

## Index

- \*Page numbers with *f* indicate figures;  
page numbers with *t* indicate tables.
- Access: educational, 106; as fairness  
issue, 106, 113–115, 133–134;  
financial, 113, 118; geographical, 106,  
113–114, 118; personal, 114
- Accessibility of tests, 117–118
- Accommodations for test-takers, 18, 72,  
118
- ACT®, 134
- Alternative assessment, 18, 19, 147
- American Council on the Teaching of  
Foreign Languages (ACTFL),  
performance scales developed by, 42
- American Educational Research  
Association (AERA), 136
- American Psychological Association  
(APA), 136
- Analytic rubrics, 85–86, 87–88f. *See*  
*also* Rubrics
- Analytic scales, 44f, 45
- Assessing Writing Journal*, 22
- Assessment: alternative, 18, 19, 147;  
authentic, 50; classroom (*See*  
Classroom assessment);  
collaboration in development of, 21;  
in curriculum planning, 33f;  
development and use of, in  
educational contexts, 9–11;  
diagnostic, 5; diversity in, 119–120;  
embedded, 26; formative (*See*  
Formative assessment); future  
directions for, 148–150; in-class, 24;  
inclusive thinking on, 21;  
independent skills, 8; integrated  
reading-writing, 75; integrated skills,  
8, 79–80, 81; as just writing tests and  
using statistics, 13–22; language (*See*  
Language assessment); learner-  
centered, 149; on-the-fly, 25;  
paper-based, 3, 147; peer and self,  
13, 26, 29, 37; performance (*See*  
Performance assessment); purpose  
of, 93–94; social contexts of, 15;  
static, 27; student involvement in,  
36–38; summative (*See* Summative  
assessment); teacher competence in,  
14, 15–19, 16f; transparency in,  
116–117
- Assessment for Learning (Afl), 27–30,  
140, 149: feedback in, 29;  
implementing, 32; in second  
language writing classrooms, 29
- Assessment literacy, 15, 150: building  
through learning communities and  
collaboration, 21–22; developing,  
20–22; on test preparation, 134–135
- Assessment Reform Group, 27–28,  
140–141
- Audiolingual approach, 76
- Bachman, L.F., 51, 68
- Backwash, 123. *See also* Washback
- Bailey, K. M., 17
- Banerjee, J., 98–99, 103

- Beddow, P.A., 128, 131
- Bias, 9, 10–11, 108, 109, 116: content-related, 109; in education, 116; in item format, 110; language-related, 109; reducing, 53; research on, 110.  
*See also* Fairness
- Black, P., 24, 26
- Braden, J.P., 128, 131
- Broussard, M., 114–115, 118
- Brown, J.D., 17, 47, 132, 145
- Canale, M., 40, 94
- Carson, J., 50, 78, 79
- Chalhoub-Deville, M., 41, 47
- Chapelle, C.A., 91, 97, 98, 147
- Checklists, 51, 101: exit, 98, 101; as formative assessment, 25f; validity of, 98–99
- Cheng, L., 111, 112–113, 123, 126, 135
- Clang associations, 65
- Classroom assessment, 7, 19, 140: evaluation of process and product in, 3; fairness in, 111–113, 118–119; for language teaching, 26–32
- Code of Fair Testing Practices Joint Committee on Testing Practices, 138
- Cohen, A. D., 43, 97
- Colby-Kelly, C., 26, 28–29
- Cole, N. S., 107–108
- Collaboration: on assessment development and dilemmas, 21; building assessment literacy through, 21–22
- College English Test--Spoken English Test (CET-SET), 47
- Commercially designed tests, versus teacher-designed tests, 145–146
- Common European Framework of Reference (CERF), 43, 94
- Communicative adequacy, 94, 96; holistic scoring of, 95–96
- Communicative competence, 16, 40, 41f, 43, 94–95, 96; assessment of, 40; defined, 40
- Communicative language approach, 13, 17, 97
- Comprehensive final exams, 23–38; research on, 24–32; what to do in the classroom, 33–38
- Computer-based version TOEFL® (CBT), 114, 147
- Constructed-response items/tasks, 7, 59, 105
- Construct irrelevant, 109, 119
- Constructs, 10, 13, 24–25, 93
- Construct underrepresentation, 58–59
- Construct validity, 92, 93–97
- Content-based instruction, 42–43
- Content validity, 92, 93, 96
- Criterion-referenced assessment, 18
- Criterion validity, 92, 93
- Crocker, L., 126, 131
- Cronbach, L., 93
- Curriculum alignment, 125, 126
- Curriculum planning, assessment in, 33f
- Curriculum validity, 92
- Data-driven scales, 46, 53; in discriminating writing proficiencies, 45
- Differential item functioning (DIF), 110, 113
- Direct tests, comparison of multiple choice tests with, 59
- Discourse competence, 41f
- Discourse synthesis, 99, 143
- Diversity in assessments, 119–120
- Downing, S., 60, 65
- Dynamic Assessment (DA), 27, 30–32, 140; implementing, 32

