

Language Assessment and Programme Evaluation

BRIAN K. LYNCH

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Language Assessment And Program Evaluation

**Alan V. Brown, Cori Crane, Beatrice C.
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Language Assessment And Program Evaluation:

A Guide to Useful Evaluation of Language Programs John McE. Davis, Todd H. McKay, 2018-03-01 Departments and language programs often are asked to evaluate the efficacy of their own programs and make curricular decisions on the basis of evidence This guide designed to help language educators meet the needs of program evaluation and assessment often requested by their institutions provides step by step advice to help language educators conduct evaluation and assessment and to show how it can lead to meaningful programmatic decisions and change With discussions about evaluation planning advice for selecting data collection tools explanations for data analysis examples based on actual evaluations and more this book provides everything you need to complete a successful language program evaluation that will give educators useful data on which to base curricular decisions This short book is practical and timely and will find an audience in instructors of all languages and all levels

Program Evaluation in Language Education R. Kiely, P. Rea-Dickins, 2005-07-26 The authors describe evaluation as a way of understanding and developing language programs the thematic and background section sets out the decision making quality management and learning functions of evaluation Case studies illustrate the diversity of evaluation contexts functions and approaches documenting the ways in which evaluation processes and outcomes inform and facilitate program development and contribute to explaining how language and teacher education programs constitute opportunities for learning The ways in which evaluation practice can be researched and developed to maximize policy institutional and program effectiveness is included and a comprehensive set of resources for those commissioning undertaking or researching language program evaluations concludes the text

Validity Evaluation in Language Assessment John Michael Norris, John M. Norris, 2008 This book explores the notion of validity evaluation as a means for helping educators to ensure the utility and worth of their assessment practices With a particular focus on foreign language testing the author challenges assessment traditions and argues for a fundamental reconceptualization of assessments and their validation in language teaching and other educational settings Following a critical review of test validity standards and methods within educational measurement the author then proposes a comprehensive alternative approach to validation based upon program evaluation methodology A report of a multi year case study completes the volume providing in depth analyses of how validity evaluation methods were applied by foreign language educators in meeting the assessment needs of a German program at a US university

Local Language Testing Slobodanka Dimova, Xun Yan, April Ginther, 2020-02-20 Local Language Testing Design Implementation and Development describes the language testing practice that exists in the intermediate space between large scale standardized testing and classroom assessment an area that is rarely addressed in the language testing and assessment literature Covering both theory and practice the book focuses on the advantages of local tests fosters and encourages their use and provides suggested ideas for their development and maintenance The authors include examples of operational tests with well proven track records and discuss the ability of local tests to represent

local contexts and values explicitly and purposefully embed test results within instructional practice and provide data for program evaluation and research local testing practices grounded in the theoretical principles of language testing drawing from experiences with local testing and providing practical examples of local language tests illustrating how they can be designed to effectively function within and across different institutional contexts examples of how local language tests and assessments are developed for use within a specific context and how they serve a variety of purposes e g entry level proficiency testing placement testing international teaching assistant testing writing assessment and program evaluation Aimed at language program directors graduate students and researchers involved in language program development and evaluation this is a timely book in that it focuses on the advantages of local tests fosters and encourages their use and outlines their development and maintenance It constitutes essential reading for language program directors graduate students and researchers involved in language program development and evaluation *Language Testing and Evaluation* Desmond Allison,1999 This book brings together two related fields language testing and language programme evaluation in a way that no single introductory text has done and seeks to encourage closer relations between the two in both academic curricula and professional practice It introduces readers not just to basic concepts but to some of the major social educational and research concerns and activities that characterise language testing and evaluation The book can serve either as a basic text for a taught course or for self study All chapters include suggestions for further reading and discussions frequently point towards possible explorations in classroom research and practice A glossary of key concepts and a select annotated bibliography are provided The book addresses the language teaching profession generally as well as students of applied linguistics and English language teaching Language Assessment and Programme Evaluation Brian K. Lynch,2003

Toward Useful Program Evaluation in College Foreign Language Education John Marvin Norris,2009 This volume reports on innovative useful evaluation work conducted within U S college foreign language programs Each case is reported by program internal educators who walk readers through critical steps from identifying evaluation uses users and questions to designing methods interpreting findings and taking actions **Useful Assessment and Evaluation in Language Education** John McE. Davis,John M. Norris,Margaret E. Malone,Todd H. McKay,2018 This volume derived from papers presented at the 2016 GURT conference seeks to explore research and examples of practice of assessment and evaluation in language education The specific and varied ways in which assessment and evaluation are able to impact learning and teaching have become an important language education research concern particularly as educators are increasingly called upon to implement these processes for improvement accountability or curricular development purposes This volume is divided into three parts each exploring a different element of the conversation around assessment Connecting assessment learners and learning Innovating framing and exploring assessment in language education and Validity evaluation

