

《语言项目中的测试与评价》

图书基本信息

书名：《语言项目中的测试与评价》

13位ISBN编号：9787040201246

10位ISBN编号：7040201240

出版时间：2006-12

出版社：高等教育

作者：布朗

页数：307

版权说明：本站所提供下载的PDF图书仅提供预览和简介以及在线试读，请支持正版图书。

更多资源请访问：www.tushu111.com

《语言项目中的测试与评价》

前言

根据教育部大学英语教学改革的精神,《大学英语课程要求》提出要培养“学生的英语综合应用能力,特别是听说能力”,这其中包含了一些教学理念和教学模式的创新。要达到大学英语教学改革的预期效果,教师是十分关键的因素。大学英语教学改革的实践者是在教学第一线的广大英语教师,因此,针对目前我国大学英语教学师资短缺等问题,加强大学英语师资培训是摆在我们面前的一项刻不容缓的任务。为此,高等教育出版社策划引进出版了《外语教师教育与发展丛书——体验英语教学系列》。这是一套开放性的大型系列丛书,收入多位世界级语言教学专家的作品,具有权威性;内容涉及到外语教学方法、测试、评估等多个方面。丛书不仅系统介绍外语教学相关理论,更结合作者多年的教学经验,提供了大量实践案例,希望能够开拓我国外语教师教学及科研视野,培养教师在教学问题上独立思考、研究和创新的能力,成为我国外语教师教育与发展的助力器。《外语教师教育与发展丛书——体验英语教学系列》充分体现了体验式的教育理念,配合教育部大学英语教学改革推荐教材《大学体验英语》立体化系列教材及学习系统而出版,目的在于推荐新的教学理念,完成教学理念向教学实践的转化。近期我社还将出版一系列为师范类学生、英语教师和英语研究者使用的英语语言教学丛书。我们由衷地希望这些教材的出版,对各高等院校的英语教学有所促进和帮助。

《语言项目中的测试与评价》

内容概要

《语言项目中的测试与评价》全书共十一章，另附练习题答案、术语汇编、索引和参考文献等附录。全书大致可以分为五个部分：第一部分(第一章)为基础理论和基本概念部分；第二部分(第2-4章)讨论了开发、选用测试的宏观因素和微观因素，主要简述语言测试类型的选用、开发和试题的设计，题项分析等；第三部分(第5-6章)讲述了如何报告测试结果，以及如何对测试结果进行解释，其中着重讲述描述统计方法及其含义，以便为选择基于常模的语言测试或基于标准的语言测试提供依据；第四部分(第7-10章)主要讲述了相关性分析、语言测试的信度检验和语言测试的效度检验，对相关性分析及其应用、信度和效度的检验方法等进行了详细的描述；第五部分(第11章)将语言测试与语言教学联系起来，主要阐述语言测试与课程规划、课程实施等之间的关系。

