

Annotated Bibliography

Bailey, K. (1998). *Learning About Language Assessment*. Boston MA: Heinle / Thomson. This book provides a user-friendly introduction to key concepts in assessment. Terms such as validity and reliability are clearly described and illustrated. The book is filled with examples of assessment tools and tasks taken from a wide variety of sources.

Brindley, G. (2003). Classroom-based assessment. In D. Nunan (ed.) *Practical English Language Teaching*. New York: McGraw Hill.

This chapter provides a practical introduction to classroom assessment for language teachers. It describes four key principles to bear in mind when doing classroom assessment and illustrates these with examples from a number of different sources.

Brown, J.D. (ed.) (1998). *New Ways of Classroom Assessment*. Alexandria VA: TESOL. This book in the TESOL New Ways series is a compendium of practical ideas for assessment that have been created by classroom teachers. It contains assessment ideas drawing on a wide range of informal techniques including observation, self assessment, portfolios, journals and conferences.

Cohen, A. (1994). *Assessing Language Ability in the Classroom*. Boston MA: Heinle / Thomson.

Cohen provides both a theoretical and practical overview of assessment issues in the language classroom. As with the other volumes in this annotated bibliography, the key issues and ideas presented in the book are illustrated with numerous examples of assessment instruments.

Genesee, F. and J. Upshur. (1996). *Classroom-based Evaluation in Second Language Education*. Cambridge: Cambridge University Press.

This book seeks to provide an introduction to key concepts in classroom-based assessment and evaluation. It deals with both formal and informal assessment. Technical issues such as test construction and scoring are dealt with in an accessible manner without a lot of technical terminology. The section on evaluation without tests, which includes chapters on observation, portfolios and conferences, and journals, questionnaires and interviews, will probably be of most interest to classroom teachers.

O'Malley, J. M. and L. Valdez-Pierce. (1996). *Authentic Assessment for English Language Learners*. New York: Addison-Wesley.

This book is of interest because it introduces and exemplifies tools that are particularly relevant to task-based assessment, including observations, checklists, interviews and portfolios. It also presents ways in which assessment can be integrated with learning and teaching.

Weeden, P., J. Winter and P. Broadfoot. (2002). *Assessment: What's in it for Schools?* London: Routledge.

This looks at assessment from the perspective of the classroom teacher. The book is intended for practitioners who want to develop their skills in using assessment to improve learning and teaching rather than for certification purposes. Important questions raised in the book include: (1) Can assessment actually raise standards? (2) How can current assessment practices be improved? and (3) How does self assessment help learners to learn?