APPENDIX III

ASSESSMENT BIBLIOGRAPHY AND RESOURCES

Assessment Bibliography and Resources

General Methods Books That Have Chapters on Assessment

Omaggio Hadley, A. (2001). Teaching language in context. (3rd edition). Boston, MA: Heinle & Heinle.

Shrum, J., & Glisan, E. (2000). Teacher's handbook: Contextualized language instruction.(2nd edition). Boston, MA: Heinle & Heinle.

Articles and Books

ACTFL Newsletter (1996). Stages of the OPI Interview.

Bachman, L. & Cohen, A. (1998). Interfaces between second language acquisition and language testing research. NY, NY: Cambridge University Press.

Blaz, D. (2001). A collection of performance tasks and rubrics: Foreign languages. Larchmont, NY: Eye on Education.

Cohen, A. (1994). Assessing language ability in the classroom. (2nd edition). Boston, MA: Heinle & Heinle,.

C. Hancock (Ed.). Teaching, testing, and assessment: Making the connection (1994). Report of the Northeast Conference on the Teaching of Foreign Languages. Lincolnwood, IL: National Textbook Co.

Lee, L. (1997). Using portfolios to develop L2 cultural knowledge and awareness of students in intermediate Spanish. Hispania 80 (May) pp. 355-367.

Omaggio (1982) in Govoni, J., & Feyten, C. (1999). Effects of the ACTFL-OPI-type training on student performance, instructional methods, and classroom materials in the secondary foreign language classroom. Foreign language annals 32(2), p.201.

Robinson, D.W. (1995). The CAAP training manual. Rubrics and samples. Funded by the Fund for the Improvement of Postsecondary Education. Administered through the Ohio State University Foreign Language Center.

Wiggins, G. (1993). Assessing student performance: Exploring the purpose and limits of testing. San Francisco, CA: Jossey-Bass.

Wiggins, G. (1994). Toward more authentic assessment of language performances. In C. Hancock (Ed.), Teaching, testing, and assessment: Making the connection. Northeast Conference on the Teaching of Foreign Languages. Lincolnwood, IL: National Textbook Co.

Early Language Programs

Boyles, P. (1998). Scoring rubrics: Changing the way we grade. Learning languages 4(1), 29-32.

Curtain, H. & Pesola Dahlberg, C. A. (1994). Languages and children: Making the match. Reading, MA: Scott Foresman/Addison-Wesley.

Donato R., Hamayan, E., Oller, J.W., & Shahamy, E. (1998). Assessing foreign language abilities of the early language learner. In M. Met (Ed.), Critical issues in early language learning: Building our children's future (pp. 169-197). Glenview, IL: Scott-Foresman/Addison-Wesley.

Donato, R., Tucker, G.R., Wudthayagorn, J., & Igarashi, K. (2000). Converging evidence: Attitudes, achievements, and instruction in the later years of FLES. Foreign language annals 33(4), pp. 377-393.

K-8 foreign language assessment: A bibliography (1995). L. Thompson (Ed.), Center for Applied Linguistics, Washington, DC. http://www.cal.org.

Katz, Anne. (Spring/Summer 1999). Standards-based assessment for ESOL students. ERIC/CLL news bulletin, 22, pp. 1-3.

Kucerik, J. (2000). Let's assess: Connecting students, parents, and teachers. Learning languages, 5(2). pp. 4-9.

Lipton, G. (1998). Practical handbook: Elementary foreign language programs (FLES*). Lincolnwood, IL: National Textbook Co.

Robinson, D.W. (1998). Celebrating the successes of FLES* through evaluation. In G.Lipton (Ed.), A celebration of FLES*: Sequential FLES, FLEX, and immersion. Lincolnwood, IL: National Textbook Co.

Singer, M.K (1997). Proficiency testing for middle school: Voyage à EPCOT/Viaje a EPCOT. Learning languages,2(2), 26-31.

