**RELIABILITY: SELECTED REFERENCES**

**(Last updated 10 September 2022)**

Al Noor, H. (2020). A probe into the different aspects of ‘Validity’and ‘Reliability’of IELTS writing test. *International Journal of English Literature and Social Sciences, 5*(4), 968-972.

Arnon, I. (2020). Do current statistical learning tasks capture stable individual differences in children? An investigation of task reliability across modality. *Behavior Research Methods*, *52*(1), 68-81.

Attali, Y., Lewis, W., & Steier, M. (2013). Scoring with the computer: Alternative procedures for improving the reliability of holistic essay scoring. *Language Testing*, *30*(1), 125-141.

Berk, (1984). Selecting the index of reliability (pp. 231-266). In R. A. Berk (Ed.) *A guide to criterion-referenced test construction*. Johns Hopkins University.

Biler, A. (2019). The reliability and readability tools in L2 reading. In S. Papageorgiou & K. M. Bailey (Eds.), *Global perspectives on language assessment: Research, theory, and practice* (pp. 108-121). Routledge.

Brown, G. T. L., Glasswell, K., & Harland, D. (2004). Accuracy in the scoring of writing: Studies of reliability and validity using a New Zealand writing assessment system. *Assessing Writing, 9*, 105–121.

#### Brown, J. D. (2001). Can we use the Spearman-Brown prophecy formula to defend low reliability?. JALT Testing & Evaluation SIG Newsletter, 4(3), 7-11.

Brown, J. D. (2002). The Cronbach alpha reliability estimate. *JALT Testing & Evaluation SIG Newsletter*, *6*(1), 17-19.

Brown, J. D. (2007). Multiple views of L1 writing score reliability. *Second Language Studies, 25*(2), 1-31. [http://www.hawaii.edu/sls/uhwpesl/25(2)/BrownWritingGstudy.pdf](http://www.hawaii.edu/sls/uhwpesl/25%282%29/BrownWritingGstudy.pdf)

Berk, (1984). Selecting the index of reliability (pp. 231-266). In R. A. Berk (Ed.) *A guide to criterion-referenced test construction*. Johns Hopkins University.

Blomert, L., Kean, M. L., Koster, C., & Schokker, J. (1994). Amsterdam—Nijmegen everyday language test: construction, reliability and validity. *Aphasiology*, *8*(4), 381-407.

Buck, G. (1992). Translation as a language testing procedure: Does it work?. *Language Testing*, *9*(2), 123-148.

Chapelle, C. A. (2012). Reliability in language assessment. *The Encyclopedia of Applied Linguistics*, *10*, 4918-4923.

Chiedu, R. E., & Omenogor, H. D. (2014). The concept of reliability in language testing: Issues and solutions. *Journal of Resourcefulness and Distinction*, *8*(1), 1-9.

Cho, D. (1999). A study on ESL writing assessment: Intra-rater reliability of ESL compositions. *Melbourne Papers in Language Testing*, *8*(1), 1-24.

Cole, K. N., Mills, P. E., & Dale, P. S. (1989). Examination of test-retest and split-half reliability for measures derived from language samples of young handicapped children. *Language, Speech, and Hearing Services in Schools*, *20*(3), 259-268.

Considine, J., Botti, M., & Thomas, S. (2005). Design, format, validity and reliability of multiple choice questions for use in nursing research and education. *Collegian*, *12*(1), 19-24.

Cronbach, L. J., Rajaratnam, N., & Gleser, G. C. (1963). Theory of generalizability: A liberalization of reliability theory. *British Journal of Statistical Psychology, 16*, 137-163.

Davis, K. A. (1992). Validity and reliability in qualitative research on second language acquisition and teaching: Another researcher comments…. *TESOL Quarterly*, *26*(3), 605-608.

Dobrić, N. (2018). Reliability, validity, and writing assessment: A timeline. *ELOPE: English Language Overseas Perspectives and Enquiries*, *15*(2), 9-24.

East, M. (2009). Evaluating the reliability of a detailed analytic scoring rubric for foreign language writing. *Assessing Writing*, *14*(2), 88-115.

Fiske, S. I., Haddeland, A. L., Skipar, I., Bootsma, J. N., Geytenbeek, J. J., & Stadskleiv, K. (2020). Assessing language comprehension in motor impaired children needing AAC: validity and reliability of the Norwegian version of the receptive language test C-BiLLT. *Augmentative and Alternative Communication*, *36*(2), 95-106.