《语言项目中的测试与评价》

书籍目录

导读PrefaceChapter 1 Types and Uses of Language TestsTwo Families of Language TestsNorm-Referenced TestsCriterion-Referenced TestsType of InterpretationType of MeasurementPurpose of the TestingDistributions of ScoresTest StructureMatching Tests to Decision PurposesProgram-Level Proficiency DecisionsProgram-Level Placement DecisionsClassroom-Level Achievement DecisionsClassroom-Level Diagnostic DecisionsWhy a Single Test Cannot Fulfill All Four FunctionsDifferences in Ranges of AbilityDifferences in Variety of ContentUsing Spreadsheet Programs in Language TestingWhat Is a Spreadsheet Program?How Will You Personally Benefit from Using a Spreadsheet Program in This Book?Review QuestionsApplication ExercisesChapter 2 Adopting, Adapting, and Developing Language TestsTheoretical IssuesLanguage Teaching Methodology IssuesAn Exceptionally Short History of Language TestingWhy Knowing about These Movements Is ImportantThe Competence/Performance IssueThe Discrete-Point/Integrative IssuePractical IssuesThe Fairness IssueThe Cost IssuesEase of Test ConstructionEase of Test AdministrationEase of Test ScoringInteractions of Theoretical IssuesAdopt, Adapt, or Develop?Adopting Language TestsAdapting Language TestsDeveloping Language TestsPutting Sound Tests in PlaceGetting Started with Your Spreadsheet ProgramMoving Around the SpreadsheetCreating a Sample SpreadsheetEntering Test Score Data to Create a SpreadsheetReview QuestionsApplication ExercisesChapter 3 Developing Good Quality Language Test ItemsWhat is a Test Item?Guidelines for Item Format AnalysisGeneral GuidelinesReceptive Response ItemsProductive Response ItemsPersonal Response ItemsWhy Bother with Item Format Analysis?Review QuestionsApplication ExercisesChapter 4 Item Analysis in Language TestingNorm-Referenced Item AnalysisItem Facility AnalysisItem Discrimination AnalysisCalculating Item Facility and Discrimination with Your SpreadsheetNRT Development and Improvement ProjectsCriterion-Referenced Item AnalysisItem Quality AnalysisCRT Development and Improvement ProjectsRole of Item FacilityDifference IndexThe B-IndexCRT Item SelectionReview QuestionsApplication ExercisesChapter 5 Describing Language Test ResultsDisplaying DataGraphic Display of FrequenciesCreating Graphs in ExcelTMScales of MeasurementNominal ScalesOrdinal ScalesContinuous ScalesDescriptive StatisticsCentral TendencyMeanModeMedianMidpointDispersionRangeHigh and LowStandard DeviationVarianceThe Spreadsheet Approach to Descriptive StatisticsReporting Descriptive StatisticsWhat Should Be Included?How Should Descriptive Test Statistics be Displayed?Review QuestionsApplication ExercisesChapter 6 Interpreting Language Test ScoresProbability DistributionsNormal DistributionCharacteristics of Normal DistributionsCentral TendencyDispersionPercents/PercentagesLearning from DistributionsUsing Percents/PercentagesPercentilesStandardized Scoresz ScoresT ScoresCEEB ScoresComputer-based TOEFL ScoresStandardized and Percentile ScoresThe Importance of Standardized ScoresSkewed DistributionsSkewednessPeaked DistributionsNRT and CRT DistributionsThe Spreadsheet Approach to Standardized ScoresReview QuestionsApplication ExercisesChapter 7 Correlation in Language TestingPreliminary DefinitionsCalculating the Pearson Product-Moment Correlation CoefficientAssumptions of the Pearson-Moment Correlation CoefficientCalculating the Pearson Correlation Coefficient with a SpreadsheetInterpreting Correlation CoefficientsStatistical SignificanceMeaningfulnessCorrelation MatrixesPotential Problems with Correlational AnalysisRestriction of RangeSkewednessCausalityAnother Useful Type of Correlational AnalysisPoint-Biserial Correlation CoefficientCalculating the Point-Biserial Correlation Coefficient with a SpreadsheetReview QuestionsApplication ExercisesChapter 8 Language Test ReliabilitySources of VarianceMeasurement ErrorVariance Due to EnvironmentVariance Due to Administration ProceduresVariance Attributable to ExamineesVariance Due to Scoring ProceduresVariance Attributable to the Test and Test ItemsReliability of NRTsTest-Retest ReliabilityEquivalent-Forms ReliabilityInternal-Consistency ReliabilitySplit-Half ReliabilityCronbach AlphaKuder-Richardson FormulasChapter 9 Language Test DependabilityChapter 10 Language Test ValidityChapter 11 Language Testing in RealityReview Questions Answer KeyGlossaryIndexReference

3. Have students selected and collected meaningful work ? The work that the students collect together into the portfolios should be meaningful to them. This can be accomplished by allowing them to make the selection decisions, at least to some degree. That way they can decide what is meaningful or not to them. For example, if the students will be writing nine compositions during the semester, you might negotiate with them and decide together that they will select one composition from the first set of three, one from the second set of three, and one from the last set of three (including all associated rough, second, and final drafts) to include in their portfolios so their progress in writing ability will be displayed. It may also be a good idea to encourage students to add illustrations, collages, photos, etc. to make the work more personal and meaningful to them.

4. Have students periodically reflected in writing on their portfolios ? Another important component of the portfolio development process is to have students periodically reflect in writing on their portfolios. They might reflect on how much progress they have made in their writing abilities, what they still need to work on, how their attitudes toward writing have changed in the process of developing the portfolio, etc. These reflections need not be lengthy, but they should probably be done on a regular basis, and they should be included in the portfolio.

5. Have other students, teachers, outsiders, etc., periodically examined the portfolios ? Yet another aspect of the portfolio process that is often mentioned in the literature is the importance of having other students, teachers, outsiders, etc. periodically examine the portfolios. Such examination of portfolios can be done at an open house or simply by arranging for classes that are doing portfolios to visit each other and have a look at what the members of the other class did in their portfolios. The purposes for displaying the portfolios in this way are to encourage students to take pride in them, to help students feel ownership in their work, and to make the whole process more meaningful to the students.

6. Have you scored the portfolios by applying Numbers 1-6 under Task in Table 3.3 ? Grading portfolios may also encourage the students to take them more seriously. The principles described in Numbers 3-5 under Task in Table 3.3 (p. 51) and the associated prose will be helpful in setting up a holistic or analytic scoring grid for portfolios. You might find it useful to work out the scoring grid in discussions with the students.

《语言项目中的测试与评价》

编辑推荐

《语言项目中的测试与评价》是外语教师培训和外语本科生及研究生学习语言与测试的核心教材，可以用于入学考试、水平考试和分级测试等语言测试项目设计，也可以用于课堂教学目的，如通过诊断性测试和成绩考试来评价学生的学习结果。

《语言项目中的测试与评价》

版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问:www.tushu111.com