

## Practical Guide To Assessing English Language Learners

Rev. ed. of: *Leading the way to making classroom assessment work.*, c2008. This book is intended to guide advisors, administrators, and faculty members engaged with study abroad who are concerned with answering the question: what does study abroad achieve? It will also inform the work of study abroad organizations as well as institutions receiving study abroad students. Offering a broad-based approach to assessment, the book will appeal to those starting out. However, an array of case studies, illustrating the often untidy process of implementation, will equally appeal to those further along by offering creative – and often simple – approaches to common problems. Following an account of how, and why, assessment in the field has evolved, the first part of the book sets the stage for the reader to consider the role of mission and context in determining purpose, goals and outcomes; to identify and consult with stakeholders; determine what data and expertise may already be available on campus; match methods and tools to questions; and create realistic plans to communicate findings, and to act upon them. The second part of the book offers an overview of appropriate tools and strategies for assessing study abroad, emphasizing the importance of carefully formulating and prioritizing assessment questions and understanding the advantages and drawbacks of different instruments. It describes an array of qualitative, quantitative, and mixed methods, illustrating their application with examples of practice, and concludes by outlining the process of putting a plan into action. The book concludes with ten case studies that illustrate various approaches to planning, experimentation, and implementation, some revealing false starts and lessons learned, and all conveying the message that assessment is an iterative, on-going process that needs constant refinement. The cases represent a wide variety of institutional and organizational types and demonstrate how each selected methods suited to their capacities and cultures.

Provides practical guidance for teachers in the way that they consider and use assessment in the classroom.

This book serves as a comprehensive reference resource for current and prospective English language teachers, students of TESOL, academics, and other professionals working within the field of Teaching English as a Second or Other Language (TESOL). As an essential single-volume resource, TESOL: A Guide explores TESOL in three dimensions: as a profession, as a field of study, and as an international association. In doing so, it offers a thorough summary of themes and issue relevant to TESOL's multiple dimensions, including a practical overview of the TESOL profession and a compendium of current TESOL research topics and methodologies. In commemoration of the 50th anniversary of TESOL International Association, a key section of the book highlights the development of this association and features the reflections of several previous TESOL International Association presidents. Readers will also appreciate the

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extensive glossary and appendix of TESOL resources, both of which are designed to comprise a valuable and manageable guide for newcomers to the field, as well as for developing practitioners and researchers.

This practical resource book will familiarize teachers, staff developers, and administrators with the latest thinking on alternatives to traditional assessment. It will prepare them to implement authentic assessment in the ESL/bilingual classroom and to incorporate it into instructional planning.

Clear English Pronunciation provides students with the tools to effectively communicate in English without centring solely on native-speaker pronunciation models. The focus of the book is on individual pronunciation targets rather than a one-size-fits-all approach. Divided into four sections, each featuring detailed articulatory explanations, sample sentences, and recordings to help learners improve their pronunciation, this book: introduces the phenomenon of pronunciation as part of a broader communicative realm; explains and demonstrates the melody and rhythm of understandable and natural English pronunciation; supports students in identifying and practicing their own pronunciation issues. Supported by an interactive companion website which features recordings and expanded explanations of key topics, Clear English Pronunciation is an essential textbook for international learners of English who want to improve their pronunciation skills in diverse social settings.

<https://www.universiteitleiden.nl/clearenglishpronunciation>

For many teachers of English language learners, the field of assessment is foreign territory. Assessment has its own culture, traditions, and terminology. This training guide is intended to help classroom teachers become more comfortable creating and using assessments. A Practical Guide to Assessing English Language Learners provides helpful insights into the practice and terminology of assessment. The text focuses on providing the cornerstones of good assessments--usefulness, validity, reliability, practicality, washback, authenticity, transparency, and security--and techniques for testing. It devotes a chapter to the assessment of each of the four main skill areas (reading, writing, listening, and speaking), and also covers placement testing, such as using TOEFL® and MELAB, diagnostic testing, evaluation, and instructional decision-making with regard to testing. Tips to improve students' test-taking strategies are offered, and each chapter ends with a helpful list of Ten Things to Remember, as well as informative case studies featuring two teachers and their assessment decisions. Incorporating its own principles, A Practical Guide to Assessing English Language Learners opens with a short quiz for the reader called Are You Testwise? that quickly determines how each teacher will benefit from this indispensable guide.

