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Language assessment principles and classroom practices pdf

Dr. H. Douglas Brown, a professor in the MA-TESOL program at San Francisco State University, has written many articles, teacher training books, and textbooks on language pedagogy. A past president of TESOL and recipient of the James A. Alatis Award for Distinguished Service, Dr. Brown has lectured to English language teaching audiences around the world. Learn strategies and get practical tools for developing valid classroom assessments (for any content area or grade level) to reliably gauge student knowledge, create access for language learners, and inform classroom instruction. Assessment is a critical component for educators seeking valid and reliable data about student progress and knowledge in the content and language classrooms. This interactive institute provides educators with foundational tools and strategies to plan, construct, adapt, and interpret classroom assessments. These fundamental skills can be applied to any content or language assessment used in the classroom for formative or summative purposes for any content area and grade-level. Because classroom teachers, as well and district-level staff are often tasked with constructing and administering assessments, it is essential that classroom assessments are valid and reliable, allowing students to demonstrate their knowledge and providing educators with the data they need to inform instruction. With the growing numbers of English learners being served across the U.S., the language and the format of classroom assessments must be accessible to all students and reflective of both content and language objectives. The two-day institute will feature the CAL Assessment Toolkit developed by our subject matter experts based on decades of research and practice. The toolkit provides a comprehensive framework as well as techniques and strategies for assessment development and use. Participants will gain a deeper understanding of underlying principles of assessment (such as validity, reliability, item formats, cultural bias and sensitivity and more) and leave equipped with a variety of research-based practices for assessment development and adaptation. Portions of each day will be reserved for reflection and guided practice. This useful and enlightening institute is designed for K-12 content and ESL/ELL educators. Classroom teachers, as well as coordinators, specialists, and instructional coaches are encouraged to attend. District level staff and administrators involved in assessment development will also greatly benefit from the information and practical implications of this institute. Participants will learn how to: Identify various types and purposes of assessment Analyze how to use different types of assessment appropriately in the classroom Create assessment specifications that will assure validity and reliability of classroom assessment tasks Recognize the differences between various formats of assessment tasks Analyze the advantages and disadvantages of different assessment formats Create good quality classroom assessment tasks of various formats Analyze language demands of various assessment formats Adapt classroom assessments in order to make them accessible to ELs of various proficiency levels Create good quality content and language assessment rubrics for effective evaluation of English learners Meaningfully analyze data from classroom assessments to differentiate instruction OR to customize student learning? Leverage knowledge gained from assessments to inform and differentiate classroom instruction and boost student success Attendees will receive the CAL Assessment Toolkit, an informative and useful packet of tools and strategies with hands-on guidance on how to plan, develop and adapt classroom assessments. The CAL Assessment Toolkit will contain information on the following: CAL Assessment Framework Overview and instructional cycle Constructs & Principles of validity and reliability Test specifications template (including possible adaptations for ELs) Sample Inventory of Item Types and adaptations Item Development Guidelines Bias and Sensitivity Guidelines and Checklist Rubric Guidelines and Checklist Rubric templates Certificate of Completion Participants will receive a CAL Certificate of Completion which may be used for continuing education credit. Przepraszamy, musimy tylko upewnić się, że nie jesteś robotem. 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Douglas Brown Year of publication 2018 Publisher Pearson Education City of publication Philadelphia, PA ISBN 9780134860220 Preview Preview Language Assessment (2nd Edition) Book Media > Books > Non-Fiction > Education Books Available Now [Click to Enlarge] Language Assessment provides a clear presentation of the essentials for assessing second language learning fairly and effectively. The updated second edition includes new research and information on standardized tests, a chapter on form-focused assessment, and a concise glossary. Updated references and new information reflecting recent advances and current challenges in the field Systematic treatment of assessment for all four language skills (reading, writing, speaking, and listening) as well as grammar and vocabulary Level Title ISBN Price Price Incl. Tax Book 9780138149314 ¥ 6,370 ¥ 7,007 Language Assessment: Principles and Classroom Practices is designed to offer a comprehensive survey of essential principles and tools for second language assessment. Its first and second editions have been successfully used in teacher-training courses, teacher certification curricula, and TESOL master of arts programs. As the third in a trilogy of teacher education textbooks, it is designed to follow H. Douglas Brown's other two books, Principles of Language Learning and Teaching and Teaching by Principles. Language Assessment features uncomplicated prose and a systematic, spiraling organisation. Concepts are introduced with practical examples, understandable explanations, and succinct references to supportive research. The research literature on language assessment can be quite complex and assume that readers have technical knowledge and experience in testing. By the end of Language Assessment, however, readers will have gained access to this not-so-frightening field. They will have a working knowledge of a number of useful, fundamental principles of assessment and will have applied those principles to practical classroom contexts. They will also have acquired a storehouse of useful tools for evaluating and designing practical, effective assessment techniques for their classrooms. Authors: H. Douglas Brown, Priyanvada Abeywickrama Subject: Methodology ISBN: 9780134860220 Copyright: 2018 Retail price: \$70.95 Number of pages: 400 Format: Hardback Language Assessment: Principles and Classroom Practices is designed to offer a comprehensive survey of essential principles and tools for second language assessment. Its first and second editions have been successfully used in teacher-training courses, teacher certification curricula, and TESOL master of arts programs. 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Assessment Concepts and Issues Principles of Language Assessment Designing Classroom Language Tests Standards-Based Assessment Standardized Testing Assessing Listening Assessing Speaking Assessing Reading Assessing Writing Assessing Grammar and Vocabulary Grading and Student Evaluation Beyond Letter Grading H. Douglas Brown Professor Brown is currently Director of the American Language Institute. Previously, he taught at the University of Michigan and the University of Illinois. He was the President of TESOL from 1980 to 1981. And, from 1970 to 1979 he was the Editor of Language Learning. Professor Brown has published many articles and books on second language acquisition and pedagogy, including Principles of Language Learning and Teaching, Priyanvada Abeywickrama Language Assessment: Principles and Classroom Practices Textbooks | Buy Textbooks | Education Textbooks | Student Assessment Textbooks Summary Author bio Table of contents Digital rights Language Assessment provides teachers with a clear presentation of the essentials for assessing second language learning fairly and effectively. This updated second edition includes new research and information on standardized tests, a new chapter on form-focused assessment, and a concise glossary of terms. With a focus on the most common pedagogical challenge - classroom-based assessment - Language Assessment delivers useful tools for evaluating and designing practical, effective assessment techniques. Features: Updated references and new information reflecting recent advances and current challenges in the field. Classification of assessment techniques ranging from controlled to open-ended item types on a specified continuum of micro- and macroskills of language. Systematic treatment of assessment for all four language skills (reading, writing, speaking, and listening) as well as grammar and vocabulary. Discussion of large-scale standardized tests, the ethics of testing, letter grading, and overall evaluation of student performance. Comprehensive presentation of alternatives in assessment, such as portfolios, journals, conferences, observations, interviews, and self- or peer-assessment. Add a review and share your thoughts with other readers. Be the first. Add a review and share your thoughts with other readers. Be the first.

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