

Subject Index

access, increased of Web-based tests 25-26, 57 ACT Placement Test (American College Test) 32-33, 49-50 American Psychological Association anxiety, of test-takers 17, 51, 95 applied linguistics, and technology comparison approach 116–17 innovative approach 117 language ability, and use 107-9 language teaching, and understanding assessment 113-14 SLA, and language assessment 109-13 'tunnel approach' 116 artificial intelligence 112 Assessing Language for Specific Purposes (Douglas) 1 assessment, systems underlying activity selection process 75-76, 78 design architecture, common framework for 74-75 functionality requirements 74 presentation process 75, 76, 78 response processing 75, 76–77, 78 summary scoring process 75, 77, 78 authenticity contextualization 27-28 interactional 9-10

situational 9-10, 28, 29 technology, and language use options 13-14, 94-95 authoring tools assessment purpose 62, 79 classroom assessment 6 commercial companies, working with design issues 83 examples of 72–73 (see also Web CT) 'in-house' systems, and flexibility 77-78 number and variety of 63 professional quality, need for see also assessment, systems underlying automated speaking assessment 10 automatic response scoring see linguistic responses

Blackboard 73 Brigham Young University 8, 88–89 Business Language Testing Service (BULATS) 26

CALICO Journal 63
CALL see computer-assisted language learning

130



Subject index 131

CATs see computer-adaptive tests CEF Construct Project (Alderson et al) 115 classroom assessment authoring software 6 authoring software, and test creation online language courses 4-6 stand-alone tests 5 cloze test responses 54 Common European Framework 104, 115 communicative competence computer-adaptive tests 34 computer-mediated communication language and technology, joint role of 107-8 computational linguistics 112 computer-adaptive tests (CATs) advantages and disadvantages of 86 construct validity 86, 91, 93-94 input-response interaction 23, 24, 32-34 item difficulty 7-9 Item Response Theory 8, 32-33 item selection 50-51 placement test, and usefulness 88-89, quality and efficiency 8, 87 reading assessment 1,51 security issues 58 computer-assisted language learning (CALL) 63, 113 computer-method effects see method effects 'Computer technology in test construction and processing' (Baker) 81 Computerized Oral Proficiency Instrument (COPI) 38 construct definition clarification, of test constructs 12-14 detailing, of test constructs 14-15 and new methods 10-12 construct operationalization 14-15 construct theory, and scoring methods 56-57

construct validity 86, 91, 93-94 'Construct validity of computer-based tests' (Green) 81 contexts of language use authenticity 27-28 constructed contexts, and performance 111-12 language tests as 20-21 method effects 15-16 convenience 22, 23 correctness, degrees of 56-57 course management software 6 Criterion (Educational Testing Service) 10, 14-15, 35-37 criterion-referenced testing 5 cross-disciplinary collaboration intelligent computer-assisted language learning systems 115 professional quality authoring tools, need for 114-15

data handling, use of computers for 2 developers *see* test developers
DIALANG Web-based test 5, 25–26, 32, 57, 58, 104, 115
dichotomous *versus* polytomous s coring correctness, degrees of 56–57 short constructed responses 55 text-sequencing task 52–53 difficulty *see* item difficulty
Discovery School Quiz Center (Discovery School) 73

e-rater (Educational Testing Service)
36–37, 54

Educational Measurement 81
educational measurement, and test
quality 3, 81

Educational Testing Service 10
efficiency
classroom assessments 6
evaluative research 87, 88–89
test performance difference 44
error analysis 4–5
essays, scoring of 36–37, 53–54, 110
Eurocentres Vocabulary Size Test 1



