Contents

Ack	Acknowledgements	
List	t of figures	ci
List	t of tables	×
Pre	eface	xii
1 T	esting and assessment in context	1
	Test purpose	1
	···	2
	Testing rituals	5
	Unintended consequences	9
	Testing and society Historical interlude I	1-
	The politics of language testing	12
	Historical interlude II	15
	Professionalising language education and testing	17
	Validity	19
	vities	2
2 S	standardised testing	3~
	Two paradigms	3-
2.	Testing as science	32
3.	What's in a curve?	35
4.	The curve and score meaning	36
	Putting it into practice	37
	Test scores in a consumer age	42
	Testing the test	44
	Introducing reliability	46 47
	Calculating reliability	54
	Living with uncertainty Reliability and test length	57
	Reliability and test length Relationships with other measures	57
	Measurement	59
	vities	60

3 CI	assroom assessment	67
1. L	_ife at the chalk-face	67
2. <i>A</i>	Assessment for Learning	68
3. 8	Self- and peer-assessment	70
4. [Dynamic Assessment	72
5. l	Understanding change	75
6. <i>A</i>	Assessment and second language acquisition	77
7. (Oriterion-referenced testing	79
8. [Dependability	81
9. 3	Some thoughts on theory	87
Activi	ities	90
4 De	eciding what to test	93
1.	The test design cycle	93
2. (Construct definition	96
3. \	Where do constructs come from?	102
	Models of communicative competence	105
	From definition to design	118
Activ	ities	120
	esigning test specifications	127
	What are test specifications?	127
	Specifications for testing and teaching	134
	A sample detailed specification for a reading test	139
	Granularity	147
	Performance conditions	148
	Target language use domain analysis	149
	Moving back and forth	154
Activ	ities	155
	valuating, prototyping and piloting	159
	Investigating usefulness and usability	159
	Evaluating items, tasks and specifications	159
	Guidelines for multiple-choice items	172
	Prototyping	173
	Piloting	179
	Field testing	185
	Item shells	186
	Operational item review and pre-testing	188
Activ	ities	190
	coring language tests	197
1.	Scoring items	197

Conter	nts v
--------	-------

2. 3. 4. 5. 6. Act	Scorability Scoring constructed response tasks Automated scoring Corrections for guessing Avoiding own goals ivities	201 208 216 218 219 220
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13.	It's as old as the hills The definition of 'standards' The uses of standards Unintended consequences revisited Using standards for harmonisation and identity How many standards can we afford? Performance level descriptors (PLDs) and test scores Some initial decisions Standard-setting methodologies Evaluating standard setting Training The special case of the CEFR You can always count on uncertainty ivities	225 225 225 226 228 229 231 233 234 236 241 243 244 248
1. 2. 3. 4. 5. 6. 7. 8. 9.	No, no. Not mel Controlling extraneous variables Rituals revisited Standardised conditions and training Planned variation: accommodations Unplanned variation: cheating Scoring and moderation Data handling and policy Reporting outcomes to stakeholders The expense of it all vities	253 253 254 258 259 262 264 267 268 269 272
10 1. 2. 3. 4. 5. 6.	Testing and teaching The things we do for tests Washback Washback and content alignment Preparing learners for tests Selecting and using tests The gold standard	277 277 277 282 288 292 295

vi Contents	
Activities	298
Epilogue	300
Appendices	301
Glossary	319
References	325
Index	343