This practical and portable guide has been designed specifically to help academics and students in medicine and surgery departments at universities all over the world, who are required to write in English to maximize exposure to their research, produce professional and accurate academic English and eradicate the

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errors that occur at all levels from

The failure to recruit the right candidates can cost your company a fortune in time and money. The same applies for selecting staff for promotion. If recruits or staff are not motivated, engaged or committed, the likelihood is that your organization will suffer. This book gives you the guidance, tools and techniques to help determine the best candidates for the job. A Practical Guide to Assessment Centres and Selection Methods provides you with the right tools to gain a fully rounded picture of candidates, be they new recruits or prospects for promotion. In two parts, the book shows you how to create market-standard assessment and development centre methods in your organisation. It also provides a range of easy-to-implement assessment exercises, giving you practical advice on how to use them for best results. Part 1 shows you to understand key staff competencies and how to develop internal structures that will allow you to develop a "Competence Framework". It describes how to design and run an assessment centre which works for both the employer and the candidate. It reveals what makes a top-class assessor and describes the role of psychometric instruments in selection. Finally, it presents practical advice on how to adapt and devise your own staff selection activities for revealing the most suitable candidates, using the tools given in Part 2. Part 2 is particularly valuable. It delivers a wide range of different assessment activities designed specifically to determine key strengths and weaknesses of potential candidates. These activities include: \* a range of role-play activities. These will help you assess a number of typical issues including performance feedback, dealing with disputes and how to influence without formal authority. \* "In Tray" activities designed to reveal how candidates prioritise work. \* Report writing and analysis activities designed to reveal how participants use data and information. . \* Open-ended group decision-making activities. These use role play in a variety of typical business situations, followed by an analytical phase to reveal how participants may have changed their views during the course of the exercise. \* Physical task group activities designed to be more relaxing and enabling the assessor to determine how candidates behave when they are more relaxed and less formal \* Mental task group activities which help participants understand how plan, organise, adapt, influence and communicate \* Supplementary group activities designed to act as a reserve should other exercises become "over-exposed" or if there is a need to regularly run several group activities with a nominated leader A Practical Guide to Assessment Centres and Selection Methods provides you with a robust, rounded way to measure candidate competency in recruitment or in assessing for promotion. A FREE CD reproduces all the exercises contained in the book so that you can print them individually whenever you need.

Making informed decisions is the essential beginning to any successful development project. Before the project even begins, you can use needs assessment approaches to guide your decisions. This book is filled with practical strategies that can help you define the desired results and select the most appropriate activities for achieving them.

This engaging, succinct text is an introduction to both phonetics and phonology as applied to the teaching of pronunciation to English language learners. Section 1 selectively covers the main areas of phonetics and phonology, without going into any area in more depth than the average English language teacher requires or that the average English language teacher trainee can handle. Section 2 focuses on practical issues related to learners and how they learn languages, and what represents good practice in terms of classroom activities for pronunciation—including aspects such as targets, motivation and priorities. The chapters end with activities to help the reader understand concepts. Section 3 provides innovative sample activities which put into practice the theoretical points covered in the first two sections, answers to the various exercises, recommended further reading (both print and non-print), a glossary of technical phonetic terms, and a bibliography of works on pronunciation teaching. The text is accompanied by a Companion Website with audio recordings of model pronunciations and

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audio material relating to the activities.

Assessing English Language Learners explains and illustrates the main ideas underlying assessment as an activity intimately linked to instruction and the basic principles for developing, using, selecting, and adapting assessment instruments and strategies to assess content knowledge in English language learners (ELLs). Sensitive to the professional development needs of both in-service and pre-service mainstream teachers with ELLs in their classrooms and those receiving formal training to teach culturally and linguistically diverse students, the text is designed to engage readers in viewing assessment as a critical part of teaching appreciating that assessments provide teachers with valuable information about their students' learning and thinking becoming aware of the relationship among language, culture, and testing understanding the reasoning that guides test construction recognizing the limitations of testing practices being confident that assessment is an activity classroom teachers (not only accountability specialists) can perform Highlighting alternative, multidisciplinary approaches that address linguistic and cultural diversity in testing, this text, enhanced by multiple field-tested exercises and examples of different forms of assessment, is ideal for any course covering the theory and practice of ELL assessment.