132 Subject index

evaluation	IELTS see International English Language
evaluative research	Testing System
affect, performance and efficiency,	impact, of CALT
impact on 88–89	evolutionary versus revolutionary
linguistic responses 87–88	changes 103–7, 117
quality, promotion of	language assessment, advances in
computer-adaptive tests,	105–7
advantages and disadvantages of	language-related knowledge, need for
86	increased 103-4
educational measurement	instructions, test 22, 23, 26, 27
perspective 81	intelligent computer-assisted language
interface issues 83–85	learning systems 115
positive qualities, focus on 86	intelligent tutoring systems 5, 117
unique test factors, of CALT	interactional authenticity 9-10
81–83	interface issues
see also test usefulness; validation	planning and initial design 81, 83,
	84–85
fairness, issues of 3	usability testing/field trials and fine
feedback, and increased options 81, 83	tuning 83, 85–86
'four-process architecture' see	International English Language Testing
assessment, systems underlying	System (IELTS) 25
	Internet, and increased access to tests
gap-filling tasks 55	25–26, 57
'General Performance Analysis' 4	item analysis 32
Graduated Record Examination (GRE)	item difficulty
analytic writing section 52	computer-adaptive tests 7–9
security issues 58	examinee anxiety 51
test item comparison studies 43-44	true score theory 32
grammar tests	and validity 49–50
SLA grammar acquisition, knowledge	Item Response Theory 8, 32–33
about 110–11	
test item selection 50-51	Journal of Educational Measurement 81
see also WebCT	
Grammar/Usage Testlet (ACT Placement	language ability
Test) 32–33, 49–50	versus computer-related ability 42–43,
Guidelines for Computer-Based Tests and	45
Interpretations (APA) 81	technology choices 107
	and use 107–9
high-stakes tests	language for specific purposes (LSP) 16
and fairness 3	Language Learning and Technology
and security 57, 58	(journal) 63
Hot Potatoes (Half-baked) 72	language-related knowledge, need for
human and machine ratings, correlation	increased 103-4
between 87–88	language teachers
	assessment, need for understanding of
IBM Model 805 Test Scoring Machine 34,	113–14
35f	classroom assessment 4-6



Subject index 133

fairness, issues of 3 test selection 3-4 Language Testing Research Colloquium large-scale assessment ability levels, optimization of 87 administration of 25 transformative impact of CALT on 103 linguistic responses, scoring of construct theory, and scoring methods dictation test task 55-56, 110 essays, scoring of 53-54, 110 evaluative research 87-88 short constructed responses 54-55 literacies, multiple technology-defined 17-18, 108-9 literacy studies, and language assessment 107-9 Longman English Assessment 9 Longman English Interactive (Rost) 2, low-stakes tests see DIALANG Web-based test Market Leader (Longman) 5, 113 method effects contexts of language use 15-16 language performance 21–22, 47–48 Michigan English Language Assessment

Battery (MELAB) 25

National College English Test (China) 25
natural language processing (NLP) 10,
14, 23, 24, 36, 37

open-ended responses 94, 110

Oral English Proficiency Test (Purdue
University) 38

outline completion tasks 55

partial-credit scores, and reliability
90
performance analysis 4–5
PhonePass (Ordinate Corporation) 10
PLATO computer, and French
curriculum 5

polytomous scoring see dichotomous
versus polytomous scoring
practicality
constructed response language test
tasks 38
test developer expertise 92, 96
preparation materials 27, 46
proficiency tests 5
pronunciation analysis 5
psychometric models 87
Purdue ITA speaking test 49
quality

test quality checklist 3-4

see also evaluation

Questionmark 73

rater help 38

ReCall Journal 63

reductionism, and computer-adaptive tests 50, 51

research, implications of CALT for construct definition 12–15

SLA research, connecting to 16–17 test consequences, investigation of 17–18

validation, rethinking 15–16
validity, threats to 60–61

see also applied linguistics, and technology

rubric/instructions, test 22, 23, 26, 27

score interpretation *see* validation;
validity, threats to
second language acquisition (SLA)
'assessed SLA' 113
constructed contexts, and
performance 111–12
ESL writing levels, work on 110–11
grammar acquisition sequence,
professional knowledge about
110–11
'instructed SLA' 113
'intelligent assessment' 112–13
processing conditions, effect of
109–13
research implications 16–17