- Educational contexts, development and use of assessment in, 9–11
- Educational Testing Service (ETS), 42; development of TSE® by, 42; development of TWE® by, 42; *ETS Guidelines for Fairness Review of Assessments*, 108, 119
- Egyptian Central Agency for Public Mobilization and Statistics (CAPMAS), 124
- Elder, C., 47, 106, 109
- Embedded assessment, 26
- English for Academic Purposes (EAP) program, 28, 75; skill integration in, 78–79
- Enright, J. M., 97, 98
- Essay writing, 3, 7–8
- Ethics, test preparation and, 131–132, 132f
- ETS Guidelines for Fairness Review of Assessments*, 108, 119
- Exit checklists, 98, 101
- Face validity, 92
- Fairness, 1, 8, 55, 104–120, 133, 144; access and, 106, 113–115, 133–134; in the classroom, 111–113, 118–119; defined, 106, 107; final comments on, 116; justice and, 106; learning opportunities and tests and, 107–110; outcomes, 111–112; procedural, 111; research on, 106–116; reviewing tests for, 108–110; validity and, 106; what to do in classroom, 116–120
- Fairness in Testing Manual of the Data Recognition Corporation, 120
- Feedback, 28–29; in Assessment for Learning, 29; checking on clarity of, 36; emphasis on, in assessment, 35–36; grading on improvement from, 36; requiring revisions based on, 35–36
- Ferris, D., 79
- Fill-in-the-blank test items, 3, 40
- Financial access, 113, 118
- Fitzgerald, J., 75, 77
- Formative assessment, 7, 24–25, 140; best practices in, 33; characteristics of, 25; defined, 24; examples of, 25f; goal for, 25; need for continuity between summative assessment and, 33; recent developments in, 26; types of, 25–26
- Fulcher, G., 20, 41, 68
- Gebril, A., 59, 75, 79, 81, 84, 124, 149
- Geographical access, 106, 113–114, 118
- Gilabert, R., 94–95, 96
- Grammatical competence, 41f
- GRE® test, 18
- Guessing, control of, in multiple choice tests, 59, 64
- Harrison, C., 24, 26
- High-stakes/standardized testing, 7, 51
- Hill, K., 47, 106
- Holistic scales, 44f, 95–96
- Horowitz, D., 50, 78
- ILTA Code of Ethics & Code of Practice, 137–138
- Inbar-Lourie, O., 14, 15, 16
- Independent skills assessment, 8
- Integrated reading-writing assessment, 75; benefits of, 75
- Integrated skills assessment, 8, 81; student performance on, 79–80