Offers a practical guide for improving schools dramatically that will enable all students from all backgrounds to achieve at high levels. Includes assessment forms, an index, and a DVD. Designed as an all-in-one guide, this practical, concise, and easy-to-use text is meant for courses offering instruction to students who are training to become language teachers in North America and abroad. Using practical examples, integrated tasks, sample activities and lessons, and review questions, the text introduces readers to key topics including course design, lesson planning, and classroom management. It also identifies how to teach speaking, listening, reading, writing, vocabulary, grammar, and pronunciation, with special attention to language acquisition and intercultural communication. This book was previously self-published as Teaching English: A Practical Guide, which won the 2017 TESL Canada Innovation Award for Teaching Training Resource Materials. This edition has been well updated and includes a new section on using technology in the classroom, expanded coverage of assessment, and new questions and suggested further readings in each chapter.

This is the first book to present a practical, problem-solving approach and hands-on tools and techniques for assessing English language learners and culturally diverse students in K-12 settings. It meets a crucial need among practitioners and special educators working in today's schools. Provided are research-based, step-by-step procedures for conducting effective interviews with students, parents, and teachers; making the best use of interpreters; addressing special issues in the prereferral process; and conducting accurate, unbiased assessments of academic achievement, intellectual functioning, language proficiency, and acculturation. Among the book's special features are reproducible worksheets, questionnaires, and checklists--including several in both English and Spanish--in a ready-to-use, large-size format. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Assessing English Language Learners in the Content Areas: A Research-into-Practice Guide for Educators seeks to provide guidance to classroom teachers, staff developers, and test-item designers who want to improve ELL assessment outcomes, particularly in the areas of math, science and social studies. The first two chapters of the book establish the background for the discussion of content-area assessment for ELLs, examining several important characteristics of this rapidly growing student population (as well as critical legislation affecting ELLs) and providing a description of various forms of assessment, including how ELL assessment is different from the assessment of English-proficient students. Important assessment principles that educators should use in their evaluation of tests or other forms of measurement are provided. Other chapters review ELL test accommodations nationwide (because, surprisingly,

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most teachers do not know what they can and cannot allow) and the research on the effectiveness of these types of accommodations. The book analyzes the characteristics of alternative assessment; it discusses three popular alternative assessment instruments (performance assessment, curriculum-based measurement, and portfolios) and makes recommendations as to how to increase the validity, reliability, and practicality of alternative assessments. The book proposes fundamental assessment practices to help content area teachers in their evaluation of their ELL progress.

Covers the fundamentals of risk assessment and emphasizes taking a practical approach in the application of the techniques Written as a primer for students and employed safety professionals covering the fundamentals of risk assessment and emphasizing a practical approach in the application of the techniques Each chapter is developed as a stand-alone essay, making it easier to cover a subject Includes interactive exercises, links, videos, and downloadable risk assessment tools Addresses criteria prescribed by the Accreditation Board for Engineering and Technology (ABET) for safety programs

"Explains why and shows how to differentiate assessments, assignments, and instruction for English language learners according to English language proficiency level and other background factors"--