134 Subject index

security issues 8, 22, 23, 41, 57-58 test circumstances 22, 23, 25-26 self-access classroom activities 6, 7 written responses, automated system self-assessment, computer-assisted 26, for 35-37 Test of English as a Foreign Language see SET-10 (Ordinate Corporation) 37–38, 52 TOEFL situational authenticity 9-10, 28, 29 Test of Spoken English (Educational Testing Service) 87 SLA see second language acquisition speech recognition systems 10, 37-38 test selection 3-4 statistical analysis, computerized of nontest usefulness authenticity 91, 94-95 computer tests 2 Surrey English Language Institute 6, 7 construct validity 91, 93-94 evidence for argument about 89 task types, new 28–29, 30–31 framework for 80 teachers see language teachers impact 92, 95 'Technical guidelines for assessing interactiveness 91, 95 computer-adaptive tests' (Green practicality 92, 96 et al) 81 reliability 90-92 test developers, implications for Test Validity 81 authenticity 9-10 'testlet approach' 32-33, 49-51 automatic response analysis 10 text analysis programs 53 computer-adaptive tests, and item text-sequencing task 52-53, 110 TOEFL (Test of English as a Foreign difficulty 7-9 expertise 96 Language) new methods, availability of 6 comparison studies 44 test constructs, and new methods computer-based test 10-12 help functions 28, 39 test method characteristics help option 12-13 assessment characteristics 23, 24 Highlighting Task Tutorial 28-29, 31 complex language performance, Instruction Screen 28, 39 scoring of 34-35 IRT/CAT techniques 32 contextualization, and authenticity preparation materials 17, 27 27-28 Reading Task 28, 39, 52 help features and tutorials 28-29, computer delivery of 1, 2 30 - 31familiarity study 46, 88, 89 input-response interaction 23, 24, true score theory 32 language tests, as contexts of language UCLA's 'in-house' authoring tool 77-78 use 20-21 usefulness see test usefulness method effects 21-22 validation natural language processing technology 23, 24, 36, 37 assessment-use argument practicality, of test tasks 38 since-statements 100-101 rater help 38 utilization argument 99–102 rating procedure 37-38 interpretative argument 101 rubric/instructions 22, 23, 26, 27 scores, inferences based on 97 scoring, and use of computers 34–35 since-statements 98-99 'setting' 22, 23 and threats to validity 98



Subject index 135

unless-statements 98-99 washback negative 58 positive washback 17-18 research implications 15–16 positive 17-18 validity, threats to Web-based Language Assessment System adaptive item selection 41 (WebLAS), University of item difficulty 49-50, 51 California 9, 28, 55 WebCT research responses 60 test content 50-51 description of 63-64 automatic response scoring 41 examinee records, viewing individual test taker reports 69-70 complex constructed tasks, scoring response summaries 70-71 correctness, degrees of 56-57 Respondus 64, 65-66, 71 linguistic responses 53-57 response analysis 71 non-linguistic complex responses student access, giving 52-53 Control Panel options 67 research responses 60 Designer Page, for page future research, issues for 60-61 modification 67, 68 negative consequences 41, 58-59 test preview 67-68 security, compromised 41, 57-58 task types, flexibility of 71-72 summary of 40-42 test, publishing Preview & Publish screen 66-67 task types, new 41, 48-49 test performance difference 41 test, taking computer- versus language abilitytest format 68, 70 related challenges 42-43, 45 Test Homepage 68–69 computer-based test scores, test instructions 68, 69 inferences based on 40, 42-43 test creation computer familiarity differences Create button 65 45-46 Edit screen 65-66 differential validity 45-47 Preview test ask 66 efficiency issue 44 Retrieval and Reports screen 67 method effects, interpretation of Start screen 64-65 47-48 test specification 64 research responses 60 Writer's Workbench 53 test comparison studies 43-45 written responses, and automated vocabulary assessment 1, 51 response analysis 10, 35-37



Author index

Ackerman, T. 15 Alderson, J.C. 1, 5, 6, 10-11, 12, 16, 17, 22, 52, 54, 55, 57, 58, 104, 115, 117, 110 Almond, R.G. 74-7 Anbar, M. 55 Bachman, L.F. 2, 8, 20, 22, 80, 90, 97, 99-101, 112 Baker, E.L. 59, 81, 117 Bejar, I.I. 56, 103 Bennett, R.E. 58, 59, 103 Berbisada, N. 56, 110 Birenbaum, M. 88 Blais, J.-G. 87 Bleiler, T. 51 Bock, R.D. 8, 81 Bonk, W.J. 112 Boo, J. 32, 44 Boyle, T.A. 115 Bradlow, E.T. 32 Braun, H. 103 Bridgeman, B. 36-7 Brown, A. 8, 87 Brown, J.D. 8, 112 Brown, J.S. 116 Bruce, B.C. 108 Brutten, S. 8 Buck, G. 1, 22 Burstein, E. 54, 110

Burston, J. 8, 87 Bygate, M. 113

Campbell, J. 56, 110 Canale, M. 5, 50, 51, 117 Carr, N. 15

Carroll, J.B. 21 Carton A.S. 8, 87

Chalhoub-Deville, M. 8, 48, 87

Chanier, T. 115

Chapelle, C.A. 15, 17, 74, 90, 93, 112, 114,

116 - 17Cheng, L. 114 Chodorow, M. 54, 110 Choi, I.-C. 32, 44, 98 Clark, J.L.D. 5 Cohen, A.D. 47, 97, 112

