

## Article and book containing plagiarizations:

1. Ma, Jia and Cheng, Liying; **Preparing Students to Take Tests**, TESOL Encyclopedia of English Language Teaching, jan 2018
2. Cheng, Liying and Janna Fox; **Assessment in the language classroom: teachers support student learning**, London, UK: Palgrave, 2017, 246 pp
3. Cheng, Liying (2013) **Language Classroom Assessment** Publisher: TESOL International Association  
ISBN: 9781942223146

## Plagiarized articles/book:

1. **Summative Assessment** <https://www.edglossary.org/summative-assessment/> 2013
2. McMillan, James. (1999). **Establishing High Quality Classroom Assessments**. Eric 429146
3. Cheng, Liying (2013) **Language Classroom Assessment** Publisher: TESOL International Association  
ISBN: 9781942223146
4. Cheng, Liying and Janna Fox. (2017) **Assessment in the language classroom: teachers support student learning**, London, UK: Palgrave, 2017, 246 pp
5. **Appropriate accommodation** Ontario Human Rights Commission  
<http://www.ohrc.on.ca/en/guidelines-accessible-education/appropriate-accommodation>  
Last accessed Dec. 2019
6. Messick, S.(1989). **Validity**.In R. L. Linn (Ed.), Educational measurement(3rd ed., pp. 13-103). New York:Macmillan.

## Plagiarized passages from two randomly selected sections.:

### 1. **Summative Assessment:**

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Generally speaking, summative assessments are defined by three major criteria: The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment “summative” is not the design of the test, assignment, or self-evaluation, per se, but the way it is used—i.e., to determine whether and to what degree students have learned the material they have been taught. Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic—i.e., they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications. Summative-assessment results are often recorded as scores or grades that are then factored into a student’s permanent academic record, whether they end up as letter grades on a report card or test scores used in the college-admissions process. While summative assessments are typically a major component of the grading process in most districts, schools, and courses, not all assessments considered to be summative are graded.

### Cheng/Fox:

Summative assessment is used to evaluate student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, unit, course, semester, programme, or school year. **Summative assessment is in line with assessment of learning**. Generally speaking, summative assessment is defined by the following three major criteria: ●● Tests, assignments, or projects are used to determine whether

students have learned what they were expected to learn. In other words, what makes an assessment ‘summative’ is not the design of the test, assignment, or self-evaluation, per se, but the way it is used, and the decisions made based on the assessment, that is, to determine whether and to what degree students have learned the material they have been taught. There is usually an evaluation mark given. ●● Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic, **that is**, they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programmes, measure progress towards improvement goals, or make course-placement decisions, among other possible **purposes**. ●● Summative-assessment results are often recorded as scores or grades that are then factored into a student’s permanent academic record, whether they end up as letter grades on a report card or test scores used in the **university**-admission process. Summative assessments are typically a major component of the grading process in most **courses and programmes**.p.5

**2. McMillan, James:**

Validity: The appropriateness of inferences, uses and consequences that result from the assessment. p1

**Cheng/Fox:** Validity: The appropriateness of inferences, uses and consequences that result from the assessment. p11

**3. McMillan, James:**

Reliability **is concerned with** the consistency, stability, and dependability of the **scores**. p1

**Cheng/Fox:**

Reliability: The consistency, stability and dependability of the **assessment results** p11

**4. McMillan, James:**

A fair assessment is one that provides an equal opportunity to all students to demonstrate achievement. p7

**Cheng/Fox:**

Fairness: **This is achieved** when students are provided with an equal opportunity to demonstrate achievement p11

**5. Ontario Human Rights Commission:**

To provide appropriate accommodation to **all** students with **disabilities**,

**Cheng/Fox:**

Appropriate accommodation is provided to students with **special needs**. p11, p226

**6. Language Classroom Assessment:**

Excerpt **1** illustrates how test environmental factors contributed negatively to test-takers’ perceptions of assessment fairness. Excerpt **2**, on the other hand, describes a testing experience where **in** time was managed so that this test-taker could effectively complete tasks p14

**Cheng/Fox:** The **first** excerpt illustrates how test environmental factors contributed negatively to a test-taker’s perceptions of assessment fairness. The **second** excerpt, on the other hand, describes a testing experience where time was **more** effectively managed so that this test-taker could complete tasks p4

7.

Language Classroom Assessment p5	Cheng/Fox p14
Understanding such testing and assessment experiences is essential for continued validation inquiry. Such inquiry can <b>support</b> teachers as they learn experientially and reflect critically on core aspects of assessment, such as construct representation ( <b>e.g.</b> ...	Understanding such testing and assessment experiences is an essential area for continued validation inquiry. Such inquiry can <b>help</b> teachers to learn experientially and reflect critically on core aspects of assessment, such as construct representation, <b>that is</b> ,...

