**ASSESSMENT LITERACY: SELECTED REFERENCES**

**(Last updated 19 September 2017)**

Bachman, L. F. (2004). *Statistical analyses for language assessment*. Cambridge, UK: Cambridge University Press.

Bailey, K. M., & Brown, J. D. (1996). Language testing courses: What are they? In A. Cumming & R. Berwick (Eds.), *Validation in language testing* (pp. 236-256). Philadelphia, PA: Multilingual Matters.

Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan, 80*(2), 139-144, 146-148. Retrieved from http://www.jstor.org/stable/20439383

Bracey, G.W. (2000). *Thinking about tests and testing: A short primer in 'assessment literacy'.* Washington, DC: American Youth Policy Forum in Cooperation with the National Conference of State Legislators. Retrieved from http://www.aypf.org/publications/braceyrep.pdf

Brindley, G. (1998). Assessing in the AMEP: Current trends and future directions. *Prospect, 13*(3), 59-73.

Brindley, G. (2001a). Language assessment and professional development. In C. Elder, A. Brown, K. Hill, N. Iwashita, T. Lumley, T. McNamara, & K. O’Loughlin (Eds.), *Experimenting with uncertainty: Essays in honour of Alan Davies* (pp. 126-136). Cambridge, UK: Cambridge University Press.

Brindley, G. (2001b). Outcomes-based assessment in practice: Some examples and emerging insights. *Language Testing*, *18*(4), 393-408. doi: 10.1177/026553220101800405

Brown, J. D., & Bailey, K. M. (2008). Language testing courses: What are they in 2007? *Language Testing*, *25*(3), 349-383. doi: 10.1177/0265532208090157

Brumfit, C. (2010). Literacy or literacies? Academic identities in a language-sharing world. In G. Blue (Ed.), *Developing academic literacy*. (pp. 13-24). Bern, Switzerland: Peter Lang.

Clarke, S., & Gipps, C. (2000). The role of teachers in formative teacher assessment in England 1996–1998. *Evaluation and Research in Education*, *4*(1), 38–52. Retrieved from http://dx.doi.org/10.1080/09500790008666960

Coombe, C., Troudi, S., & Al-Hamly, M. (2012). Foreign and second language teacher assessment literacy: Issues, challenges, and recommendations. In C. Coombe, P. Davidson, B. O’Sullivan, & S. Stoynoff (Eds.), *The Cambridge guide to second language assessment* (pp. 20–29). Cambridge, UK: Cambridge University Press.

Davies, A. (2008). Textbook trends in teaching language testing. *Language Testing, 25*(3), 327-347. doi:10.1177/0265532208090156

Davison, C. (2007). Views form the chalkface: English language school-based assessment in Hong-Kong. *Language Assessment Quarterly, 4*(1), 37-68. doi: 10.1080/15434300701348359

Davison, C. (2013). Innovation in assessment: Common misconceptions and problems. In K. Hyland & L. L. C. Wong (Eds.), *Innovation and change in English language education* (pp. 263–275). Abingdon, UK: Routledge.

DeLuca, C., & Klinger, D. A. (2010). Assessment literacy development: Identifying gaps in teacher candidates’ learning. *Assessment in Education: Principles, Policy & Practice*, *17*(4), 419–438. doi: 10.1080/0969594X.2010.516643

Dochy, F., & Segers, M. (2001). Using information and communication technology (ICT) in tomorrow’s universities and using assessment as a tool for learning by means of ICT. In Van der Molen, H. J. (Ed.), *Virtual university? Educational environments of the future*. London, UK: Portland.

ESCorg (2013, 08, 20). *Assessment literacy: The overlooked ingredient in educator effectiveness*. [Video file]. Retrieved from https://www.youtube.com/watch?v=Wg\_tz3GJy0U

Falsgarf, C. (2006). Why a national assessment summit? New visions in action. In M. H. Rosenbusch (Ed.), *New visions in action: National assessment summit papers* (pp. 5-8) Alexandria, VA: US Department of Education. Retrieved from http://files.eric.ed.gov/fulltext/ED527580.pdf

Falvey, P., & Cheng, L. (1995). A comparative study of teachers’ beliefs about assessment principles and practices. *Language Testing Update*, *18,* 38–39.

Fulcher, G. (2010). *Practical language testing.* London, UK: Hodder.

Fulcher, G. (2012). Assessment literacy for the language classroom. *Language Assessment Quarterly,* *9*(2), 113- 132. Retrieved from http://dx.doi.org/10.1080/15434303.2011.642041

Fulcher, G. (2015). *Re-examining language testing: A philosophical and social enquiry*. New York, NY: Routledge.