Evaluating Foreign Language Programs Diane W. Birckbichler,2006 This volume is designed as a practical handbook that

provides guidelines for teams of evaluators investigating a department or language program or individual teachers or language program directors seeking to better understand the content and context of their programs or courses Although the volume focuses on postsecondary foreign language programs readers who teach at the secondary levels will be able to easily adapt the guidelines and procedures to their own contexts The book is divided into three parts 1 Framing the Evaluation 2 Asking the Right Questions and 3 Reporting for Change **Handbook of Second Language Assessment** Dina

Tsagari, Jayanti Banerjee, 2016-03-07 Second language assessment is ubiquitous It has found its way from education into questions about access to professions and migration This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so showing the influence of linguistics politics philosophy psychology sociology and psychometrics There are four parts which when taken together address the principles and practices of second language assessment while considering its impact on society Read separately each part addresses a different aspect of the field Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment and standards and frameworks as well as matters of scoring quality assurance and test validation Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency Part III examines the challenges and opportunities of second language assessment in a range of contexts In addition to chapters on second language assessment on a national scale there are chapters on learning oriented assessment as well as the uses of second language assessment in the workplace and for migration Part IV examines a selection of important issues in the field that deserve attention These include the alignment of language examinations to external frameworks the increasing use of technology to both deliver and score second language tests the responsibilities associated with assessing test takers with special needs the concept of voice in second language assessment and assessment literacy for teachers and other test and score users **The Routledge Handbook of Language Program Development and Administration** Alan V. Brown, Cori Crane, Beatrice C. Dupuy, Estela Ene, 2025-06-30 Second language program

development and administration is a long standing area within the larger field of applied linguistics In many ways it is the quintessential applied linguistics field as it crosses disciplinary boundaries while balancing the rigors of scholarly inquiry with the demands of practical application without losing sight of concrete learner outcomes The Routledge Handbook of Language Program Development and Administration provides a scholarly rigorous yet practically relevant treatment of issues implicated in program development and administration with 52 chapters written by leading scholars in the field Authors not only address the theoretical underpinnings of their respective topics but also provide actionable evidence based recommendations concerning eminently practical matters In this way the volume provides both novice and experienced language program administrators with important guidance on how to think about the work that they do and how best to go about it while also validating language program administration as a scholarly area of inquiry The Routledge Handbook of

Language Program Development and Administration is essential reading for practicing second language program administrators at the post secondary level in service and pre service second language instructors graduate students in applied linguistics and even upper level undergraduate education students considering second language teaching as a future career

Designs for Language Program Evaluation Paul Gruba, 2024-10-11 This book aims to advance language program evaluation and practice building on the author's previous work in *Blended Language Program Evaluation* Palgrave Macmillan 2016 The book is based in theory yet incorporates case study examples throughout each chapter The conceptual framework is grounded in complexity and evaluative thinking and incorporates a three tiered approach on themes ranging from hybrid learning through to leadership and sustainability The style of the work seeks to engage stakeholders through its focus on utility and program improvement and result in pragmatic evidence based results that foster quality teaching learning and administration Despite being situated in a multibillion dollar global industry few language professionals evaluate their language programs and foster improvement This book is addressed to current language professionals and researchers and aims to fill this gap in current knowledge and practice

Blended Language Program Evaluation Paul Gruba, Mónica S. Cárdenas-Claros, Ruslan Suvorov, Katherine Rick, 2016-04-08 Advocating an argument based approach *Blended Language Program Evaluation* presents a framework for planning conducting and appraising evaluation of blended language learning across three institutional levels and demonstrates its utility and application in four case studies carried out in diverse international contexts

A Principled Approach to Language Assessment National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Committee on Foreign Language Assessment for the U.S. Foreign Service Institute, 2020-09-19 The United States is formally represented around the world by approximately 14 000 Foreign Service officers and other personnel in the U S Department of State Roughly one third of them are required to be proficient in the local languages of the countries to which they are posted To achieve this language proficiency for its staff the State Department's Foreign Service Institute FSI provides intensive language instruction and assesses the proficiency of personnel before they are posted to a foreign country The requirement for language proficiency is established in law and is incorporated in personnel decisions related to job placement promotion retention and pay

A Principled Approach to Language Assessment Considerations for the U S Foreign Service Institute evaluates the different approaches that exist to assess foreign language proficiency that FSI could potentially use This report considers the key assessment approaches in the research literature that are appropriate for language testing including but not limited to assessments that use task based or performance based approaches adaptive online test administration and portfolios