- Integrated tasks: paying attention to, in scoring, 85–86, 87–88f; writing effective, 81, 82–83f, 84–85
- Interagency Language Roundtable (ILR), 41
- International English Language Testing System (IELTS®), 6, 98
- International Language Testing Association (ILTA), 138
- Interviews, oral, 3, 7–8, 41, 42, 100
- Item analysis, 9, 13. *See also* Multiple choice tests
- Item discrimination, 68–72
- Item response theory (IRT), 60, 110
- Jamieson, J., 97, 98
- Jeong, H., 19, 139
- Johns, A. M., 75
- Justice, 115; fairness and, 106
- Keith-Spiegel, P., 111, 112
- Kettler, R. J., 128, 131
- Kim, Y., 47, 109
- Knoch, U., 45, 53
- Kozulin, A., 31–32
- Kuiken, A., 94–95, 96
- Kunnan, A., 106, 113
- Language: as four separate skills, 76–78, 143; view of, 101
- Language assessment: defined, 2–3; developing, 2–3; enthusiasm for performance assessment in, 42–43; growth in field of, 2; power of, 3; reasons for, 2; teaching, 17–18; technology in, 147; uses of, 2
- Language assessment literacy, 16–17, 20
- Language Assessment Quarterly*, 22
- Language learning: evaluation in, 2; mediation in guiding, 30–31
- Language teaching, classroom-based assessment for, 26–32
- Language testing: 1, 5–8, 17, 142  
*Language Testing Journal*, 22  
Language Testing Resources (website), 22
- Learning communities, building assessment literacy through, 21–22
- Learning opportunities and tests, 107–110
- Lee, C., 24, 26
- Lee, I., 28, 29
- Leki, I., 50, 79
- Lumely, T., 46–47, 106
- Master's in TESOL courses. *See* Teacher training
- McNamara, T., 15, 106, 115
- Mediation in guiding language learner, 30–31
- Messick, S., 93, 123, 145
- Multiple choice items/tests, 3, 40, 56–73, 142: anatomy of, 64f; assessing difficulty of, 68–72, 70t, 142; comparison with direct tests, 59; control of guessing in, 59, 64; critiquing, 67, 67f; establishing clear test specifications, 61–63, 63t; higher score reliability of, 59; item analysis on, 13; negative associations with, 58; piloting, 68; planning, 60–61; research on, 59–60; scoring, 59; taking advantage of test accommodation strategies, 72–73, 72t, 73f; validity and, 8, 58–59; what to do in classroom, 60–73; writing effective questions, 63–66, 66f

- National Council on Measurement in Education (NCME), 136–137; Code of Professional Responsibilities, 138
- Needs analysis, 5, 34–35, 50, 60–61, 101–102
- Negative washback, 10, 124, 142
- Objective assessment, versus performance assessment, 7–8
- One-on-one conferences, 35
- Oral interviews, 3, 7–8, 41, 42, 100
- Oral Proficiency Interview (OPI), 42
- Outcomes fairness, 111–112
- Paired terms, 6–8
- Palmer, A., 51
- Paper-based assessment, 3, 147
- Park, J. J., 134, 135
- Peer and self-assessment, 13, 26, 29, 37
- Peer review, 28, 149
- Performance assessment, 3, 39–55, 141: designing rubrics for, 37; enthusiasm for, in language assessment, 42–43; versus objective assessment, 7–8; research on, 40–49;; scoring rubrics for, 141; transforming into scores, 43, 45; what to do in classroom, 50–55
- Perkins, D. V., 111, 112
- Placement exams, 5–6
- Plakans, L., 53, 75, 76, 79, 80, 81, 99, 124, 146
- Positive washback, 10, 124
- Post-test information gathering, 102
- Primary trait scales, 45f
- Private tutoring, 124–125
- Professional Learning Communities (PLCs), 21–22
- Professional standards, upholding, 136–138, 137f
- Proficiency tests, 6, 101
- Qualitative techniques, 110
- Quantitative techniques, 110
- Quickwrites, 14, 37
- Rating rubrics, 39–40
- Rating scales, 9, 13. *See also* Rubrics: analytic, 44f; in assessing writing, 45; data driven, 46; differences between rubrics and, 41, 42f; holistic, 44f, 47; practice based, 46; primary trait, 45f; theory based, 46
- Ravitch, D., 108, 120
- Reading placement tests, 89, 91
- Reliability, 8, 19; of scores, 43, 45; in teacher-based assessment, 20
- Revisions: requiring, based on feedback, 35–36; selective, 35–36
- Roever, C., 15, 115
- Rubrics, 9, 13. *See also* Rating scales: analytic, 85–86, 87–88f; designing for performance assessment, 37; development of, 19; differences between rating scales and, 41, 42f; involvement of students in development of, 37; for performance assessment, 141; responding to trustworthiness of, 54f, 55; selecting, developing, and critiquing, 52–54
- Sawaki, Y., 75, 77–78
- Scores, 39–55, 43, 45–49: interpretation of, 9–10, 89, 90; reliability of, 43, 45; research on, 40–49; transforming performance into, 43, 45; what to do in classroom, 50–55
- Scoring, 9; paying attention to integrated tasks in, 85–86, 87–88f; preparing for, 53, 55
- Second language proficiency, 47–48

