SUGGESTIONS FOR FURTHER READING

In 2001, the journal *Language Testing* (Volume 18, Issue 4) had a special issue on Rethinking Alternative Assessment. It was guest edited by Tim McNamara and included articles by Brian Lynch, Elena Shohamy, Geoff Brindley, Pauline Rea-Dickens and others.

In recent years, a large number of encyclopedias of education and language education have been published, including the *Encyclopedia of Language and Education* (Shohamy & Hornberger, 2008), the *International Encyclopedia of Education* (Peterson, Baker, McGaw, 2010), the *Encyclopedia of Educational Reform and Dissent* (Lasley, Hunt, Carper, Raisch, 2010), the *SAGE Handbook of Research on Classroom Assessment* (McMillan, 2013), and *The Companion to Language Assessment* (Kunnan, 2014). These kinds of encyclopedias include entries on authenticity, alternative assessment, dynamic assessment, portfolio assessment, and other topics covered in this chapter. For example, *The Cambridge Guide to Second Language Assessment* (Coombe, Davidson, O’Sullivan, & Stoyoff, 2012) includes chapters on alternative assessment in language education, and on student involvement in assessment.

Three early articles that give useful background on portfolio assessment are by Denise Murray (1994), Liz Hamp-Lyons and William Condon (1993), and Margo Gottlieb (1995). Geof Hewitt (1994) wrote *A Portfolio Primer: Teaching, Collecting and Assessing Student Writing*, which describes in detail the portfolio-based state-wide writing assessment program in Vermont, USA, one of the first portfolio assessments used systematically on such a large scale. Another early but still useful book is a collection of articles on student portfolios edited by Robin Fogarty (1996), which includes the article by Moersch and Fisher on electronic portfolios that we referred to in this chapter.

A more recent book on the educational potential of electronic portfolios was written by Lorraine Stefani, Robin Mason, and Chris Pegler (2007). Susan Belgrand has a useful entry on Portfolios and e-portfolios: Student reflection, self-assessment, and goal setting in the learning process, in the *SAGE Handbook of Research on Classroom Assessment* (McMillan, 2013). The most complete source of information on dynamic assessment in L2 contexts is Matt Poehner’s
There are also several good articles that he has written or co-authored. See, for example, the papers by Poehner (2007, 2009), as well as by Lantolf and Poehner (2004, 2007, 2008, 2011a, and 2011b). Jim Lantolf (2009, 2011) has also published on this topic.

Dina Tsagari and Ildikó Csépes (2011) edited a collection titled Classroom-Based Language Assessment, which has chapters on formative, dynamic, and interactive assessment, as well as on using portfolios in EAP classrooms and on supporting student learning using AoL and AfL. Another collection of articles in this area, edited by Amos Paran and Lies Sercu (2010), is titled Testing the Untestable in Language Education, a review of which was published in Language Testing (Curtis, 2013).

Criterion-referenced testing has gained in importance in recent years. But since criterion-referenced tests are based on curricular objectives, they often don’t produce normally distributed scores. As a result, some statistics that presume a normal distribution of scores don’t work too well with criterion-referenced test data. JD Brown and Thom Hudson (2002) have written a great book that can help you learn about the statistics to use with criterion-referenced tests. It is entitled Criterion-referenced Language Testing.


**Helpful Websites**

You can find the complete text of van Duzer’s and Berdan’s article about alternative assessment as a PDF here: http://files.eric.ed.gov/fulltext/ED508708.pdf.

For a good discussion of the standard error of the measurement and related issues by JD Brown, please visit http://jalt.org/test/PDF/Brown4.pdf.

The International Research Foundation of TIRF has a number of useful and freely-available lists of references on a wide range of areas, including alternative assessment, dynamic assessment and portfolio assessment. Please visit www.tirfonline.org for more information.

For information on the European Language Portfolio, please see the following two links: http://www.coe.int/t/dg4/education/elp/ or https://www.coe.int/t/dg4/linguistic/portfolio_EN.asp.

For information on LinguaFolio, go to http://wlnces.ncdpi.wikispaces.net/LinguaFolio.