<p><b>Messick, 1989</b></p> <p>Validity <b>is an overall evaluative judgment of</b> the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of <b>interpretations</b> and actions based on test scores</p>	<p><b>Cheng/Ma p3</b></p> <p>validity refers to the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores</p>
<p><b>Messick, 1989</b></p> <p>Validity <b>is an overall evaluative judgment of</b> the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of <b>interpretations</b> and actions based on test scores</p>	<p><b>Cheng/Fox p203</b></p> <p>validity refers to the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores</p>
<p><b>Language Classroom Assessment p3</b></p> <p>Activity</p> <p>1. Reflect on one experience in your life that made you feel good about being assessed or taking a test. <b>Alternatively,</b> you may reflect on one experience in your life that made you feel <b>terrible</b> as a result of being assessed or taking a test.</p> <ul style="list-style-type: none"> <li>• What was the experience?</li> <li>• Which aspects of testing and assessment were related to that experience?</li> <li>• Was the experience related to test content, test tasks, test types, or how the test was administrated or marked?</li> </ul> <p>2. Write down the factors that you feel have contributed to your positive experience in taking a language test, for example,</p> <ul style="list-style-type: none"> <li>• clear test directions,</li> <li>• familiar test formats, <b>and</b> <b>other factors.</b></li> </ul> <p><b>and</b> the factors that you feel that have contributed to your negative experiences, for example,</p> <ul style="list-style-type: none"> <li>• noisy testing environment,</li> <li>• too little time, and</li> <li>• other factors.</li> </ul> <p>3. How do these positive or negative factors contribute to the <b>validity and reliability</b> of assessment?</p>	<p><b>Cheng/Fox p13</b></p> <p>Activity 1.3</p> <p>1. Reflect on one experience in your life when you felt good about being assessed <b>or taking a test.</b></p> <p><b>Or</b></p> <p>Reflect on one experience in your life when you felt <b>bad</b> as a result of being assessed or taking a test.</p> <p>What was the experience?</p> <p>Which aspects of testing and assessment were related to that experience?</p> <p>Was the experience related to test contents, test tasks, test types, test administration, or how the test was marked?</p> <p>2. Write down the factors that you feel contributed to your positive experience in taking a language test. For example,</p> <p>Clear test directions</p> <p>Familiar test formats</p> <p>...</p> <p>...</p> <p>...</p> <p><b>3. Write down</b> the factors that you feel contributed to your negative experiences. For example,</p> <p>Noisy testing environment</p> <p>Too little time</p> <p>...</p> <p>...</p> <p>...</p> <p><b>4. How do these positive or negative factors contribute to the <b>overall quality</b> of assessment?</b></p>

<p><b>Preparing Students to Take Tests p3</b></p> <p>Validity refers to the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores. Simply put, if a plausible interpretation of a student's mastery level can be derived from the test score, the validity of the test score is achieved. However, if a test score is not the actual representation of a student's mastery <b>level of a content domain</b>, the interpretation and inference based on this test score cannot be accurate; therefore, the validity of this test score is threatened. <b>With differences on its focus of instructional contents, test preparation thus might threaten the validity of testscores.</b></p> <p>Messick (1996) has stated that if test preparation emphasizes the instruction of testwiseness strategies, students might answer some test items correctly using test-wiseness strategies rather than their actual knowledge.</p>	<p><b>Cheng/Fox p203</b></p> <p>validity refers to the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores. Simply put, if a plausible interpretation of a student's mastery level can be derived from the test score, the validity of the test score is achieved. However, if a test score is not an actual representation of a student's mastery, the interpretation and inference based on this test score cannot be accurate; therefore, the validity of this test score is threatened. Messick (1996) has stated that if test preparation emphasizes the instruction of test-wiseness strategies, students might answer some test items correctly using test-wiseness strategies rather than their actual knowledge.</p>
<p><b>p200</b></p> <p>Large-scale testing has been used more and more in educational systems across countries for high-stakes purposes of accountability, gatekeeping and policy-making (e.g., Cumming, 2009; Cheng, 2014). The results of these tests, regardless of subject areas being tested and their test constructs, <b>are used to</b> make inferences on students' proficiency based on their performance on a sample of items drawn from a whole content domain of knowledge. <b>These</b> results from test scores or test performance are used as indicators of students' academic achievement, and are often directly related to a variety of high-stakes decisions, from students obtaining degrees and academic advancement, to teachers attaining professional certification and promotion, to school boards funding. Due to the snapshot nature of testing as indicators of students' academic achievement and also the relationship between high-stakes decision-making and students' test performance, large-scale testing has affected what and how teachers teach and especially what and how students learn. <b>By snapshot, we mean learning represented as a test score derived from a single testing event and at one specific time during a student's learning.</b> Consequently, 'teaching has been inordinately skewed toward test preparation' (Madaus, 1988, p. 36, emphasis added), and practices (pedagogy) and principles (appropriateness/ethicality) of preparing students to take tests have thus gained increasing attention in many fields, including curriculum, educational measurement and language assessment.</p>	<p><b>p1</b></p> <p>Large-scale testing has been increasingly used in educational systems across countries for high_stakes purposes of accountability, gatekeeping and policymaking (e.g., Cumming, 2009; Cheng, 2008). These tests, regardless of subject areas being tested and their test constructs, make inferences on students' proficiency based on their performance on a sample of items drawn from a whole content domain of knowledge <b>(Madaus, 1988)</b>. The results of such inferences from <b>students'</b> test scores or test performance are used as indicators of students' academic achievement, and are often directly related to a variety of high-stakes decisions, from students' obtaining degree and academic advancement, to teachers' attaining professional certification and promotion, <b>and also</b> to school boards' <b>gaining funds</b> (Cumming, 2009; Madaus, 1988). Due to the snapshot nature of testing as indicators of students' academic achievement and also the relationship between high-stakes decision-making and students' test performance, large-scale testing has affected what and how teachers teach and especially what and how students learn. Consequently, "teaching has been inordinately skewed toward test preparation" (Madaus, 1988, p. 36, emphasis added), practices (pedagogy) and principles (appropriateness/ethicality) of preparing students to take tests has thus gained increasing attention in many fields, including curriculum, educational measurement and language assessment (e.g., Green, 2007; Haladyna &amp; Downing, 2004; Popham, 2001; Powers, 1985) since <b>mid-1980s.</b></p>