Fouly, K. A., & Cziko, G. A. (1985). Determining the reliability, validity, and scalability of the graduated dictation test. *Language Learning*, *35*(4), 555-566.

Friberg, J. C. (2010). Considerations for test selection: How do validity and reliability impact diagnostic decisions?. *Child Language Teaching and Therapy*, *26*(1), 77-92.

Fulcher, G. (1997). An English language placement test: Issues in reliability and validity. *Language Testing*, *14*(2), 113-139.

Gamaroff, R. (2000). Rater reliability in language assessment: The bug of all bears. *System*, *28*(1), 31-53.

Gavin, W. J., & Giles, L. (1996). Sample size effects on temporal reliability of language sample measures of preschool children. *Journal of Speech, Language, and Hearing Research*, *39*(6), 1258-1262.

Geffen, G., & Caudrey, D. (1981). Reliability and validity of the dichotic monitoring test for language laterality. *Neuropsychologia*, *19*(3), 413-423.

Haertel, E. H. (2006). Reliability. In R. L. Linn (Ed.), *Educational measurement* (4th ed., pp. 65-110). American Council on Education & Praeger.

Hashemi, A., & Daneshfar, S. (2018). A review of the IELTS test: Focus on validity, reliability, and washback. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *3*(1), 39-52.

Hayes, J. R., & Hatch, J. A. (1999). Issues in measuring reliability: Correlation versus percentage of agreement. *Written Communication, 16*, 354-367.

Heilmann, J., Miller, J. F., Iglesias, A., Fabiano-Smith, L., Nockerts, A., & Andriacchi, K. D. (2008). Narrative transcription accuracy and reliability in two languages. *Topics in Language Disorders*, *28*(2), 178-188.

Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, *20*(3), 559-562.

Hout, B. (1990). Reliability, validity, and holistic scoring: What we know and what we need to know. *College Composition and Communication*, *41*, 201-213.

Hughes, M. A., & Garrett, D. E. (1990). Intercoder reliability estimation approaches in marketing: A generalizability theory framework for quantitative data. *Journal of Marketing Research*, *27,* 185-195.

Jing, X. (2019). The reliability and validity of language proficiency assessments for English language learners. *Frontier of Higher Education*, *1*(1), 36-42.

Johnson, R. L., Penny, J., & Gordon, B. (2001). Score resolution and the interrater reliability of holistic scores in rating essays. *Written Communication, 18*, 229-249.

Jones, E. (2006). Accuplacer’s essay-scoring technology: When reliability does not equal validity. In P. F. Ericsson & R.H. Haswell (Eds.), *Machine scoring of student essays: Truth and consequences* (pp. 93-113). Utah State University Press.

Jones, N. (2012). Reliability and dependability. In G. Fulcher & F. Davidson (Eds.), *The Routledge handbook of language testing* (pp. 364-376). Routledge.

Kang, O., & Rubin, D. L. (2012). Intra-rater reliability of oral proficiency ratings. *International Journal of Educational and Psychological Assessment, 12*(1), 43-61.

Karuppaiah, S., & Raof, A. H. A. (2020). The impact of rater training on rater reliability in an English oral test. *Asian Journal of Assessment in Teaching and Learning*, *10*(2), 94-105.

Kember, D., & Leung, D. Y. (2008). Establishing the validity and reliability of course evaluation questionnaires. *Assessment & Evaluation in Higher Education*, *33*(4), 341-353.

Kim, S., Ryu, N. Y., & Won, Y. (2021). Reliability of web-based French phoneme erception test. *디지털콘텐츠학회논문지 (J. DCS)*, *22*(12), 2099-2109.

Krzanowski, W. J., & Woods, A. J. (1984). Statistical aspects of reliability in language testing. *Language Testing*, *1*(1), 1-20.

Larsson, T., Paquot, M., & Plonsky, L. (2020). Inter-rater reliability in learner corpus research: Insights from a collaborative study on adverb placement. *International Journal of Learner Corpus Research*, *6*(2), 237-251.

Lee, G., & Frisbie, D. A. (1999). Estimating reliability under a generalizability theory model for test scores composed of testlets. *Applied Measurement in Education, 12*, 237-255.

