ANNOTATED BIBLIOGRAPHY ON ALTERNATIVE METHODS OF ASSESSING ACHIEVEMENT

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Alderson, J. C. & J. Banerjee (2001)

'Language testing and assessment' (Part 1)
Language Teaching, 34/4:213-236.

A state-of-the-art review in language testing in two parts. The first part, referred to here, begins with an account of research into washback, which then leads to a discussion of ethics, politics, and standards, trends in testing on a national level, testing for specific purposes, developments in computer-based testing, self-assessment, alternative assessment and assessment of young learners.

Arter, J. A. & K. U. Busick (2001)

Practice with student-involved classroom assessment. Portland, Oregon: Assessment Training Institute, Inc.

This workbook is specifically written to accompany R. J. Stiggins' book *Sudent-involved Classroom Assessment* (2001), 3rd edition, New Jersey: Prentice-Hall Inc. The workbook offers guided practice in applying the strategies described in the Stiggin's book.

Bachman, L. F. (2000)

'Modern language testing at the turn of the century: assuring that we count counts' *Language Testing*, 17/1: 1-42.

A state of the art article on developments of language testing at the beginning of the new century.

Black, P. & D. Wiliam (1998)

'Assessment and Classroom Learning' *Assessment in Education: principles, policy and practice*, 5/1: 7-74.

A review of the literature on classroom formative assessment. The studies referred to in this comprehensive review show firm evidence about the influence of tests on a number of teaching and learning aspects. It argues that innovations in assessment designed to strengthen the frequent feedback that students receive about their learning yield substantial learning gains. There follows a more detailed and theoretical analysis of the nature of feedback, which provides a basis for discussion of the development of theoretical models for formative assessment and of the prospects for the improvement of practice.

Broadfoot, P. M. (ed.) (1986)

Profiles and records of achievement. London: Holt, Rinehart and Wilson.

Broadfoot provides an excellent overview and review of profiles and records of achievement going back to the 1970s in Scotland, as well as a full account of a theoretical rationale and many examples of schemes in operation.

Brown, J. B. (ed) (1998)

New Ways of Classroom Assessment. USA: TESOL.

This book offers activities that provide a way of observing or scoring students' performances and giving feedback that enlightens students and teachers about the effectiveness of the learning and teaching involved. Chapters focus on alternative methods of assessment, feedback perspectives, grouping for assessment, ways of doing classroom chores, ways of assessing written and oral skills. Editor's notes at the beginning of each chapter, a users' guide and a key to activities at the end of the book make it easy for teachers to select the type of assessment activities they need.

Brown, J. B. & T. Hudson (1998a)

'The alternatives in language assessment' *TESOL Quarterly*, 32/4:653-675.

The article discusses the concepts of validity and reliability, and lists the different kinds of alternative assessment that teachers might use in the classroom. The authors group tests under various headings such as 'selected response' and 'performance assessments' and describe the advantages and disadvantages of each type.

Cohen, A. D. (1994)

Assessing language ability in the classroom. 2nd edition. Boston, MA: Heinle and Heinle.

This second edition presents various principles for guiding teachers through the assessment process (dictation, cloze summary, oral interview, roleplays, portfolio assessment techniques). The book deals with a) issues in assessment, not just testing, b) is accessible to novices in the filed of language assessment: terms are defined within the text and all terminology is indexed, c) examines the process of taking tests: addresses the reality that the respondent may be doing

something other than what the assessor assumed was being tested, and d) presents up-to-date topics in assessment, including speech acts, portfolio assessment, innovative means of assessing reading ability, and using computers in assessment.

Council of Europe (1997)	*European Language Portfolio: Proposals for Development*. Strasbourg: Council of Europe. Proposals for a European language portfolio, with a general introduction by Trim and several case studies of experiments, including that if the Swiss Portfolio.
Council of Europe (2001a)	*Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press. Also available on line at: http://www.coe.int or http://culture.coe.int/lang or http://culture2.coe.int/portfolio An extremely influential document setting out the consensus of European language teaching and presenting the Common European Framework (CEF) in great detail and the rationale behind it. There is a section on assessment based on the six CEF levels.
Fradd, S. H., Larrinaga McGee, P. & Wilen, D. K. (1994)	*Instructional Assessment*. Reading, MA: Addison-Wesley. The book documents research and fieldwork with students learning English as a new language. It offers a practical approach for integrating assessment and instruction.
Genesee, F. & E. Hamayan (1994)	`Classroom-based assessment' in Genesee, F. (ed 1994: 212-239) *Educating Second Language Children*. Cambridge: Cambridge University Press. This chapter, rooted in the US tradition, is based on the notion that assessment needs to be an integral part of the design of instruction. The authors provide suggestions for planning assessment and describe a variety of assessment techniques and procedures that can be used for classroom-based assessment, e.g. observation, conferences, student journals, language tests, student portfolios, narrative records and checklists. The chapter is particularly useful for teachers who are not necessarily well-versed in the area of assessment and evaluation.
Genesee, F. & J. Upshur (1996)	*Classroom-based Evaluation in Second Language Education*. Cambridge: Cambridge University Press. A book that provides a guide to American thinking on alternative methods of classroom-based evaluation aiming to help foreign and second language educators in planning and carrying out effective evaluations in their classrooms. The book emphasises the value of classroom-based