The Fifth Edition of the highly praised Practical Guide for Medical Teachers provides a bridge between the theoretical aspects of medical education and the delivery of enthusiastic and effective teaching in basic science and clinical medicine. Healthcare professionals are committed teachers and this book is an essential guide to help them maximise their performance. This highly regarded book recognises the importance of educational skills in the delivery of quality teaching in medicine. The contents offer valuable insights into all important aspects of medical education today. A leading educationalist from the USA joins the book's editorial team. The continual emergence of new topics is recognised in this new edition with nine new chapters: The role of patients as teachers and assessors; Medical humanities; Decision-making; Alternative medicine; Global awareness; Education at a time of ubiquitous information; Programmatic assessment; Student engagement; and Social accountability. An enlarged group of authors from more than 15 countries provides both an international perspective and a multi-professional approach to topics of interest to all healthcare teachers. Interest in implementation research is growing, largely in recognition of the contribution it can make to maximizing the beneficial impact of health interventions. As a relatively new and, until recently, rather neglected field within the health sector, implementation research is something of an unknown quantity for many. There is therefore a need for greater clarity about what exactly implementation research is, and what it can offer. This Guide is designed to provide that clarity. Intended to support those conducting implementation research, those with responsibility for implementing programs, and those who have an interest in both, the Guide provides an introduction to basic implementation research concepts and language, briefly outlines what it involves, and describes the many opportunities that it presents. The main aim of the Guide

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is to boost implementation research capacity as well as demand for implementation research that is aligned with need, and that is of particular relevance to health systems in low- and middle-income countries (LMICs). Research on implementation requires the engagement of diverse stakeholders and multiple disciplines in order to address the complex implementation challenges they face. For this reason, the Guide is intended for a variety of actors who contribute to and/or are impacted by implementation research. This includes the decision-makers responsible for designing policies and managing programs whose decisions shape implementation and scale-up processes, as well as the practitioners and front-line workers who ultimately implement these decisions along with researchers from different disciplines who bring expertise in systematically collecting and analyzing information to inform implementation questions. The opening chapters (1-4) make the case for why implementation research is important to decision-making. They offer a workable definition of implementation research and illustrate the relevance of research to problems that are often considered to be simply administrative and provide examples of how such problems can be framed as implementation research questions. The early chapters also deal with the conduct of implementation research, emphasizing the importance of collaboration and discussing the role of implementers in the planning and designing of studies, the collection and analysis of data, as well as in the dissemination and use of results. The second half of the Guide (5-7) detail the various methods and study designs that can be used to carry out implementation research, and, using examples, illustrates the application of quantitative, qualitative, and mixed-method designs to answer complex questions related to implementation and scale-up. It offers guidance on conceptualizing an implementation research study from the identification of the problem, development of research questions, identification of implementation outcomes and variables, as well as the selection of the study design and methods while also addressing important questions of rigor.

Widely used to assess social–emotional and behavioral referral concerns in grades PreK–12, systematic direct observation is an essential skill for school psychologists and other educators. This accessible book helps practitioners conduct reliable, accurate observations using the best available tools. Chapters present effective coding systems for assessing student classroom behavior, the classroom environment, behavior in non-classroom settings, and behavior in a functional assessment context; also provided are guidelines for developing new codes when an appropriate one does not already exist. Procedures for summarizing, graphing, and interpreting data for different assessment purposes are detailed. In a large-size format with lay-flat binding for easy photocopying, the book includes 13 reproducible coding forms. Purchasers get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

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This book is a practical guide to the intellectual assessment of children and adolescents in the schools. Although primarily intended for graduate students in school psychology training programs and practicing school psychologists, it should also be useful for those involved with making decisions in schools that are based, in part, on the results of intelligence tests, including counselors, teachers, administrators, and other school personnel. In writing it, we placed particular emphasis on evidence-based practices pertaining to the use and interpretation of intelligence tests. The assessment of intelligence has long been mandated by law for eligibility determination for special education and related services. At the current time, however, there is widespread disagreement about the use and interpretation of intelligence tests. Nevertheless, none of the currently available books on intellectual assessment critically reviews the scientific evidence regarding the critical role played by intelligence tests in the schools for the determination of eligibility for special education and related services. One of the main intentions of this book was to fill that gap and to recommend best practices with scientific support.

- Provides detailed information on - the functions of assessment; - how to construct, administer, and interpret the results of teacher-developed assessment techniques; and - how to interpret the results of externally developed instruments such as standardized tests.
- Both traditional and newer, alternative assessment techniques are covered.
- Advantages and disadvantages of each assessment technique are discussed.
- A companion website helps both instructors and students obtain additional information on topics of special interest to them.
- Numerous examples of the principles and procedures make it easy for students to understand the material.
- The highly practical nature of this book stems from the focus on how assessment intertwines with other everyday activities in classrooms.
- Measurement theory and computational procedures that are unlikely to be used by classroom teachers are de-emphasized, producing a textbook that provides comprehensive coverage without being unnecessarily technical.