Liao, C.-W., & Qu, Y. (2010). *Alternate forms test-retest reliability and test score changes for the TOEIC Speaking and Writing tests* (TOEIC Compendium Study TC-10-10). Educational Testing Service.

Liao, Y. F. (2004). Issues of validity and reliability in second language performance assessment. *online] Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, *4*(2), 1-4.

Liu, Z., Li, T., & Diao, H. (2020). Analysis on the reliability and validity of teachers' self-designed English listening test. *Journal of Language Teaching and Research*, *11*(5), 801-808.

Lombard, M., Snyder-Duch, J., & Bracken, C. C. (2002). Content analysis in mass communication: Assessment and reporting of intercoder reliability. *Human Communication Research*, *28*(4), 587-604.

Longabach, T., & Peyton, V. (2018). A comparison of reliability and precision of subscore reporting methods for a state English language proficiency assessment. *Language Testing*, *35*(2), 297-317.

Ma, W., & Winke, P. (2019). Self‐assessment: How reliable is it in assessing oral proficiency over time?. *Foreign Language Annals*, *52*(1), 66-86.

McKay, T. H., & Plonsky, L. (2020). Reliability analyses: Estimating error. In P. Winke & T. Brunfaut (Eds.), *The Routledge handbook of second language acquisition and language testing* (pp. 468-482). Routledge.

McWilliam, R. A., & Ware, W. B. (1994). The reliability of observations of young children's engagement: An application of generalizability theory. *Journal of Early Intervention*, *18*(1), 34-47.

Mistar, J. (2011). A study of the validity and reliability of self-assessment. *Teflin Journal*, *22*(1), 45-58.

Nicholson, S. J. (2015). Evaluating the TOEIC® in South Korea: Practicality, reliability and validity. *International Journal of Education*, *7*(1), 221-233.

Obeidat, M. F. A., & Sheik, A. (2021). An evaluation of the national English language exam in Jordan for postgraduate studies: Validity and reliability. *International Journal of English Language Education, 9*(2), 96-113.

Önen, E., & Yayvak, M. K. T. (2019). Investigation of interrater reliability in the evaluation of foreign language writing skills with multigroup confirmatory factor analysis. *Journal of Education and Training Studies*, *7*(1), 30-37.

Pavelko, S. L., Price, L. R., & Owens Jr, R. E. (2020). Revisiting reliability: Using Sampling Utterances and Grammatical Analysis Revised (SUGAR) to compare 25-and 50-utterance language samples. *Language, Speech, and Hearing Services in Schools*, *51*(3), 778-794.

Penny, J., Johnson, R. L., & Gordon, B. (2000). The effect of rating argumentation on inter-rater reliability: An empirical study of a holistic rubric. *Assessing Writing, 7*, 143-164.

Phakiti, A. (2003). A closer look at the relationship of cognitive and metacognitive strategy use to EFL reading achievement test performance. *Language Testing*, *20*(1), 26-56.

Plonsky, L., & Derrick, D. J. (2016). A meta-analysis of reliability coefficients in second language research. *The Modern Language Journal, 100*(2), 538-553.

Polio, C., & Yoon, H. (2018). The reliability and validity of automated tools for examining variation in syntactic complexity across genres. *International Journal of Applied Linguistics, 28*(1), 165**-**188.

Qureshi, M. A. (2020). Grammaticality judgment task: Reliability and scope. *Journal of Asia TEFL, 17(*2), 349-362. <http://doi.org/10.18823/asiatefl.2020.17.2.3.349>

Rahman, M. S. (2020). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language “testing and assessment” research: A literature review. *Journal of Education and Learning, 6*(1), 102-112. <https://pearl.plymouth.ac.uk/bitstream/handle/10026.1/16598/EJ1120221.pdf?sequence=1>

Rohmah, N. (2019). Validity and reliability study on teacher-made assessment for English mid-term examination. *Advances in Social Science, Education and Humanities Research,* 254, 107-110.

Rezaei, A. R., & Lovorn, M. (2010). Reliability and validity of rubrics for assessment through writing. *Assessing Writing*, *15*(1), 18-39.

Roebroeck, M. E., Harlaar, J., & Lankhorst, G. J. (1993). The application of generalizability theory to reliability assessment: An illustration using isometric force measurements. *Physical Therapy*, *73*(6), 386-395.

