This bibliography has been compiled by the Graduate Student Assembly of ILTA.

Entries and corrections may be submitted throughout the year using our submissions portal: https://bit.ly/3r9AMQB
# Editorial Board

<table>
<thead>
<tr>
<th>Volume</th>
<th>Years</th>
<th>Editor(s)</th>
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Questions about the bibliography may be directed to Dylan Burton: burtonjd@msu.edu
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Foreword

Academic disciplines, as with all things in life, are subject to change. The refinement of ideas and the appearance of new trends and areas of interest mean that any field will likely appear substantially different from one decade to the next. The field of language testing and assessment is still relatively young, but it has by no means remained static over the years. This can be seen in the growth of entries within this very bibliography. In 2001 there were 118 academic papers recorded, while in 2011 there were 159 and last year, 2020, there were 287. This year’s edition, 2021, marks an incredible uptick with 347 papers published in this year alone. This is despite the pressures everyone has endured as a result of the ongoing pandemic. This growth is undoubtedly indicative of the field reaching a certain stage of maturity.

Growth in an academic discipline, however, requires a certain amount of adjustment when documenting and observing the field as a whole. In the context of this bibliography, two key changes are being implemented this year to modernize this document: refreshing our categorization system for submissions and standardizing the entries using APA 7th edition formatting. It is our hope that by putting these changes into place, the bibliography will better reflect contemporary research in language testing and assessment while ensuring greater ease of access to the references we have documented.

Regarding the first change, we have updated the categorization scheme used to classify research. In the first volume of the bibliography (1990–1999), there were 15 broad, general categories used. This scheme was updated in 1999 to 20 categories, including the addition of standards and frameworks, classroom-based assessment, and technology. After noting several important absences in our previous categorization scheme, our editorial board conducted various rounds of discussion and voting in order to determine which new categories would best represent our field in 2021. Some of these changes included revising the use of “testing” to “assessing”, while other changes were more substantial, such as adding in categories for language assessment literacy, assessing sign languages, and assessing interactional competence. We furthermore found that these categories broadly fell into three general themes: assessing specific competences and populations, language test construction and development, and social aspects of language assessment. These categories were proposed by our editorial board and then approved by the ILTA board. Changes are listed in the tables below.

Bibliography Categories 1990–1999: Volume 1

<table>
<thead>
<tr>
<th>General</th>
<th>Testing language elements</th>
<th>Factors affecting test performance</th>
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Bibliography Categories 1999–2020: Volume 2

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<td>Classroom based assessment</td>
<td>Technology and language testing</td>
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Revised Bibliography Categories 2021: Volume 3

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<table>
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<tr>
<th>Language Test Construction and Development</th>
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<tr>
<td>Validity and validation</td>
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<td>Test design and development</td>
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Social Aspects of Language Assessment

| Test impact, washback, and consequences      | Language assessment literacy | Fairness and ethics |
| Standards and frameworks                    | Assessment for learning      | Language testing policy |

* shading indicates new categories

The second key change relates to the standardization of references within the bibliography. Over time, the bibliography has more or less adhered to APA style guidelines, but changes to these very guidelines have resulted in style inconsistencies in our bibliography volumes over the years. With the recent update of the American Psychological Association’s style guide for references and citations, one important addition has been the requirement to include digital object identifiers (DOIs) or stable URLs whenever possible. The purpose of these links is to facilitate literature searches and make access to information faster and more reliable. For this reason, we have decided to fully adopt the APA 7th edition style guidelines and start afresh with this new edition of the bibliography.

Finally, I would like to thank all of the members of our community that submitted entries to the bibliography through our calls in listservs and Twitter. I also owe a huge debt of gratitude to our editorial team for all of the work compiling entries and ensuring accurate formatting. I hope you find that our changes better reflect the field of language testing and assessment for this new decade and make any literature searches or bibliometric analyses based on this document much easier.

Dylan Burton
Editor in Chief, ILTA Bibliography
Bibliography by Alphabet

A


B


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Cobb, T., & Lauber, B. (2021). The nuclear word family list: A list of the most frequent family members, including base and affixed words. Language Learning, 71(3), 834–871. https://doi.org/10.1111/ll.12452


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U


V


W


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X


Y


Z


Bibliography by Category

Assessing Specific Competences and Populations

Assessing Reading


Assessing Listening


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Assessing Speaking


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Assessing Writing


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**Assessing Integrated Skills**


Assessing Sign Languages

Assessing Vocabulary and Grammar
Cobb, T., & Laufer, B. (2021). The nuclear word family list: A list of the most frequent family members, including base and affixed words. Language Learning, 71(3), 834–871. https://doi.org/10.1111/lan.12452


### Assessing Interactional Competence and Pragmatics


Assessing Mediation, Translation, and Interpretation


Assessing Young Learners


Assessing Learners with Specific Learning Differences


Language Test Construction and Development

Validity and Validation


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Test Design and Development


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Rating and Rating Scales


**Specific Purpose Testing**


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Technology and Language Assessment


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**Research Methodology**


Social Aspects of Language Assessment

Test Impact, Washback, and Consequences


**Standards and Frameworks**


Language Assessment Literacy


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Assessment for Learning


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Fairness and Ethics


Language Testing Policy