Discover how to bridge the gap between equitably assessing linguistic and academic performance! This well-documented text examines the unique needs of the growing population of English language learners (ELLs) and describes strategies for implementing instructional assessment of language and content. With both depth and breadth, the author articulates how to equitably and comprehensively assess the language proficiency and academic achievement of ELLs. Both practicing and aspiring educators will benefit from: Rubrics, charts, checklists, surveys, and other ready-to-use tools Professional development activities An integrated approach to teaching standards, language, and content Guidance on how best to address standardized testing and grading

Teaching Online: A Practical Guide is a practical, concise guide for educators teaching online. This updated edition has been fully revamped and reflects important changes that have occurred since the second edition's publication. A leader in the online field, this best-selling

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resource maintains its reader friendly tone and offers exceptional practical advice, new teaching examples, faculty interviews, and an updated resource section. New to this edition: new chapter on how faculty and instructional designers can work collaboratively expanded chapter on Open Educational Resources, copyright, and intellectual property more international relevance, with global examples and interviews with faculty in a wide variety of regions new interactive Companion Website that invites readers to post questions to the author, offers real-life case studies submitted by users, and includes an updated, online version of the resource section. Focusing on the "how" and "whys" of implementation rather than theory, this text is a must-have resource for anyone teaching online or for students enrolled in Distance Learning and Educational Technology Masters Programs.

Literary Studies: A Practical Guide provides a comprehensive foundation for the study of English, American, and world literatures, giving students the critical skills they need to best develop and apply their knowledge. Designed for use in a range of literature courses, it begins by outlining the history of literary movements, enabling students to contextualize a given work within its cultural and historical moment. Specific focus is then given to the use of literary theory and the analysis of: Poetry Prose fiction and novels Plays Films. A detailed unit provides clear and concise introductions to literary criticism and theory, encouraging students to nurture their unique insights into a range of texts with these critical tools. Finally, students are guided through the process of generating ideas for essays, considering the role of secondary criticism in their writing, and formulating literary arguments. This practical volume is an invaluable resource for students, providing them with the tools to succeed in any English course.

Designed to help medical educators implement better assessment methods, tools, and models directly into training programs, Practical Guide to the Evaluation of Clinical Competence, 2nd Edition, by Drs. Eric S. Holmboe, Steven J. Durning, and Richard E. Hawkins, is a hands-on, authoritative guide to outcomes-based assessment in clinical education. National and international experts present an organized, multifaceted approach and a diverse combination of methods to help you perform effective assessments. This thoroughly revised edition is a valuable resource for developing, implementing, and sustaining effective systems for evaluating clinical competence in medical school, residency, and fellowship programs. The first edition of Assessment Clear and Simple quickly became the essential go-to guide for anyone who participates in the assessment process in higher education. With the increased pressure to perform assessment to demonstrate accountability, Assessment Clear and Simple is needed more than ever. This second edition of the classic resource offers a concise, step-by-step guide that helps make assessment simple, cost-efficient, and useful to an institution. It contains effective strategies for meeting the requirements of accreditation agencies, legislatures, review boards, and others, while emphasizing and showing how to move from data to actions that improve student learning. This thoroughly revised and updated edition includes many new or expanded features, including: Illustrative examples drawn from the author's experience consulting with more than 350 institutions A basic, no-frills assessment plan for departments and for general education Tips on how to integrate portfolios and e-portfolios into the assessment process Suggestions for using rubrics and alternatives to rubrics, including doing assessment for multidisciplinary work Clear instructions on how to construct a coherent institution-wide assessment system and explain it to accreditors Ideas for assigning responsibility for general education assessment Strategies for gathering information about departmental assessment while keeping the departmental workload manageable Information on how to manage assessment in times of budgetary cutbacks Praise for the Second Edition of Assessment Clear and Simple "Walvoord's approach to assessment is wonderfully straightforward; it is also effective in facilitating faculty engagement in assessment. We've applied a number of her methods to our campus assessment efforts with success. This

