

Constructs in educational assessment – A view from the classroom

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Additional/ second language proficiency has been largely conceptualised in terms of lexico-grammatical knowledge and individual ability to make use of it in typified communication. There is, however, growing recognition in higher education that proficiency models build typified language use should take greater account of the situated language and literacy practices in specific disciplines/domains. In this talk I will first discuss the construct of academic language as it has been represented in large-scale curriculum and assessment frameworks against the backdrop of the empirical findings from the field of Academic Literacy/ies (e.g. Lea and Street, 1998, 2006; Tribble and Wingate, 2013; Wingate 2015). After that I will argue for the need to recognise a curriculized view of construct informed by discipline-sensitive classroom practices. I will conclude with some remarks on the implications of this view of construct for the assessment of academic language and literacy.

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