

<<外语写作形成性评估的后效研究>>

图书基本信息

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## <<外语写作形成性评估的后效研究>>

### 前言

清华的博士论文正式出版了，作为导师，我为之感到高兴。

清华在广外攻读博士学位期间，表现出较深厚的学术素养和较强的研究能力，在国内权威学术期刊上发表过多篇关于语言测试的学术论文。

清华的博士论文选题时，我正在美国加利福尼亚大学洛杉矶校区访学，了解到美国的教育评估有很多成功的经验值得我们借鉴学习，其中之一就是形成性评估。

由此，我建议清华关注这一领域的研究。

他当时已有了较成熟的开题思路，但还是阅读了大量有关形成性评估的文献，决定把博士论文的研究方向转为外语的形成性评估。

教育评估大致可分为三种：（1）对学习的评估；（2）为学习的评估；（3）作为学习的评估。

对学习的评估，即，在单元、课程或学期结束时进行的终结性评估，目的是根据评估结果（考试分数或等级）划分学生的“等级”，目前流行的考试大都属于这类评估；为学习的评估则把重心从终结性转移到形成性，目的是跟踪学生学习发展的过程，对学生的下阶段学习提供必要的诊断性信息，这种诊断性信息是基于学生的个人“产品”（products），特别是学习过程中产出的portfolio；在作为学习的评估中，学生既是评估的对象又是评估的主人，使评估真正融入教学与学习之中。

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### 内容概要

本书作者从作者从写作测试对学生写作能力提高的角度论证“档案式写作评估”的可行性和有效性。在大规模标准化考试对数学有着很强的后效的今天，研究对教学更有指导意义的新的测试手段，使本课题具有重要的现实意义。

本书适合从事相关研究工作的人员参考、阅读。

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### 作者简介

李清华，广东外语外贸大学语言学与应用语言学博士，上海外国语大学博士后流动站研究人员，绍兴文理学院副教授；主要研究领域为语言测试与评估；已在《现代外语》、《外语界》等权威学术期刊上发表多篇关于语言测试的学术论文；与人合著“英语测试教程”已由出版社出版；曾主持和参与多项科研项目。

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### 章节摘录

(6) Classroom assessment: It is also called classroom-based teacher assessment, which is designed, implemented and interpreted by teachers. The purpose usually is to provide information for teachers to monitor instruction and/or for students to improve learning. It can be formative or summative, low-stakes or high-stakes. In this study, PBWA is a type of classroom assessment. (7) Portfolio: At its simplest, a portfolio is a collection of student work. In writing assessment, a portfolio is a purposive collection of student-selected texts written for different purposes, different audiences over a period of time, which contains exhibits showing the stages in the writing processes a text has gone through, and the stages of the writer's growth as a writer, and evidence of the writer's self-reflection on his or her identity and progress as a writer usually in the form of an introductory letter or a reflective essay. (8) Portfolio-based writing assessment: Assessing writing ability by means of portfolios. Both products and process of writing are considered. It examines several samples, written over time and under different constraints in order to produce an assessment of what the writer can do with the written form. Students are required to produce a large enough corpus of work from which to make a reasoned selection to show the best portrait of their writing ability. The final judgment contains a detailed description of a student's writing and a score/grade. In this study, it is both formative and summative. The grades of their portfolios will weigh 50% of the EFL writing course achievement.

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### 编辑推荐

《外语写作形成性评估的后效研究》是由四川大学出版社出版。

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