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book makes assessment both manageable and useful in improving and enhancing student learning."—Martha L. A. Stassen, director of assessment, University of Massachusetts, Amherst, and president, New England Educational Assessment Network (NEEAN) "Walvoord's work clearly presents the basics for getting started in assessment of student learning while honestly addressing the complexities of assessment when driven by faculty passion for student learning. This book is a valuable resource for the novice as well as the developing experts who are leading their institutions in academic assessment."—Bobbi Allen, faculty assessment director, Delta College

Assessing English for Professional Purposes provides a state-of-the-art account of the various kinds of language assessments used to determine people's abilities to function linguistically in the workplace. At a time when professional expertise is increasingly mobile and diverse, with highly trained professionals migrating across national boundaries to apply their skills in English-speaking settings, this book offers a renewed agenda for inquiry into language assessments for professional purposes (LAPP). Many of these experts work in high-risk environments where communication breakdowns can have serious consequences. This risk has been identified by governments and professional bodies, who implement language tests for gate-keeping purposes. Through a sociological lens of risk and responsibility, this book: provides a detailed overview of both foundational and recent literature in the field; offers conceptual tools for specific purpose assessment, including a socially oriented theory of construct; develops theory and practice in key areas, such as needs analysis, test development, validation and policy; significantly broadens the scope of the assessment of English for professional purposes to include a range of assessment practices for both professionals and laypeople in professional settings. Assessing English for Professional Purposes is key reading for researchers, graduate students and practitioners working in the area of English for Specific Purposes assessment. CO-PUBLISHED BY ROUTLEDGE AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH Grammar to Get Things Done offers a fresh lens on grammar and grammar instruction, designed for middle and secondary pre-service and in-service English teachers. It shows how form, function, and use can help teachers move away from decontextualized grammar instruction (such as worksheets and exercises emphasizing rule-following and memorizing conventional definitions) and begin considering grammar in applied contexts of everyday use. Modules (organized by units) succinctly explain common grammatical concepts. These modules help English teachers gain confidence in their own understanding while positioning grammar instruction as an opportunity to discuss, analyze, and produce language for real purposes in the world. An important feature of the text is attention to both the history of and current attitudes about grammar through a sociocultural lens, with ideas for teachers to bring discussions of language-as-power into their own classrooms.

A comprehensive resource to understanding the hand-press printing of early books Studying Early Printed Books, 1450 - 1800 offers a guide to the fascinating process of how books were printed in the first centuries of the press and shows how the mechanics of making books shapes how we read and understand them. The author offers an insightful overview of how books were made in the hand-press period and then includes an in-depth review of the specific aspects of the printing process. She addresses questions such as: How was paper made? What were different book formats? How did the press work? In addition, the text is filled with illustrative examples that demonstrate how understanding the early processes can be helpful to today's researchers. Studying Early Printed Books shows the connections between the material form of a book (what it looks like and how it was made), how a book conveys its meaning and how it is used by readers. The author helps readers navigate books by explaining how to tell which parts of a book are the result of early printing practices and which are a result of later changes. The text also offers guidance on: how to approach a book; how to read a catalog record; the difference between using digital facsimiles and books in-hand. This

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important guide: Reveals how books were made with the advent of the printing press and how they are understood today Offers information on how to use digital reproductions of early printed books as well as how to work in a rare books library Contains a useful glossary and a detailed list of recommended readings Includes a companion website for further research Written for students of book history, materiality of text and history of information, Studying Early Printed Books explores the many aspects of the early printing process of books and explains how their form is understood today.