Cole, N. 103

Coniam, D. 13-14, 15, 44, 55-6, 110

Corbel, C. 11-12, 16, 117

Crookes G. 113 Crooks, T. 97 Crystal, D. 16 Curtis, A. 114

D'Arcy, S. 55 Dandonoli, P. 8, 87 Davidson, F. 2 Deville, C. 48

136



Author index 137

Dorans, N.J. 8, 42 Kim, K.S. 32, 44 Douglas, D. 1, 16, 22, 108, 111 Kirsch, I. 44, 46 Duguid, P. 116 Kuijper, H. 115 Dunkel, P. 8, 87 Kukich, K. 54, 110 Eckert, R.G. 115 Larsen, J.W. 8 Laurier, M. 8, 86, 87, 96, 101 Eignor, D. 42, 44, 45, 46 Embretson, S. 15 Linn, R.L. 8, 81 Liskin-Gasparro, J.E. 31 Farnum, M. 90 Lord, F.M. 8 Luoma, S. 26 Figueres, N. 115 Flaugher, R. 8, 42 Fowles, M.E. 54, 90, 110 Madsen, H.S. 8, 51, 88-9, 90, 93, Fulcher, G. 34, 83-6, 89, 96, 101 95 Malabonga, V. 38 Gass, S.M. 113 Marty, F. 4 Ginther, A. 38 McKinley, R.L. 43 Green, B.F. 3, 8, 42, 81 Messick, S. 57 Gross, S. 87 Meunier, L.E. 86, 96, 101 Gruba, P. 13 Mills, C.N. 43 Mislevy, R.J. 8, 42, 74-7, 88 Hagen, L.K. 16 Molholt, G. 5, 87-8 Halliday, M.A.K. 111 Monaghan, W. 36-7 Hambleton, R.K. 8 Monville-Burston, M. 8 Hamp-Lyons, L. 17, 58 Hasan, R. 111 Noijons, J. 3, 81-3, 96, 101 Hegelheimer, V. 17, 90 Nold, G. 115 Helm, C. 55 Norfleet, L. 56, 110 Hendrickson, A.B. 51 Norris, J. 110, 112 Henning, G. 55, 90 Hinkel, E. 111 Oller, J. 54 Hogan, M.P. 108 Ortega, L. 112 Holland, V.M. 5, 15 Otto 4 Hone, A.S. 56 Palmer, A.S. 22, 90 Hudson, T. 112 Humphreys, L.B. 8, 81 Paltridge, B. 111 Pengelly, M. 115 Inagaki, S. 110-11 Percsich, R. 52, 57 Iwashita, N. 8, 87 Perkins, K. 8 Powers, D.E. 54, 90, 110 Jamieson, J. 17, 44, 45, 46, 56, 90, Presler, A.M. 5 110 Ramsey, P. 90 Kane, M.T. 97 Rassool, N. 108 Kaplan, J. 5 Read, J. 1

Reckase, M.D. 8, 81

Reese, C.M. 43

Kaya-Carton, E. 8, 87

Kim, H.-Y. 110-11



138 Author index

Reid, J. 53 Robinson, P. 111 Roever, C. 25, 57 Rogers, H.J. 8 Rost, M. 2

Sams, M. 5 Sawaki, Y. 47, 48 Schaeffer, G.A. 43 Self, J. 115 Shermis, M.D. 8 Skehan, P. 111, 113 Smith, W.F. 115 Stansfield, C. 18 Steffen, M. 43

Steinberg, L. 8, 42, 45, 74-7

Stevenson J. 87 Stoynoff, S. 114 Swain, M. 113 Swaminathan, H. 8 Szabo, G. 52, 57

Takala, S. 115 Tardieu, C. 115 Tarnanen, M. 26 Tatsuoka, K.K. 88 Taylor, C. 44, 45, 46, 90 Thissen, D. 8, 42, 45

Tung, P. 8 Twidale, M. 115 Tyner, K. 108

Vispoel, W.P. 51

Wainer, H. 8, 42, 45, 47, 50 Warschauer, M. 18, 108-9

Watanabe, Y. 114 Weigle, S.C. 1 Williamson, D.M. 56 Wolfe-Quintero, K. 110-11 Wresch, W. 53

Young, R. 8, 87