Gipps, C. (1994). *Beyond testing: Towards a theory of educational measurement*. London, UK: Falmer.

Hakim, B. (2015). English language teachers’ ideology of ELT assessment literacy. *International Journal of Education & Literacy Studies*, *4*(3), 42-48. doi:10.7575/aiac.ijels.v.3n.4p.42

Hamp-Lyons, L. (2007). The impact of testing practices on teaching: Ideologies and alternatives. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 487–504). Norwell, MA: Springer.

Harding, L., & Kremmel, B. (2016). Teacher assessment literacy and professional development. In D. Tsagari & J. Banerjee (Eds.), *Handbook of second language assessment: Volume 12 of handbooks on applied linguistics* (pp. 413-428). Berlin, Germany: Walter de Gruyter GmbH & Co KG. doi: https://doi.org/10.1515/9781614513827-027

Harper, C. A., & de Jong, E. J (2009). English language teacher expertise: The elephant in the room. *Language and Education*, *23*(2), 137-151. doi: 10.1080/09500780802152788

Hill, K., & McNamara, T. (2011). Developing a comprehensive empirically based research framework for classroom based assessment. *Language Testing*, *29*(3), 395-420. doi: 10.1177/0265532211428317

Inbar-Lourie, O. (2008a). Constructing a language assessment knowledge base: A focus on language assessment courses. *Language Testing, 25*(3), 385-402. doi: 10.1177/0265532208090158

Inbar-Lourie, O. (2008b). Language assessment culture. In E. Shohamy & N. H. Hornberger (Eds.), *Language testing and assessment: Encyclopedia of language and education.* (2nd ed., Vol. 7, pp. 285–300). New York, NY: Springer.

Inbar-Lourie, O. (2013). Language assessment literacy. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 2923–2931). Oxford, UK: Blackwell.

Jeong, H. (2013). Defining assessment literacy: Is it different for language testers and non-language testers? *Language Testing*, *30*(3), 345-362. doi: 10.1177/0265532213480334

Jin, Y. (2010). The place of language testing and assessment in the professional preparation of foreign language teachers in China. *Language Testing*, *27*(4), 555-584. doi: 10.1177/0265532213480334

Kleinsasser, R. C. (2005). Transforming a postgraduate level assessment course: A second language teacher educator’s narrative. *Prospect*, *20*(3), 77-102. Retrieved from http://www.ameprc.mq.edu.au/docs/prospect\_journal/volume\_20\_no\_3/20\_3\_6\_Kleinsasser.pdf

Koh, K. H. (2011). Improving teachers' assessment literacy through professional development. *Teaching Education, 22*(3), 255-276. doi: 10.1080/10476210.2011.593164

Kunnan, A. J. (2004). Regarding language assessment. *Language Assessment Quarterly*, *1*(1), 1-4. doi: 10.1207/s15434311laq0101\_1

Lado, R. (1961). *Language testing: The construction and use of foreign language tests*. London, UK: Longman.

Lam, R. (2015). Language assessment training in Hong Kong: Implications for language assessment literacy. *Language Testing*, *32*(2), 169-197. 10.1177/0265532214554321

Malone, M. E. (2008). Training in language assessment. In E. Shohamy & N. Hornberger (Eds.). *Language Testing and Assessment: Encyclopedia of Language and Education* (2nd ed., Vol. 7, pp. 225-233). New York, NY: Springer Science and Business.

Malone, M. E. (2013). The essentials of assessment literacy: Contrasts between testers and users. *Language Testing,* *30*(3), 329-344. doi: 10.1177/0265532213480129

McMillan, J. H. (2000). Fundamental assessment principles for teachers and school administrators. *Practical assessment, Research and Evaluation*, *7*(8). Retrieved from http://PAREonline.net/getvn.asp?v=7&n=8

McNamara, T. (2001). Language assessment as social practice: Challenges for research. *Language Testing*, *18*(4), 333–349. doi: 10.1177/026553220101800402

O'Loughlin, K. (2006). Learning about second language assessment: Insights from a post-graduate student online forum. *University of Sydney Papers in TESOL, 1*(1), 75-85. Retrieved from http://faculty.edfac.usyd.edu.au/projects/usp\_in\_tesol/pdf/volume01/article04.pdf

O’Loughlin, K. (2013). Developing the assessment literacy of university proficiency test users, *Language Testing*, *30*(3), 363-380. doi: 10.1177/0265532213480336