The practical guide to using pricing and profitability management to build a better business A comprehensive reference for any business professional looking to understand the capabilities and competencies required for effectively managing pricing and profitability, Pricing and Profitability Management explains how to determine the right approach, tools, and techniques for each of six key categories (pricing strategy, price execution, advanced analytics and optimization, organizational alignment and governance, pricing technology and data management, and tax and regulatory effectiveness). Exploring each category in detail, the book addresses how an integrated approach to pricing improvement can give a sustainable, competitive advantage to any organization. The ultimate "how to" manual for any executive or manager interested in price management, the book presents a holistic, comprehensive framework that shows how integrating these pricing categories into a cohesive program leads to impressive gains that cannot be achieved through a single-pronged approach. Presents a comprehensive framework for more effectively managing pricing and profitability Identifies the six key categories of pricing and profitability management Shows you how to gain a competitive edge by managing pricing and profitability Taking a comprehensive view of pricing, companies can position themselves to tap a vast source of shareholder value—the ability to set and enforce profitable prices, not just once, but again and again in response to marketplace changes and evolving business needs—and this book will show you how.

This clear, no-nonsense book guides current and future teachers through the concepts, tools, methods, and goals of classroom literacy assessment. The expert authors examine the roles of formative, summative, and benchmark assessments; demystify state and national tests and standards; and show how assessment can seamlessly inform instruction. Strategies for evaluating, choosing, and interpreting assessments are discussed, as are ways to communicate data to parents and administrators. User-friendly resources include boxed vignettes from teachers and researchers, practical assessment tips (and traps to avoid), and 12 reproducible planning forms and handouts. Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2" x 11" size.

Queering the English Language Classroom provides English language teachers with practical advice for creating queer inclusive educational spaces. It keeps theoretical discussion to a minimum, focusing instead on how to apply advances in LGBTQ+ research in TESOL and applied linguistics to the classroom. This book highlights how heteronormative classrooms can silence sexually diverse student populations and halt language learning and acquisition processes, and provides research-grounded recommendations for how to challenge normative views of language and culture. In doing so, it advances a queer inquiry pedagogical approach that will help students to see how identity, including sexual identity, is implicated in systems of power and values. It discusses strategies for selecting inclusive curricular content and for troubling mainstream, commercial materials. It also contains advice to teachers on how to handle student and institutional resistance to creating queer inclusive spaces, with a particular note on how to respond to questions in contexts where engaging with LGBTQ+ content can become a fraught exercise. Queering the English Language Classroom offers an invaluable guide to English language teachers, from pre-/early-service to late-career.

This undergraduate textbook examines how formal and informal tests are created, scored, and interpreted by mental health professionals when evaluating clients, and surveys the various

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techniques commonly used for assessing educational ability, intelligence, career and occupational aptitude, and clinical issues.

This book is a practical guide to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Council of Europe 2001) and the CEFR Companion Volume (CEFR/ CV; COE 2018), which have increasingly been used to inform the language policies and teaching practices of countries within and outside of Europe. It helps practitioners to (i) grasp essential and core concepts of the Common European Framework of Reference, (ii) identify parts of the CEFR and the CEFR/CV as well as other CEFR-related resources and documents that are relevant for readers' different purposes, and (iii) utilise and adapt these resources for their own needs. Written by practitioners for practitioners, this hands-on guide covers the philosophy of the CEFR, curricula, assessment, learner autonomy, the task-based approach, and teacher development. Logically explaining all aspects of the framework and its application, this manual helps readers deal with many of the difficulties encountered when using CEFR and the CEFR CV. The book will appeal to a wide audience, including teacher educators; curriculum and materials developers; examination boards unfamiliar with the CEFR; university language departments and language centres responsible for developing their own curricula, teaching/learning approaches and assessment instruments; and policy-makers wanting to learn more about the implications of adopting the CEFR. It is a guidebook, a reference book and a workbook all in your hand.

Assessing English Language Proficiency in U.S. K–12 Schools offers comprehensive background information about the generation of standards-based, English language proficiency (ELP) assessments used in U.S. K–12 school settings. The chapters in this book address a variety of key issues involved in the development and use of those assessments: defining an ELP construct driven by new academic content and ELP standards, using technology for K–12 ELP assessments, addressing the needs of various English learner (EL) students taking the assessments, connecting assessment with teaching and learning, and substantiating validity claims. Each chapter also contains suggestions for future research that will contribute to the next generation of K–12 ELP assessments and improve policies and practices in the use of the assessments. This book is intended to be a useful resource for researchers, graduate students, test developers, practitioners, and policymakers who are interested in learning more about large-scale, standards-based ELP assessments for K–12 EL students.

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