

Addressing Issues of Access and Fairness in Education through Dynamic Assessment

Edited by
Matthew E. Poehner and Pauline Rea-Dickins



Addressing Issues Of Access And Fairness In Education Through Dynamic Assessment

S. Ross, G. Kasper



Addressing Issues Of Access And Fairness In Education Through Dynamic Assessment:

Addressing Issues of Access and Fairness in Education through Dynamic Assessment Matthew E Poehner, Pauline Rea-Dickins, 2014-03-05 Increased emphasis in many school systems on formal testing to mark student achievement and hold teachers accountable has begun to heighten concern among many educational policy makers assessment specialists and classroom teachers over questions of access and fairness particularly for learners from culturally different backgrounds and those with a history of academic struggles This situation echoes that faced by the Russian psychologist L S Vygotsky nearly ninety years ago in his efforts to understand processes of development and meet the needs of all learners His famous proposal of the Zone of Proximal Development ZPD holds that assessments must take account not only of abilities that have fully formed but also those that are still emerging The diagnostic value of the ZPD lies in identifying the underlying source of learner difficulties as well as their future potential Since Vygotsky's time psychologists and educators have devised a range of practices for engaging with learners in ZPD activity that have come to be known as Dynamic Assessment DA In DA assessors go beyond observations of independent performance and engage cooperatively with learners to both understand and support their development This process is in full evidence in the papers in this collection which offers a cross section of applications of DA with diverse populations including special needs learners immigrant and minority students and second language learners While these papers may be read as cutting edge academic research they also represent a commitment to going beyond manifest difficulties and failures to help individuals construct a more positive future This book was originally published as a special issue of *Assessment in Education Principles Policy Practice* [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 **The Routledge Handbook of Sociocultural Theory and Second Language Development** James P. Lantolf, Matthew E. Poehner, Merrill Swain, 2018-06-14 *The Routledge Handbook of Sociocultural Theory and Second Language Development* is the first comprehensive overview of the field of sociocultural second language acquisition SLA In 35 chapters each written by an

expert in the area this book offers perspectives on both the theoretical and practical sides of the field This Handbook covers a broad range of topics divided into several major sections including concepts and principles as related to second language development concept based instruction dynamic assessment and other assessment based on sociocultural theory SCT literacy and content based language teaching bilingual multilingual education SCT and technology and teacher education This is the ideal resource for graduate students and researchers working in the areas of SLA and second language development

Interaction and Second Language Development Rémi A. van Compernelle, 2015-12-15 This volume addresses the role of communicative interaction in driving various dimensions of second language development from the perspective of Vygotskian sociocultural psychology Emphasizing the dialectical relationship between the external social world and individual mental functioning the chapters delve into a wide range of topics illustrating how the social and the individual are united in interaction Themes include psychological and human mediation joint action negotiation for meaning the role of first language use embodied and nonverbal behaviors and interactional competencies Theoretical discussions and key concepts are reinforced and illustrated with detailed qualitative analyses of interaction in a variety of second language contexts Each chapter also includes pedagogical recommendations Supplemental materials or data sessions that engage the readers with the themes presented in the book through sample analytic exercises are included while videos have been made available online at <http://dx.doi.org/10.1075/llt.44.video>

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

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

Sociocultural Theory and L2 Instructional Pragmatics Rémi A. van Compernelle, 2014-02-05 Winner of the AAAL First Book Award 2017 This book outlines a framework for teaching second language pragmatics grounded in Vygotskian sociocultural psychology The framework focuses on the appropriation of sociopragmatic concepts as psychological tools that mediate pragmalinguistic choices Using multiple sources of metalinguistic and performance data collected during a six week pedagogical enrichment program involving one on one tutoring sessions the volume explores both theoretical and practical issues relevant to teaching second language pragmatics from a Vygotskian perspective The book represents an important contribution to second language instructional pragmatics research as well as to second language sociocultural psychology scholarship It will be of interest to all those researching in this field and to language teachers who will find the pedagogical recommendations useful

The Routledge Encyclopedia of Second Language Acquisition Peter Jake Robinson, 2013 The Routledge Encyclopedia of Second Language Acquisition offers a user friendly authoritative survey of terms and constructs that are important to understanding research in second language acquisition SLA and its applications The Encyclopedia is designed for use as a reference tool by students researchers teachers and professionals with an interest in SLA The Encyclopedia has the following features 252 alphabetized entries written in an accessible style including cross references to other related entries in the Encyclopedia and suggestions for further reading Among these 9 survey entries that cover the foundational areas of SLA in detail Development in SLA Discourse and Pragmatics in SLA Individual Differences in SLA Instructed SLA Language and the Lexicon in SLA Measuring and Researching SLA Psycholinguistics of SLA Social and Sociocultural Approaches to SLA Theoretical Constructs in SLA The rest of the entries cover all the major subdisciplines methodologies and concepts of SLA from Accommodation to the ZISA project Written by an international team of specialists the Routledge Encyclopedia of Second Language Acquisition is an invaluable resource for students and researchers with an academic interest in SLA

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Creative Dimensions of Teaching and Learning in the 21st Century Jill B. Cummings, Mary L. Blatherwick, 2017-09-12 In a rapidly changing world the importance of creativity is more apparent than ever As a result creativity is now essential in education Creative Dimensions of Teaching and Learning in the 21st Century appeals to educators across disciplines teaching at every age level who are challenged daily to develop creative practices that promote innovation critical thinking and problem solving The thirty five original chapters written by educators from different disciplines focus on theoretical and practical strategies for teaching creatively in contexts ranging from mathematics to music art education to second language learning aboriginal wisdom to technology and STEM They explore and illustrate deep learning that is connected to issues vital in education innovation identity engagement relevance interaction collaboration on line learning dynamic assessment learner autonomy sensory awareness social justice aesthetics critical thinking digital media multi modal literacy and more The editors and authors share their passion for creativity teaching learning curriculum and teacher education in this collection that critically examines creative practices that are appearing in today s public schools post secondary institutions and adult and community learning centres Creativity is transforming education in the 21st century

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