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# ASSESSING YOUNG LEARNERS

Sophie Ioannou-Georgiou & Pavlos Pavlou



OXFORD

# Assessing Young Learners

**Sophie Ioannou-Georgiou, Pavlos  
Pavlou**



## **Assessing Young Learners:**

**Assessing Young Learners** Sophie Ioannou-Georgiou, Pavlos Pavlou, 2025-01-06 *Assessing Young Learners* helps teachers to assess children's progress in English in a way that is appropriate for young learners. It offers jargon-free and practical advice showing that assessment can be fun and motivating by integrating assessment into teaching, thus helping teachers to plan future lessons and revision. The book includes portfolios and preparation for the UCLES Young Learners tests.

**Assessing Young Learners of English: Global and Local Perspectives** Marianne Nikolov, 2015-10-29 This volume documents international national and small scale testing and assessment projects of English language education for young learners across a range of educational contexts. It covers three main areas: age appropriate can-do statements and task types for teaching and testing learners between the ages of 6 to 13; innovative approaches to self-assessment; diagnostic testing, self-perception and computer-based testing; and findings on how young learners perform on vocabulary, listening, speaking, pronunciation and reading comprehension tests in European and Asian contexts. Early language learning has become a major trend in English language education around the globe. As a result of the spread of teaching English to a growing number of young children, assessment of and for learning have emerged as key issues. In line with this development, there is a clear and emerging need to make early language programs accountable and to assess both the progress children make over time and to quantify their achievement at various stages of development. This volume informs stakeholders about the realistic goals of early language learning, their efficiency and how much progress children make over time.

*Assessing Young Language Learners* Penny McKay, 2006 Publisher description: In this book, the author builds a comprehensive framework for the assessment of young language learners in both foreign language and second language learning situations. She begins by considering why we need a special book on young learner assessment and describes the nature of young learner language learning. The assessment approach is task-based and is centred around tasks and techniques suitable for young learners, with particular emphasis on classroom assessment. Oral language assessment and reading and writing assessment are addressed in separate chapters, as is the large-scale testing of young learners. Underpinned by sound theory, the book is full of practical guidelines and draws on examples of assessment contexts, issues and practices from around the world.

**Examining Young Learners: Research and Practice in Assessing the English of School-age Learners** Szilvia Papp, Shelagh Rixon, 2018 The proposed book on child second language L2 development and assessment will be a state-of-the-art account of what we currently know about how children learn L2s in formal contexts and how that knowledge impacts on the design, development and evaluation of language assessment products for young learners. The uniqueness of child L2 development within the classroom is highlighted by considering children's L2 needs, typical patterns of development and the role of instruction and assessment in how children learn. Common issues shared in child L2 acquisition studies, language testing and educational assessment are explored by linking research carried out within the educational, academic and testing

