Language Testing In Practice Designing And Developing Useful Language Tests

Developing and Validating an Analytic Rating Scale for Large-Scale EFL Writing AssessmentLocal Language TestingApplied Linguistics and Materials DevelopmentExperimenting with UncertaintyClassroom-based Assessment in L2 ContextsReading and Writing Development for Children with Down Syndrome (11-16 Years)Developing Intercultural Language LearningDeveloping Language Teachers for a Changing WorldLanguage Testing in PracticeDeveloping GroundwaterA New English Grammar, Logical and HistoricalJapanese Language and LiteratureAustralian journal of human communication disordersA Guide for Creating Metalinguistic Terms for African LanguagesDeveloping and Measuring CompetenceNatureKnowledgeFourth Year Report to the System Development Foundation, Situated Language Research ProgramThe Religion of the Christ, Its Historic and Literary Development Considered as an Evidence of Its OriginThe Journal of Comparative Medicine and Veterinary Archives Shaoyan Zou Slobodanka Dimova Brian Tomlinson C. Elder Dina Tsagari Gillian Bird Michelle Kohler C. Gail Guntermann Lyle F. Bachman Alan M. MacDonald Henry Sweet Danny Saunders Center for the Study of Language and Information (U.S.) Stanley Leathes Edward Charles Spitzka

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the debate between holistic and analytical scoring methods in second language assessment has long persisted this book addresses the effectiveness and validity of the holistic rating scale used in china s high stakes cet 4 college english test band 4 writing tests via systematic case study analysis using a multi phase mixed methods research methodology the author creates and validates a new analytical rating scale that redefines and operationalizes critical aspects of writing assessment through extensive empirical evidence including rater cognition studies expert reviews and rasch based descriptor calibration the author reveals the limitations of holistic scoring systems and demonstrates the necessity and validity of analytical methods the author convincingly argues that this new scoring method translates to a more transparent fair and diagnostic model for large scale efl writing assessment this book is an essential reference for researchers in applied linguistics language assessment and english language education it also offers valuable insights for assessment specialists test developers and language policymakers seeking more effective evaluation frameworks

local language testing design implementation and development describes the language testing practice that exists in the intermediate space between large scale standardized testing and classroom assessment an area that is rarely addressed in the language testing and assessment literature covering both theory and practice the book focuses on the advantages of local tests fosters and encourages their use and provides suggested ideas for their development and maintenance the authors include examples of operational tests with well proven track records and discuss the ability of local tests to represent local contexts and values explicitly and purposefully embed test results within instructional practice and provide data for program evaluation and research local testing practices grounded in the theoretical principles of language testing drawing from experiences with local testing and providing practical examples of local language tests illustrating how they can be designed to effectively function within and across different institutional contexts examples of how local language tests and assessments are developed for use within a specific context and how they serve a variety of purposes e g entry level proficiency testing placement testing international teaching assistant testing writing assessment and program evaluation aimed at language program directors graduate students and researchers involved in language program development and evaluation this is a timely book in that it focuses on the advantages of local tests fosters and encourages their use and outlines their development and maintenance it constitutes essential reading for language program directors graduate students and researchers involved in language program development and evaluation

applies applied linguistic theories to the development of materials for language learning to add new depth to the field

a collection of 28 invited papers surveying the state of the art in language testing

this edited volume addresses issues that promote the notion of classroom based language assessment cbla for the academic community and beyond the book explores recent thinking and research on cbla within the fields of language testing assessment and general education based on theoretical and research papers presented at the recent cbla sig ealta symposia held in cyprus and the pre conference ealta workshops in various countries around europe the volume contains 17 chapters which involve both high stakes tests and classroom based assessments conducted by academics professionals and researchers in the field it brings together high quality submissions that cover a gap in a research area that has long been in need of theoretical and empirical attention overall this edited collection with its international scope offers a ground breaking resource bringing together in balanced relationship the fields of education and second language testing and assessment

reading skills are often a strength for teenagers with down syndrome teenagers can often read at a higher level than would be predicted from their general cognitive and language abilities those who have not achieved reading success in their primary years may make significant progress during their teenage years reading and writing skills are important for everyday life and for access to the world of literature they are also powerful tools for developing the speech and language of teenagers with down syndrome and for mediating their cognitive development reading and writing can support communication enable teenagers to achieve greater independence and enrich education and academic attainments across the curriculum this module explains how language and literacy teaching can work together to promote the development of teenagers with down syndrome guidance on teaching methods expectations and examples of teenagers work combine to show teachers and parents how to include teenagers in literacy learning programmes with an understanding of particular issues related to speech language and memory development this module should be read in conjunction with reading and writing for individuals with down syndrome an overview dsii 07 01 as the overview provides important background information on how individuals learn to read the adaptations that will help pupils with down syndrome and the benefits of being involved in reading instruction

this book presents a detailed account of a self study in which the author considers why a developmental perspective matters in language learning within an intercultural orientation and how teachers of languages might understand and attend to this notion in their work the discussion is based on the author s experience as a teacher researcher and traces aspects of teachers work from planning teaching and mediating to assessing and judging evidence of student learning and development over time this book is grounded in a praxis view of language teaching and learning and will be of interest to other language teachers pre service teachers teacher trainers and applied linguists

a user friendly guide to developing groundwater for rural water supplies in developing countries it provides information on simple effective techniques for siting wells and boreholes assessing resource sustainability constructing and testing the yield of boreholes and wells and monitoring groundwater quality

this volume contains the proceedings of the 1991 educational technology conference the contributors discussed measurement assessment and evaluation self assessment and unconscious incompetence the determination of competence standards and competence based assessments

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