Rybowiak, V., Garst, H., Frese, M., & Batinic, B. (1999). Error orientation questionnaire (EOQ): Reliability, validity, and different language equivalence. *Journal of Organizational Behavior*, 527-547.

Sepulveda, R. E., Davidow, J. H., Altenberg, E. P., & Šunić, Z. (2021). Reliability of judgments of stuttering-related variables: The effect of language familiarity. *Journal of Fluency Disorders*, *69*, <https://doi.org/10.1016/j.jfludis.2021.105851>.

Shale, D, (2004). Essay reliability: Form and meaning. In W. M. White, W. D. Lutz, & S. Kamusikiri (Eds.), *Assessment of writing: Politics, policies, practices* (pp. 76-96). The Modern Language Association of America.

Shaw, S. (2002). The effect of training and standardization on rater judgement and inter-rater reliability. *Research Notes, 9*, 13–17. Retrieved from <http://www.cambridgeesol.org/rs> \_notes/rs\_nts8.pdf

Shohamy, E. (1983). Rater reliability of the oral interview speaking test. *Foreign Language Annals*, *16*(3), 219-222.

Shohamy, E., Gordon, C. M., & Kraemer, R. (1992). The effect of raters' background and training on the reliability of direct writing tests. *The Modern Language Journal*, *76*(1), 27-33.

Subkoviak, M.J. (1988). A practitioner's guide to computation and interpretation of reliability indices for mastery tests. *Journal of Educational Measurement, 25*, 47-55.

Surface, E. A., & Dierdorff, E. C. (2003). Reliability and the ACTFL Oral Proficiency Interview: Reporting indices of interrater consistency and agreement for 19 languages. *Foreign Language Annals*, *36*(4), 507-519.

Swartz, C. W., Hooper, S. R., Montgomery, J. W., Wakely, M. B., De Kruif, R. E., Reed, M., ... & White, K. P. (1999). Using generalizability theory to estimate the reliability of writing scores derived from holistic and analytical scoring methods. *Educational and Psychological Measurement*, *59*(3), 492-506.

Symonds, P. M. (1924). On the loss of reliability in ratings due to coarseness of the scale. *Journal of Experimental Psychology, 7*(6), 456–461. doi: 10.1037/h0074469

Thompson, I. (1995). A study of interrater reliability of the ACTFL oral proficiency interview in five European languages: Data from ESL, French, German, Russian, and Spanish. *Foreign Language Annals*, *28*(3), 407-422.

Vangeneugden, T., Laenen, A., Geys, H., Renard, D., & Molenberghs, G. (2005). Applying concepts of generalizability theory on clinical trial data to investigate sources of variation and their impact on reliability. *Biometrics*, *61*(1), 295-304.

Webb, N. M., Shavelson, R. J., &Haertel, E. H. (2006). 4 reliability coefficients and generalizability theory. *Handbook of Statistics*, *26*, 81-124.

Werts, C. E., Linn, R. L., & Jöreskog, K. G. (1974). Intraclass reliability estimates: Testing structural assumptions. *Educational and Psychological measurement*, *34*(1), 25-33.

Wetherby, A. M., Allen, L., Cleary, J., Kublin, K., & Goldstein, H. (2002). Validity and reliability of the communication and symbolic behavior scales developmental profile with very young children. *Journal of Speech, Language, and Hearing Research*, *45*(6), 1202-1218.

Whittington, D. (1999). Making room for values and fairness: Teaching reliability and validity in the classroom context. *Educational Measurement: Issues and Practice*, *18*(1), 14-22.

Xing, P., & Fulcher, G. (2007). Reliability assessment for two versions of Vocabulary Levels Tests. *System*, *35*(2), 182-191.

Xu, J., Jones, E., Laxton, V., & Galaczi, E. (2021). Assessing L2 English speaking using automated scoring technology: Examining automarker reliability. *Assessment in Education: Principles, Policy & Practice*, *28*(4), 411-436.

Zhao, C., & Huang, J. (2020). The impact of the scoring system of a large-scale standardized EFL writing assessment on its score variability and reliability: Implications for assessment policy makers. *Studies in Educational Evaluation*, *67*, <https://doi.org/10.1016/j.stueduc.2020.100911>.