communities Several case studies are described from different educational contexts around the world where teaching and assessment of young language learners takes place In particular the book presents the Cambridge English approach to assessing young learners of English and presents a framework for the development research and validation activities around the Cambridge English suite battery for children **Assessing Young Learners** Sophie Ioannou-Georgiou,Pavlos Pavlou,2007 Assessing the Young Learners' Progress Nicole Hahn,2007-07 Seminar paper from the year 2005 in the subject English Pedagogy Didactics Literature Studies grade 2 0 University of Wuppertal course Teaching English to very young children 10 entries in the bibliography language English abstract In 1999 Rea Dickens and Rixon conducted a survey about the relationship between assessment and learning 120 European teachers and teacher trainers were asked if the main purpose of their assessment was to help their teaching and 97% answered in the affirmative Rea Dickens and Rixon examined afterwards what the teachers really assessed and how they did so They found a strong mismatch between curricular aims pedagogy and test content Cameron Lynne Teaching languages to very young learners Cambridge University press 2001 page 217 The assessment focused mainly on the children s achievements but neglected on other curricular aims such as language and social awareness The assessment of young learners should serve teaching by providing feedback on the children s learning progress so that the content and the difficulty of subsequent teaching units can be effectively adjusted to the learners needs This paper offers the reader an overview about the theoretical ideas and principles which should be kept in mind when implementing an assessment Furthermore the guidelines of lower Saxony are introduced They illustrate the expectations of the German school system towards assessment in class Afterwards the paper gives an overview about psycholinguistic tests such as Blitztest and F Test Additionally the paper answers the question of origin and purpose of the Cambridge Young Learners Test Finally material which should support the teacher in the efficiency assessment of the pupils is represented considering the example of Ginger **Integrating Assessment into Early Language Learning and Teaching** Danijela Prošić-Santovac,Shelagh Rixon,2019-08-07 The volume unites research and practice on integrating language learning teaching and assessment at preschool and early school age It includes chapters written by experts in the field who have studied some of the very youngest pre primary children through to those up to the age of 12 in a variety of private and state contexts across Europe The collection makes a much needed contribution to the subject of appropriate assessment for children with the focus of many chapters being classroom based assessment particularly formative assessment or the case for developing assessment skills in relation to even the youngest children As a whole the book provides useful case study insights for policymakers teacher educators researchers and postgraduate students with interest in or responsibility for how children are assessed in their language learning It also provides practical ideas for practitioners who wish to implement greater integration of assessment and learning in their own contexts Assessing Young Children Gayle Mindes,2011 This book is written for the teacher who wants to understand and deliver an effective educational

program for all young children from birth through age 8 Accordingly it reflects the knowledge base of early childhood and early childhood special education It provides illustrations of appropriate practice for prospective teachers and discusses current trends for experienced teachers It approaches assessment as an integral part of the teaching and learning process Key components of the assessment system include cultural sensitivity family collaboration and a vision of inclusionary practice in all early childhood environments child care and school Relevant professional standards are addressed throughout The text is written in nontechnical language with support from the most current research All hot topics are included as well standards based and outcomes based teaching high stakes testing response to intervention RTI coping with legislative demands as well as relevant technology in the assessment process Features include Terms to Know Focus Questions Reflection Questions Technology Links Out of Class Activities Case Vignettes Activities for Classroom Discussion and Suggested Further Readings are provided for each chapter New Voices from the Field feature which are summaries of conversations between educators in schools centers and the author Checklists and rating sheets portfolio templates test review guideline glossary child development milestone guide and practical examples throughout the text New elements to this edition include Increased attention to English Language Learners and the process of Response to Intervention RTI Updated research websites and recommended readings for each chapter New Voices from the Field feature Expanded discussion of assessment instruments such as Classroom Assessment Scoring System CLASS <sup>tm</sup> The Ounce Scale <sup>tm</sup> and Work Sampling System <sup>tm</sup> and technology applied to assessment

*Assessing the Language of Young Learners* Angela Hasselgreen, Gwendydd Caudwell, 2016 This volume offers new insights into the assessment of the language of Young Learners YLs YLs are defined here as being from 5 to 17 years and are treated as three distinct subgroups younger children 5 6 to 8 9 years older children 8 9 to 12 13 years and teenagers 12 13 to 17 years The first half addresses fundamental issues beginning with the characteristics of YLs and how these are manifested in first language development The authors consider the potential ability of each age group to perform in a second or foreign language proposing a rough age related correspondence with the Common European Framework of Reference for Languages CEFR levels Finally principles of assessment specifically formative assessment and testing are presented in the light of linguistic cognitive and social development The second half focuses on testing a range of skills Theoretical models of performance are introduced followed by a practical analysis of approaches to the testing of each skill for the three age groups illustrated with examples The authors conclude by summing up developmental characteristics of each age group and their implications for language testing The book is intended for a wide readership within the field of teaching and assessing the language of young learners Researchers are offered scope for further investigation of what emerges from the discussion while practitioners will hopefully find support in their day to day work with YLs

