 58, 99; advantages/disadvantages of, 34–35; tips for writing good items, 35
- skill area assessment: listening, 89–110; reading, 43–68; speaking, 111–132; writing, 69–88
- skill contamination, 90, 98, 107, 129
- skimming, assessment of, 45, 64
- speaking assessment, designing tasks, 118; issues in, 115–117; techniques for, 118–127; theory of, 113
- specifications, xxii, 159; in the assessment cycle, 3; definition of, 7–9, 13; description of 47–50; importance of, 15, 37; listening test specifications, 92–93; writing test specifications, 70, 72
- standardized assessment/tests, xviii, 189–193; purpose of, xxi
- standardization. *See* calibration
- student-designed tests, xx, 138, 143
- subjective items/tests, xviii, xx, 17
- summative assessment/tests, xix, xx
- tests, xv: construction of, 9–10; purpose of, xxi; timing of, xxi; types of, xvi–xix. *See* achievement, aptitude, cloze, computer-based, criterion-referenced, diagnostic, direct, discrete-point, formal, high-stakes, indirect, informal, low-stakes, multiple-choice, norm-referenced, objective, placement, proficiency, progress, standardized, subjective, traditional
- test-taking strategies, 10–11, 133–141, 144
- TOEFL®, xvi, xvii, 46, 97, 138
- top-down processing, 45, 91
- transparency, xxv, xxvi, xxix, 10–11, 13, 15, 36, 86, 148, 155, 168
- true/false format, xviii, 17, 27–31, 54–55; advantages/disadvantages

- of, 27–28; format of, 27; tips for writing good items, 29–31
- usefulness (of a test), xxii. *See also* cornerstones of testing
- validity, xxii, 133, 159; construct validity, xxii, xxviii; content validity, xxii, xxvi, 185; face validity, xxii, xxviii. *See also* cornerstones of testing
- vocabulary, 46, 94–95; content-specific terms, 185; explicit instruction, 46; general vocabulary, 179; incidental learning, 46; limited ELL, 172–197; technical vocabulary, 179, 182; vocabulary notebook, 135; vocabulary profiler, 94–95; word bank, 185; word problems, 176–177
- washback, xxiv, xxv, xxix, 46, 129, 144, 146, 167, 168. *See also* cornerstones of testing
- word problems, in assessing content knowledge, 174–177
- writing assessment: approaches to, 71; designing assessment tasks, 71–75; issues in, 75–76; marking procedures for, 80; scales, 80–84; techniques for, 76–79