Pill, J., & Harding, L. (2013). Defining the language assessment literacy gap: Evidence from a parliamentary inquiry. *Language Testing*, *30*(3), 381-402. doi: 10.1177/0265532213480337

Popham, W. J. (2004). All about accountability: Why assessment illiteracy is professional suicide. *Educational Leadership, 62*(1), 82-83. Retrieved from http://www.ascd.org/publications/educational-leadership/sept04/vol62/num01/Why-Assessment-Illiteracy-Is-Professional-Suicide.aspx

Popham, W. J. (2009). Assessment literacy for teachers: Faddish or fundamental? *Theory into practice*, *48*(1), 4-11. doi: 10.1080/00405840802577536

Popham, W. J. (2011). Assessment literacy overlooked: A teacher educator’s confession. *The Teacher Educator*, *46*(4), 265–273. doi: 10.1080/08878730.2011.605048

Scarino, A. (2013). Language assessment literacy as self-awareness: Understanding the role of interpretation in assessment and in teacher learning. *Language Testing*, *30*(3), 309-327. doi: 10.1177/0265532213480128

Scarino, A. (2000). Complexities in describing and using standards in languages education in the school setting: whose conceptions and values are at work? *Australian Review of Applied Linguistics*, *23*(2), 7–20. doi: 10.1075/aral.23.2.01sca

Shepard, L. A. (2000). *The role of classroom assessment in teaching and learning* (CSE Technical Report 517). Center for the studying of evaluation, National Center for Research on Evaluation, Standards, and Student Testing, University of California, Los Angeles. Retrieved from http://cresst.org/wp-content/uploads/TECH517.pdf

Shepard, L. A., (2000). The role of assessment in a learning culture. *Educational Researcher*, *29*(7), 4-14. doi: 10.3102/0013189X029007004

Shohamy, E. (2007). The power of language tests, the power of the English language and the role of ELT. In J. Cummins, & C. Davison (Eds.), *International handbook of English language teaching: Part I* (pp. 521-532). New York, NY: Springer Science and Business Media.

Shohamy, E. (2014). *The power of tests: A critical perspective on the uses of language tests*. Harlow, UK: Longman.

Stiggins, R. J. (1991). Assessment literacy. *Phi Delta Kappan*, *72*(7), 534-539. Retrieved from http://www.jstor.org/stable/20404455

Stiggins, R. J. (2002). The absence of assessment for learning. *Phi Delta Kappan*, *83*(10), 785-765. Retrieved from http://www.jstor.org/stable/20440249

Taylor, L. (2000). Stakeholders in language testing. *Research Notes,* 2*,* 2-4. Retrieved from http://www.cambridgeenglish.org/images/22642-research-notes-02.pdf

Taylor, L. (2009). Developing assessment literacy. *Annual Review of Applied Linguistics*, *29*, 21-36. doi:10.1017/S0267190509090035

Taylor, L. (2013). Communicating the theory, practice, and principles of language testing to test stakeholders: Some reflections. *Language Testing, 30*(3), 403-412. doi: 10.1177/0265532213480338

Volante, L., & Fazio, X. (2007). Exploring teacher candidates’ assessment literacy: Implications for teacher education reform and professional development. *Canadian Journal of Education*, 30, 3, 749–770. doi: 10.2307/20466661

Weigle, S. C. (2007). Teaching writing teachers about assessment. *Journal of Second Language Writing*, *16*(3), 194–209. doi: 10.1016/j.jslw.2007.07.004

Wiliam, D. (2001). An overview of the relationship between assessment and the curriculum. In D. Scott (Ed.), *Curriculum and assessment* (pp. 165–181). Westport, CT: Ablex.

Xu, Y. (2016). Teacher assessment planning within the context of university English language teaching (ELT) in China: Implications for assessment literacy. *Australia Review of Applied Linguistics, 39*(3), 233-254.

Xu, Y., & Brown, G.T.L. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education,* 58, 149-162.

Xu, Y., & Brown, G. T. L. (2017). University English teacher assessment literacy: A survey-test report from China. *Papers in Language Testing and Assessment, 6*(1), 133-158.

Xu, Y., & Carless, D. (2017). ‘Only true friends could be cruelly honest’: Cognitive scaffolding and social-affective support in teacher feedback literacy. *Assessment & Evaluation in Higher Education*, *42*(7), 1082-1094.

 Zolfaghari, S., & Ashraf, H. (2015). The relationship between EFL teachers’ assessment literacy; their teaching experience; and their age: A case of Iranian EFL teachers. *Theory and Practice in Language Studies*, *5*(12), 2550-2556. Retrieved from http://dx.doi.org/10.17507/tpls.0512.16