English Language Proficiency Assessments for Young Learners Mikyung Kim Wolf, Yuko Goto Butler, 2017-05-25 English Language Proficiency Assessments for Young Learners provides both

theoretical and empirical information about assessing the English language proficiency of young learners Using large scale standardized English language proficiency assessments developed for international or U S contexts as concrete examples this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners unique characteristics In this volume young learners are defined as school age children from approximately 5 to 13 years old learning English as a foreign language EFL or a second language ESL This volume also discusses innovative ways to assess young learners English language abilities based on empirical studies with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners English Language Proficiency Assessments for Young Learners is a useful resource for students test developers educators and researchers in the area of language testing and assessment **Assessing Young Learners** Christine Ure, Bridie Raban, 1996

*Classroom-based Assessment of Young Learners of English as a Foreign Language* Qiaozhen Yan, Lawrence Jun Zhang, 2025-08-28 This book investigates conceptions and practices of teachers of young learners of English as a foreign language EFL regarding classroom based assessment CBA in the Chinese context Specifically it sets out to examine teachers conceptions about the purposes and processes of classroom based assessment the effects of teacher attributes teaching experience and previous education in assessment and work environments school type and grade level on their conceptions CBA practices and the relationship between these conceptions and practices regarding CBA Utilising a mixed methods research approach this book serves as an insightful research resource contributing significantly to the field of L2 education and assessment both within the context of Chinese young EFL learner classrooms and on a global scale It depicts a comprehensive picture of CBA for young EFL learners from the perspective of teachers providing a valuable resource for policymakers teacher educators and alike **Alternative Approaches to Assessing Young Children** Angela

Losardo, Angela Notari-Syverson, 2001 This work takes an in depth look at six alternative assessment methods such as naturalistic focused performance portfolio dynamic and curriculum based language Each chapter includes a description of the approach including a summary of advantages and limitations **Observing Young Children** Sandra Smidt, 2015-06-05 This fully revised second edition of *Observing Assessing and Planning for Children in the Early Years* provides a detailed analysis of what is meant by the observation of young learners and why this is so vital to early years practitioners and students In this accessible and insightful text Sandra Smidt examines the various theories of how young children develop and learn which have been put forward by thinkers and writers across time and place so the reader has a genuinely global view of early childhood She then highlights how important it is for practitioners in schools nurseries and settings to think carefully about what they have seen and heard in light of what they as adults already know about the children and their learning Also included in this text is a helpful Try Your Hand section where readers are invited to make their own judgements about what they have read as well as a section on observing and assessing not only the nursery aged children but also babies and