assessment as a tool for improving both teaching and learning. Its two major sections are `Evaluating with Tests' and `Evaluating without Tests'. In the later section the authors provide practical guidance on how to set up portfolios, conferences, journals, questionnaires, interviews, classroom observations for assessment purposes in a systematic way.

Georgousis, P. (1998)

The Portfolio Assessment Tool. Athens: Delphi (in Greek).

The book comprises a theoretical and practical approach to portfolios for assessment purposes and includes the following sections: 'What is a portfolio', 'Stages in setting up a portfolio', 'Organisation and content of a portfolio', 'Portfolio assessment', etc.

Gottlieb, M. (1995)

`Nurturing student learning through portfolios' *TESOL Journal*, 5/1:12-14.

An account of an approach to portfolio assessment in Illinois, US. The author discusses the advantages of portfolio assessment and advocates the so-called CRADLE approach: Collecting - Reflecting - Assessing - Documenting - Linking – Evaluating when setting up portfolios.

Hamp-Lyons, L. (1996)

`Applying ethical standards to portfolio assessments in writing in English as a second language' in Milanovic, M. & N. Saville (eds 1996: 151-164) *Performance Testing, Cognition and Assessment*. Cambridge: Cambridge University Press.

A discussion of the advantages and limitations of the North American approach to portfolio assessment.

Hamp-Lyons, L. & W. Condon (2000)

Assessing the Portfolio. New Jersey: Hampton Press Inc. Cresskill.

This book – a resource – deals comprehensively and systematically with the subject of portfolio-based writing assessment. It explores the theory behind using portfolios in a writing program as well as information about what portfolios are, what advantages they hold for assessment purposes, and what effects they can have on a writing program. The book focuses not only on an individual program but on the full spectrum of portfolio assessment and begins to discuss the kinds of research questions that will inevitably arise as portfolio assessment continues to grow.

Hamayan, E. V. (1995)

`Approaches to Alternative Assessment' *Annual Review of Applied Linguistics*, 15:212-226.

The article presents a detailed rationale for alternative assessment, describes different types, and discusses procedures for setting up alternative assessment. The author

also provides a very useful bibliography for further reference.

Harris, M. & P. McCann (1994)   *Assessment*. Oxford: Heinemann.
The book examines the areas of formal and informal assessment as well as self-assessment. Within each section practical guidance is given on the issues of purpose, timing, methods and content. The ready-to-use materials include model tests, self-assessment and assessment sheets which teachers can adapt to suit their specific requirements. There are additional workshop activities to help teachers think about their own assessment procedures.

Hill, B. C. & C. Ruptic (1994)   *Practical aspects of authentic assessment: Putting the pieces together*. Norwood, MA: Christopher-Gordon Publishers.
This practical guide to authentic assessment covers a range of topics that place assessment in very wide contexts, including the assessment of both academic areas and language acquisition. It also addresses issues regarding the involvement of parents as well as students. The book contains many forms and checklists which can be adapted to various types of learners in different contexts.

Huerta-Macias, A. (1995)   `Alternative assessment: responses to commonly asked questions' *TESOL Journal*, 5/1: 8-11.
A review of US thinking on alternative assessment that a) describes alternative assessment procedures, b) addresses issues relating to validity, reliability and objectivity, and c) discusses the power of alternative assessment to provide knowledge about a student.

Kohonen, V. (1997)   'Authentic Assessment as an Integration of Language Learning, Teaching, Evaluation and the Teacher's Professional Growth' in Huhta, A., V. Cohonen, L. Kurki-Suonio & S. Luoma, (eds 1997: 7-22), *Current Developments and Alternatives in Language Assessment: Proceedings of LTRC 1996*. University of Jyvaskyla: Jyvaskyla.
A collection of papers presented over the 18th Language Testing Research Colloquium in Tampere, Finland with a focus on alternative methods of assessment in language learning. The present article discusses authentic assessment as part of more educational goals of supporting learner autonomy and learning to learn strategies.

Mincham, L. (1995)

`ESL student needs procedures: an approach to language assessment in primary and secondary contexts' in Brindley G. (ed 1995: 65-91) *Language Assessment in Action*. Sydney: National centre for Language Teaching & Research, Macquarie University.

A detailed account of the genre-based approach to portfolio assessment in Australia. See section 10.2.6 of this Chapter.