Fidelity of Implementation in Assessment of Infants and Toddlers Angela Stone-MacDonald, Lianna Pizzo, Noah Feldman, 2018-03-10 This book examines the challenges in developmental assessment of infants and toddlers and provides best practices for implementing standardized assessments in early intervention settings It starts with an overview of

standardized assessment practices and discusses how specific tools can be used in early intervention for different purposes e.g. eligibility for services. The book explains the importance of the Fidelity of Implementation of Assessment FOI A approach in creating standardized assessment for infants and toddlers. Chapters provide a checklist based framework for FOI A with details on technological supports for test administration and data collection as well as training and supervision models. In addition, chapters discuss ways of engaging families, gaining their trust, and including them in their children's educational planning. Topics featured in this book include The Battelle Development Inventory 2nd Edition BDI 2 and its use in the assessment of young children. Using checklists to improve fidelity of implementation for standardized assessments. Using checklists to support early intervention directors and teams. How to provide feedback to early interventionists and other professionals on FOI A. Recommendations to improve FOI A. Fidelity of Implementation in Assessment of Infants and Toddlers is a must-have resource for researchers, clinicians, and related professionals and graduate students in varied fields including child and school psychology, pediatrics, social work, behavioral therapy, infant and early childhood development, and early education and care. *Resources in Education*, 2001-10 Assessing Second Language Pragmatics S. Ross, G.

Kasper, 2013-11-29. The first book-length collection of studies on the assessment of pragmatic competencies in a second or foreign language. Grounded in theoretical perspectives on communicative and interactional competencies, it examines the reception and production of speech acts through a variety of assessment methods and quantitative and qualitative analyses.

The Program Evaluation Standards Donald B. Yarbrough, Lyn M. Shulha, Rodney K. Hopson, Flora A. Caruthers, 2010-07-29. With oversight from the Joint Committee on Standards for Educational Evaluation, Yarbrough, Shulha, Hopson, and Caruthers have revised and illustrated this new edition of the Program Evaluation Standards. These thirty standards support the core attributes of evaluation: quality, utility, feasibility, propriety, accuracy, and accountability, and provide guidance to anyone interested in planning, implementing, or using program evaluations. The book is an invaluable resource for practicing evaluators, students, evaluation users, and clients.

AAUSC 2014 Volume - Issues in Language Program Direction: Innovation and Accountability in Language Program Evaluation Nicole Mills, John Norris, 2015-01-01. Despite rapid globalization within contemporary society and the seemingly obvious need for the study of foreign languages, FL and cultures recruitment to undergraduate FL degrees has dwindled, graduate programs have disappeared, and institutions have restructured independent language departments into mega-departments of languages, literatures, and cultures. At the same time, the FL and humanities disciplines have engaged in soul-searching exercises in an effort to understand and express a renewed sense of value for the study of foreign language and culture. As a result of these kinds of societal and disciplinary movements, FL programs along with other educational sectors are facing the increased need to engage with peripheral forces like accountability and accreditation to express and ensure their value through outcomes assessment and to begin to think innovatively and behave programmatically. Key to enacting these changes systematically and effectively is heightened awareness.

of the importance of program evaluation not only as a means to demonstrate how and why FL study is a valuable pursuit in today's world but also as a process through which sound improvements can be made participants can learn and educational relevance can be sought Important Notice Media content referenced within the product description or the product text may not be available in the ebook version *Open Architecture Curricular Design in World Language Education* Andrew R. Corin, Betty Lou Leaver, Christine M. Campbell, 2025-07-01 A guide to a textbook free approach to world languages curriculums that will improve learning outcomes Open architecture curricular design OACD is a textbook free curricular design framework for teaching and learning world languages that integrates all the best practices in world language education to enhance learning efficiency and effectiveness As editors and pioneers of this method Corin Leaver and Campbell define OACD for world language instructors and second language acquisition researchers from middle school through higher education and beyond The book's chapters demonstrate how to use OACD for a wide variety of languages and proficiency levels in government service academy and university programs Topics covered include the use of authentic texts at all levels learner involvement in the selection of content and activities and methods of assessment and program evaluation

The book delves into Language Assessment And Program Evaluation. Language Assessment And Program Evaluation is an essential topic that needs to be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Language Assessment And Program Evaluation, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
 - Chapter 1: Introduction to Language Assessment And Program Evaluation
 - Chapter 2: Essential Elements of Language Assessment And Program Evaluation
 - Chapter 3: Language Assessment And Program Evaluation in Everyday Life
 - Chapter 4: Language Assessment And Program Evaluation in Specific Contexts
 - Chapter 5: Conclusion
 2. In chapter 1, the author will provide an overview of Language Assessment And Program Evaluation. This chapter will explore what Language Assessment And Program Evaluation is, why Language Assessment And Program Evaluation is vital, and how to effectively learn about Language Assessment And Program Evaluation.
 3. In chapter 2, this book will delve into the foundational concepts of Language Assessment And Program Evaluation. This chapter will elucidate the essential principles that must be understood to grasp Language Assessment And Program Evaluation in its entirety.
 4. In chapter 3, the author will examine the practical applications of Language Assessment And Program Evaluation in daily life. The third chapter will showcase real-world examples of how Language Assessment And Program Evaluation can be effectively utilized in everyday scenarios.
 5. In chapter 4, this book will scrutinize the relevance of Language Assessment And Program Evaluation in specific contexts. The fourth chapter will explore how Language Assessment And Program Evaluation is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, this book will draw a conclusion about Language Assessment And Program Evaluation. This chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Language Assessment And Program Evaluation.

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