toddlers      **Teaching Modern Languages to Young Learners** Marianne Nikolov, European Centre for Modern Languages, 2007-01-01 This book is targeted at modern languages teachers of primary school children and focuses on curricula and syllabi as well as on teaching materials and methodology The papers look into issues related to both pre and in service teacher education innovative curriculum and syllabus design in tertiary education and lower primary schools and how new ideas can be implemented at national and classroom levels The first six papers focus on teacher education curricula and teacher development in pre service and in service programs whereas the last four papers examine curricula teaching materials and projects in primary schools Publisher s description      *The Concise Companion to Language Assessment* Antony John Kunnan, 2024-09-04 The Concise Companion to Language Assessment provides a state of the art overview of the crucial areas of language assessment teaching and learning Edited by one of the foremost scholars in the field The Concise Companion combines newly commissioned articles on innovations in assessment with a selection of chapters from The Companion to Language Assessment the landmark four volume reference work first published in 2013 Presented in eight themes The Concise Companion addresses a broad range of language assessment methods issues and contexts Forty five chapters cover assessment conceptualization development research and policy as well as recent changes in language assessment technology learning oriented assessment teacher based assessment teacher assessment literacy plurilingual assessment assessment for immigration and more Exploring the past present and future possibilities of the dynamic field The Concise Companion to Language Assessment Contains dedicated chapters on listening speaking reading writing vocabulary pronunciation intercultural competence and other language skills Describes fundamental assessment design and scoring guidelines as well as advanced concepts in scenario based assessment and automated performance scoring Provides insights on different assessment environments such as classrooms universities employment immigration and healthcare Covers various qualitative and quantitative research methods including introspective methods classical reliability and structural equation modeling Discusses the impacts of colonialism and discrimination on the history of language assessment Explores the use of AI in writing evaluation plagiarism and cheating detection and other assessment contexts Sure to become a standard text for the next generation of applied linguistics students The Concise Companion to Language Assessment is an invaluable textbook for undergraduate and graduate courses in applied linguistics language assessment TESOL second language acquisition and language policy      **Implementing E-assessment for Learning in Primary EFL Writing** Xi Chen, 2025-01-08 This book examines how e assessment can be implemented in primary English as a Foreign Language EFL writing in an examination oriented context It provides valuable insights on e assessment for learning E AfL to teacher educators and teachers in both local and global contexts especially teacher educators undertaking professional development programs of assessment in examination oriented contexts For researchers and graduate students who are interested in e assessment for learning E AfL and writing assessment this book provides them with valuable resources to further their

understanding of E AfL research and broadens writing assessment scholarship For pre and in service teachers and program administrators the book serves as a practical and accessible guidebook proffering effective guidance to empower teacher learning of assessment and to apply pedagogic principles to assessment design     *Assessing Young Children* Gayle Mindes, Harry Ireton, Carol Mardell-Czudnowski, 1996 Parents teachers and testing are believed to be the three important keys to a child s development This authoritative user friendly handbook illustrates how you can draw useful developmental information from each of these sources in order to make effective assessments     Early Childhood Curriculum for All Learners Ann M. Selmi, Raymond J. Gallagher, Eugenia R. Mora-Flores, 2014-08-12 Early Childhood Curriculum for All Learners Integrating Play and Literacy Activities is designed to teach early childhood professionals about the latest research on play and early literacy and then to show them practical methods for adapting this research to everyday classroom practices that will encourage the development of learning skills The authors link solid play based research to specific developmentally appropriate practices By combining these two areas the text demonstrates that academic learning and play activities are highly compatible and that children can and do develop academic skills through play In addition the text focuses on socio dramatic play a recently acknowledged essential aspect of child initiated play interactions It provides specific strategies that link these interactive behaviors with the early academic skills needed for the initial primary grades Implementation of the information presented in this book will enable children to experience a richer transition into primary education classrooms     **Behavioral, Social, and Emotional Assessment of Children and Adolescents** Kenneth W. Merrell, 2003 Behavioral Social and Emotional Assessment of Children and Adolescents Second Edition was written to provide a comprehensive foundation for conducting clinical assessment of child and adolescent social emotional behavior in a practical scientific and culturally appropriate manner It is divided into two major sections Part I includes eight chapters that provide a general foundation for assessment practice These chapters include coverage of basic professional and ethical issues classification and diagnostic problems and six primary assessment methods which are presented in detail Part II includes six chapters on applications for assessing specific social emotional behavior domains including internalizing and externalizing problems social skills and peer relations young children and diverse cultural groups Together these two sections provide a framework for a model of assessment that is practical flexible sensitive to specific needs and empirically sound Changes in the second edition of this book include increased coverage of the practice of functional behavior assessment updated test reviews reviews of new assessment instruments updated information on legal and ethical issues updated information on assessment and cultural diversity and a handy appendix with contact information for all publishers of instruments discussed in the book including Web site addresses To the greatest extent possible this book weaves together the most recent research evidence and common application issues It is specifically relevant to practitioners and researchers in the fields of school psychology and child clinical psychology but will also be of interest to those in related disciplines such



as counseling social work child psychiatry and special education

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