- Second language writing classrooms:  
    Assessment for Learning in, 29;  
    assessment plan for, 34–35, 34t
- Selected response tests items, 7, 59
- Self-assessment, 146. *See also* Peer and self-assessment
- Shanahan, T., 75, 77
- Shepard, L.A., 15, 117
- Shohamy, E., 111, 115, 134
- Single skill testing, 74–88; research on, 76–80; responding to, 81–88
- Skill integration, in English for Academic Purposes (EAP) program, 78–79
- Stakeholders, educating, 135–136
- Standards for Educational and Psychological Testing*, 136
- State-mandated standardized tests, test preparation for, 127
- Strategic competence, 41f
- Students: involvement of, in rubric development, 37; involving in assessment, 36–38; language assessment by the teacher, 146; performance on integrated skills assessment, 79–80; reasons for assessing, 101; teacher involvement in preparing for tests, 121–138; research on, 123–132; using multiple measures to evaluate, 102; what to do in classroom, 133–138
- Summative assessment, 7, 24–25, 29; defined, 24; examples of, 25f; need for continuity between formative assessment and, 33; use of, in formative ways, 26
- Swain, M., 40, 94
- Taylor, C., 15, 16, 78
- Teacher-designed tests, versus commercially designed tests, 145–146
- Teachers: assessment of students' language by, 146; competence in assessment, 15–19, 16f; involvement in assessment, 14
- Teacher training, language testing courses in, 10, 17, 56, 148–150
- Teaching, relationship between testing and, 123
- Teaching to the test, 126, 144–145
- Technology in language assessment, 147
- Test banks, 146
- Testing: alignment of integrated skills with, 81; within the curriculum, 18; purposes of, 5–6; relationship between teaching and, 123. *See also* Assessment
- Testing-learning-testing format, 31–32
- Test items, bias in, 109
- Test preparation: assessment literacy on, 134–135; different approaches to, 126–128, 128t; ethics and, 131–132, 132f; management of, 130; providing students with access to materials, 133–134; teacher involvement in, 121–138; research on, 123–132; terms related to, 123–126; validity and, 128–130; what to do in classroom, 133–138
- Tests: critiquing, 102–103; learning opportunities and, 107–110; making accessible, 117–118; reviewing for fairness, 108–110
- Test specifications, 18, 19
- Test-taking strategies, 128–129; teaching, 133

- Thanaweya anna* test, 121–122,  
123–124, 135
- Think-alouds, 46, 51, 100
- TOEFL® (Test of English as a Foreign  
Language), 6, 13, 134
- TOEFL® iBT test, 42, 98, 124
- Transparency, 116–117
- TSE® (Test of Spoken English), 42
- Turner, C. E., 26, 28–29, 53, 146
- TWE® (Test of Written English), 42
- University placement testing, 74–75
- Validity, 8, 19, 89–103, 115, 143–144;  
arguments on, 97–98; of checklists,  
98–99; collecting evidence on,  
98–101; complexity of, as concept,  
91; construct, 92, 93–97; content, 92,  
93, 96; criterion, 92, 93; curriculum,  
92; defined, 89–90, 91, 100–101;  
evolving definitions of, 92–93; face,  
92–93; fairness and, 106;  
interpretation of scores and, 89, 90;  
multiple choice tests and, 58–59;  
predictive, 92; purpose of test and,  
89; research on, 91–101; in teacher-  
based assessment, 20; test  
preparation and, 128–130; what to  
do in classroom, 101–103
- Vedder, I., 94–95, 96
- Wall, D., 98–99, 100, 123, 126
- Wang, X., 111, 112–113
- Washback, 10, 18, 123–124, 126;  
negative, 124, 142; positive, 124
- Weigle, S. C., 47, 79, 84
- Whitley, B. E., 111, 112
- Williams, D., 24, 26
- Wittig, A. F., 111, 112
- Writing: conferences on, 26; data-  
driven scales in discriminating  
proficiencies, 45; essays, 3, 7–8;  
persuasive, 84; process, 28; rating  
scales in assessing, 28, 45; in second  
language classrooms, 29, 34–35, 34t
- Xie, Q., 129–131