Vandergrift, L. (2000). Setting students up for success: Formative evaluation and FLES. Foreign language annals 33(3), pp. 290-304.

Special Issues/Research/Theoretical Pieces

Brookhart, S. (1999). Response to Delanshere and Petrosky's Assessment of complex performances: Limitations of key measurement assumptions. Educational researcher 28(3), pp. 25-28.

Delandshere, G. & Petrosky, A. (1998). Assessment of complex performances: Limitations of key measurement assumptions. Educational researcher, 27(2), pp. 14-24. (This is actually about assessing teachers' portfolios for National Board Certification but it might be interesting to our readers.)

Delandshere, G. & Petrosky, A. (1999). It is also possible to quantify colors but that is not the point: A rejoinder to Brookhart. Educational researcher 28(3), pp. 28-30.

Educational leadership: What do we mean by results? Vol. 57(5). February, 2000. Association for Supervision and Curriculum Development, Alexandria, VA.

Educational leadership: Using standards & assessments. Vol. 56(6). March, 1999.Association for Supervision and Curriculum Development, Alexandria, VA.

Linn, R. (2000). Assessment and accountability. Educational researcher, 29(2), pp. 416. (History of the purposes of assessment across five decades; discussion of high standards for all students.)

Norton, B. & Stewart, G. (1999). Accountability in language assessment of adult immigrants in Canada. The Canadian modern language journal 56(2). pp. 223-244. (Interesting discussion of culturally biased assessments and how to avoid them.)

Pelligrino, J., Baxter, G., Glaser, R. (1999). Two disciplines' problem: Linking theories of cognition and learning with assessment and instructional practice. In A. Iran-Nejad and P.D. Pearson, (Eds.). Review of research in education (24). pp. 307-353. American Educational Research Association, Washington, DC.

Robinson, D. W. (2000). Building consensus on the scoring of students writing: A comparison of teacher scores versus native informants' scores. The French review, 73(4), pp. 667-688.

Shepard, L. (2000). The role of assessment in a learning culture. Educational researcher 29 (7), pp. 4-14.

Associations/National Assessments/Assessment Information/Multimedia

National French Contest Specifications. Contact AATF.

AATG National Test Specifications. Contact AATG.

National Spanish Test Specifications. Contact AATSP.

Latin Exam. Contact American Classical Conference.

Russian Exam. Contact AATSEEL

ACTFL Performance Guidelines for K-12 Learners. ACTFL, 6 Executive Plaza, Yonkers, NY. ($7.50 each). actflhq@aol.com; (914) 963-8830.

CD-ROM: Assessing Student Learning: A Practical Guide (2000). www.alliance-reform.org or (513) 761-2271. See especially the chapter on World Languages by Judith Liskin-Gasparro.

English as a Second Language Formative Assessment Package. Contents applicable to many other languages. Canadian Association of Second Language Teachers. caslt@istar.ca or www.caslt.org (613) 727-0663.

Web sites

www.cal.org/nclrc/Caidlrar.htm
The language resource archived here. Loads of great topics for FL teachers. (creating rubrics, portfolio assessment, oral assessment, etc.).

www.cal.org/ericcll/k12assessment/
Directory of K-12 Foreign Language Assessment Instruments and Resources, ERIC Clearinghouse on Languages and Linguistics.

http://carla.acad.umn.edu/slassessment.html
See how one state is solving articulation problems with an assessment battery for after level two. Samples to score, ideas for your own testing.

www.cal.org/flnaep
National Assessment of Educational Progress. NAEP in Spanish will be administered for the first time in 2003.

www.cal.org/k12nflrc/
The Performance Assessment Initiative. This initiative is designed to improve the ability of K-12 foreign language teachers to assess their students and to help them integrate assessment practices with foreign language standards.

http://www.dpi.state.nc.us
Assessment, Articulation, and Accountability (1999). North Carolina Department of Public Instruction.