

CURSO EVALUATING AND CORRECTING LEARNERS

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*, Cambridge: Cambridge University Press. http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

Scrivener, J. (2005) *Learning Teaching*, Oxford: Macmillan.

Spratt, M., Pulverness, A. and Williams, M. (2011) *The TKT Course Modules 1, 2 and 3*, Cambridge: Cambridge University Press.

Thornbury, S. (1997) *About Language*, Cambridge: Cambridge University Press.

Useful links

<http://www.teachingenglish.org.uk/articles/evaluating-speaking-part-2>

<http://www.teachingenglish.org.uk/articles/analysing-language>

<http://www.teachingenglish.org.uk/forum-topic/dealing-errors-mistakes>

CURSO UNDERSTANDING ASSESSMENT

Hughes, A. (2003) *Testing for Language Teachers*, Cambridge: Cambridge University Press.
This is perhaps the most accessible book for teachers and covers the basics.

Weir, C.J. (2005) *Language Testing and Validation: An Evidence-based Approach*, Hampshire: Palgrave Macmillan.

This book is more academic and focuses on theory and research, but it is written in very accessible language and includes a lot of useful information and resources for those interested in assessment.

McNamara, T. (2000) *Language Testing*, Oxford: Oxford University Press.
This is a basic, introductory book to testing.

Fulcher, G. (2010) *Practical Language Testing*, London: Hodder Education.
This is another general introductory book designed to be practical and accessible to teachers.

Black, P., Harrison, C., Lee, C., Marshall, B. & William, D. (2003) *Assessment for Learning: Putting it into Practice*, Maidenhead: Open University Press.
This book is highly classroom-oriented and focuses on formative assessment.

Weir, C.J., Vidaković I., and Galaczi, E.D. (2013) *Measured Constructs: A History of Cambridge English Examinations, 1913–2012* (Studies in Language Testing, volume 37), Cambridge: University of Cambridge Local Examinations Syndicate/Cambridge University Press.
This book traces the development of reading, writing, speaking and listening language exams over the last 100 years and looks at the influence of social, political, pedagogical and practical factors on language tests in the United Kingdom and the United States.

Unit 6

Alderson, J.C. (2000) *Assessing Reading*, Cambridge: Cambridge University Press.

Khalifa, H. and Weir, C.J. (2009) *Examining Reading: Research and Practice in Assessing Second Language Reading* (Studies in Language Testing 29), Cambridge: Cambridge University Press.

Unit 7

Buck, G. (2001) *Assessing Listening*, Cambridge: Cambridge University Press.

Geranpayeh, A., and Taylor, L., eds. (2013) *Examining Listening: Research and Practice in Assessing Second Language Listening* (Studies in Language Testing 35), Cambridge: Cambridge University Press.

Unit 8

Shaw, S., and Weir, C.J. (2007) *Examining Writing in a Second Language* (Studies in Language Testing 26), Cambridge: Cambridge University Press.

Weigle, S.C. (2002) *Assessing Writing*, Cambridge: Cambridge University Press.

Unit 9

Luoma, S. (2004) *Assessing Speaking*. Cambridge: Cambridge University Press.

Taylor, L., ed. (2011) *Examining Speaking: Research and Practice in Assessing Second Language Speaking* (Studies in Language Testing 30), Cambridge: Cambridge University Press.