O'Malley, M. & L. Valdez Pierce (1996)

Authentic assessment for English language learners. New York: Addison-Wesley.

This book, based on the US tradition, is a practical guide for teachers who work with ESL students of all grade levels. The book provides a) a comprehensive selection of practical and effective strategies for assessing oral language, reading, writing and content areas, b) solid and research-based frameworks for linking assessment to instruction, c) reproducible checklists, rating scales, and rubrics that can be adapted for local assessment needs and d) practical approaches for using portfolios, self-assessment and peer assessment accompanied by guidelines for grading practices.

Oscarson, M. (1997)

`Self-assessment of foreign and second language proficiency' in Clapham, C. & D. Corson (eds 1997: 175-187), *Encyclopedia of Language and Education Volume 7: Language Testing and Assessment*. Netherlands: Kluwer Academic.

A useful survey of the methods and effectiveness of self-assessment.

Popham, W. J. (1995)

Classroom Assessment: What teachers need to know. Boston, MA: Allyn And Bacon.

The book is a brief, practical guide to assessment. As its title suggests, it discusses what is critical for teachers to know about testing in their classrooms. It explores the relationship between classroom assessment and the daily decisions a teacher needs to make and looks at the issues of test reliability, validity and alternative assessments.

Salvia, J. & J. E. Ysseldyke (2001)

Assessment. 8th edition. USA: Houghton Mifflin Company.

The book offers perspectives on both standardized (formal) and classroom (informal) assessment methods, such as portfolio assessment, outcome-based assessment, observation, ecological assessment, and teacher-made tests.

Short, D. J. (1993)

'Assessing integrated language and content instruction' *TESOL Quarterly* 27/4: 627-656.

This article is unique in its direct and explicit focus on the implications for assessment when language and content instruction is integrated. It provides an excellent review of

assessment reform and a framework for integrated language and content assessment. The description of the skills to be measured and the procedures for assessment are very clear and useful.

Smolen, L., C. Newman, T. Wathen & D. Lee (1995)

`Developing student self-assessment strategies' *TESOL Journal* 5/1: 22-27.
A case study of portfolio assessment in Ohio, US. The emphasis is on teaching students to become independent learners.

Smith, K. (1999)

`Language Testing: Alternative Methods' in Spolsky, B. (ed 1999: 703-706), *Concise Encyclopedia of Educational Linguistics*. Amsterdam: Elsevier.

An interesting discussion of alternative assessment and presentation of various methods.

Stiggins, R. J. (2001)

Student-involved classroom assessment. 3rd edition. New Jersey: Prentice-Hall Inc.

The book shows teachers how to create classroom assessments and includes the following features: a) emphasises what teachers need to know to manage day-to-day classroom assessment effectively and efficiently, b) focuses on student well-being in assessment contexts, placing emphasis on student self-assessment, c) offers practical guidelines on how to construct all types of assessment, d) provides an explanation of how to match achievement targets to assessment methods, e) emphasises ideas for teachers and f) relates the concepts in the book to traditional notions of validity and reliability.

Tsagari, C. (2001)

'The implementation of Portfolio assessment in English classes in Greek state schools: Teachers' perceptions', Proceedings of the 12th International Conference of the Greek Applied Linguistics Association (GALA), '*The Contribution of Language Teaching and Learning to the Promotion of a Peace Culture*' Volume 8, pp. 517-527. School of Philosophy, Aristotle University of Thessaloniki, Thessaloniki.
This article presented a two-year study into portfolio classroom assessment carried out by English language Teachers in Greek state schools, and discusses the effect portfolio implementation had on students from the teacher's view point. It also makes suggestions for further research in the field based on the findings.

Tsagari, C. (2000)

'Using Alternative Assessment in Class: the case of Portfolio Assessment' *ASPECTS*, 61/6-24.
This article is an introduction to the idea of implementing portfolios in English language classes. It takes teachers through a step-by-step approach in setting up a Portfolio

assessment project, evaluating its outcomes and provides them with examples of self-assessment techniques to employ in their classes as well as with broad bibliographical list.

Van Daalen, M. (1999)

'Test Usefulness in Alternative Assessment' *Dialog on Language Instruction,* 13/1&2:1-26.
This article explores test usefulness in alternative assessment as the main topic and discusses the sub-topics of self-assessment, portfolios and diaries, video and peer observations, and peer assessment in separate sections as part of the literature review. The concept of washback and concerns about alternative assessment are subsequently addressed.

Weigle, S. (2002)

'Portfolio Assessment', Chapter 9: *Assessing Writing,* (pp. 197- 229). Cambridge: CUP.

In this chapter, the author looks at the benefits and limitations of portfolio assessment, and outlines some considerations to bear in mind when designing and implementing writing portfolio assessment in the classroom or for large-scale assessment.