

Kurslitteratur

US554F, Språkbedömning ur olika teoretiska perspektiv, AN, 7,5 hp

Bachman, L. F. (2014). Ongoing challenges in language assessment. I A. J. Kunnan (Red.), *The Companion to Language Assessment*. Wiley-Blackwell.
<https://doi.org/10.1002/9781118411360.wbcla128> (14 s.)

Chapelle, C. A. (2012). Conceptions of validity. I G. Fulcher & F. Davidson (Red.), *The Routledge Handbook of Language Testing* (s. 21–31). Routledge. Finns tillgänglig på lärplattformen. (10 s.)

Chiu, T. K. F. (2024). The impact of Generative AI (GenAI) on practices, policies and research direction in education: A case of ChatGPT and Midjourney. *Interactive Learning Environments*, 32(10), 6187–6203. <https://doi.org/10.1080/10494820.2023.2253861> (16 s.)

Crooks, T. J., Kane, M. T., & Cohen, A. S. (1996). Threats to the valid use of assessments. *Assessment in Education: Principles, Policy & Practice*, 3(3), 265–285.
<https://doi.org/10.1080/0969594960030302> (20 s.)

Csőregh, A.-M. (2022). *Fairest of them all?: Assessment identity development among Swedish student and novice teachers of English as a foreign language* (s. 48–56, 121–132, 152–159) [Doktorsavhandling, Stockholms universitet]. DiVA.
<http://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-208036> (26 s.)

De Backer, F., Slembrouck, S., & Van Avermaet, P. (2019). Assessment accommodations for multilingual learners: pupils' perceptions of fairness, *Journal of Multilingual and Multicultural Development*, 40(9), 833–846.
<https://doi.org/10.1080/01434632.2019.1571596> (13 s.)

European Association for Language Testing and Assessment. (2006). *Guidelines for good practice in language testing and assessment*. European Association for Language Testing and Assessment (EALTA). Finns som elektronisk resurs. (5 s.)

Englund, T. (2015). Toward a deliberative curriculum? *Nordic Journal of Studies in Educational Policy*, 2015(1), 28–56. <https://doi.org/10.3402/nstep.v1.26558> (9 s.)

Institutionen för ämnesdidaktik



- Erickson, G., Borger, L., & Olsson, E. (2022). National assessment of foreign languages in Sweden: A multifaceted and collaborative venture. *Language Testing*, 39(3), 474–493. <https://doi.org/10.1177/02655322221075067> (19 s.)
- Gardner, J. (Red.). (2012). *Assessment and learning* (2 uppl.). Sage Publications. (Tre valfria kapitel, ca 65 s.)
- Gardner, J., O’Leary, M., & Yuan, L. (2021). Artificial Intelligence in Educational Assessment: “Breakthrough? Or Buncombe and Ballyhoo?” *Journal of Computer Assisted Learning*, 37(5), 1207–1216. <https://doi.org/10.1111/jcal.12577> (9 s.)
- Gipps, C. V. (2002). Socio-Cultural Aspects of Assessment. I G. Wells & G. Claxton (Red.), *Learning for life in the 21st century: sociocultural perspectives on the future of education* (s. 73–83). Blackwell Publishers. Finns som elektronisk resurs. (10 s.)
- Harding, L., & Kremmel, B. (2016). Teacher assessment literacy and professional development. I D. Tsagari & J. Banerjee (Red.), *Handbook of Second Language Assessment* (s. 413–428). De Gruyter Mouton. <https://doi-org.ezp.sub.su.se/10.1515/9781614513827-027> (16 s.)
- Hughes, A., & Hughes, J. (2020). *Testing for language teachers* (3 uppl.). Cambridge University Press. Finns som elektronisk resurs. (Valda kapitel ca 100 s.)
- Hyland, K. (2019). Assessing student writing. I K. Hyland (Red.), *Second Language Writing* (s. 212–244). Cambridge University Press. (32 s.)
- Looney, J. W. (2009). *Assessment and Innovation in Education* [Working Paper]. OECD. Finns som elektronisk resurs. (29 s.)
- Lundahl, C., & Serder, M. (2023). Figures fighting figures – unpacking state authority’s mis/trust in PISA statistics. *Discourse: Studies in the Cultural Politics of Education*, 44(6), 829–843. <https://doi.org/10.1080/01596306.2023.2186374> (14 s.)
- Messick, S. A. (1996). Validity and washback in language testing. *Language Testing*, 13(3), 241–256. <https://doi.org/10.1177/026553229601300302> (15 s.)
- Newton, P. E. (2007). Clarifying the purposes of educational assessment. *Assessment in Education*, 14(2), 149–168. <https://doi.org/10.1080/09695940701478321> (19 s.)
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119–144. (25 s.)
- Sandlund, E., & Sundqvist, P. (2021). Rating and Reflecting: Displaying Rater Identities in Collegial L2 English Oral Assessment. I A. R. Burch, & M. R. Salaberry (Red.), *Assessing Speaking in Context Second Language Acquisition* (s. 132–162). <https://doi.org/10.21832/9781788923828-007> (30 s.)



Scarino, A. (2013). Language assessment literacy as self-awareness: Understanding the role of interpretation in assessment and in teacher learning. *Language Testing*, 30(3), 309–327. <https://doi.org/10.1177/0265532213480128> (18 s.)

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Torrance, H. (2007). Assessment as learning? How the use of explicit learning objectives, assessment criteria and feedback in post-secondary education and training can come to dominate learning. *Assessment in Education: Principles, Policy & Practice*, 14(3), 281–294. <https://doi.org/10.1080/09695940701591867> (13 s.)

Tveit, S., & Lundahl, C. (2022). Trajectories of Assessment and Certification in the North: Grading and Testing Policy in Norwegian and Swedish Basic Education. I D. Tröhler, B. Hörmann, S. Tveit & I. Bostad (Red.), *The Nordic Education Model in Context: Historical Developments and Current Renegotiations* (s. 217–235). Routledge. (18 s.)

Ytterligare kurslitteratur tillkommer som väljs av studenten i samråd med kursläraren, om max 150 sidor.

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Valbar litteratur till fördjupning

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing, Strasbourg. Finns som elektronisk resurs. (278 s.)

Lundahl, C., & Hirsh, Å. (Red.). (2021). *Hållbar bedömning: Bildning, välbefinnande och utveckling i skolans bedömningsarbete*. Natur & Kultur. (396 s.)

Hyland, K. (2016). Methods and methodologies in second language writing. *System*, 59, 116–125. Finns som elektronisk resurs. (9 s.)

Korp, H. (2011). *Kunskapsbedömning - vad, hur och varför. Kunskapsöversikt*. Finns som elektronisk resurs. (133 s.)

Skolverket. (2013). *Sambedömning i skolan*. Finns som elektronisk resurs. (37 s.)

Skolverket. (2020). *Att planera, bedöma och ge återkoppling*. Finns tillgänglig på lärplattformen. (66 s.)



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Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J.-M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., Mourey, F., Feybesse, C., Sundquist, D., & Lubart, T. (2023). Creativity, critical thinking, communication, and collaboration: Assessment, certification, and promotion of 21st century skills for the future of work and education. *Journal of Intelligence*, *11*(3), 54.
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Tsagari, D., Vogt, K., Froelich, V., Csépes, I., Fekete, A., Green A., Hamp-Lyons, L., Sifakis, N. & Kordia, S. (2018). *Handbook of Assessment for Language Teachers*. Finns som elektronisk resurs. (228 s.)

Övrigt

Aktuella styrdokument och övrigt kommentarmaterial.