

<<高校英语专业阅读测试难度研究>>

图书基本信息

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## <<高校英语专业阅读测试难度研究>>

### 内容概要

《高校英语专业阅读测试难度研究：基于任务特征的分析》的主要目的有两个，一是确定可能对TEM-4阅读理解任务难度水平产生影响的主要任务特征有哪些；二是明确这些系统变化的任务特征的共同构念和测量属性，以及对任务难度的具体影响程度有多大，从而明确在多大程度上可以由这些任务特征去预测任务难度。

## <<高校英语专业阅读测试难度研究>>

### 作者简介

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2004年和2009年分别获得上海外国语大学硕士学位和博士学位，师从上海外国语大学博士生导师邹申教授(全国高等学校外语专业教学指导委员会测试办公室负责人)，专门学习英语语言测试。

2008年1月至8月美国加利福尼亚大学洛杉矶分校(UCLA)访学，研究英语语言测试。

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Assessment plays an integral role in contemporary educational practice, and its use is ubiquitous across all formal education contexts. Teachers and students devote a large proportion of time to preparing and taking tests, and most of what test takers, test designers, and test users know about what students are learning comes from the interpretation of the test scores. If used properly, tests can help improve instruction and curriculum, increase standardization, and challenge students to reach their highest potential. Increasingly, practitioners including administrators as well as teachers are expected to understand the principles of assessment and to engage in sound assessment practices. Despite this ubiquity, what constitutes a good or appropriate assessment in education has proven to be a highly contentious question, the answers to which have ranged considerably depending on the purposes, uses, users, and contexts. Some researchers have promoted distinct qualities for educational assessments, including for example, a focus on the feedback potential of classroom-based assessments, the clarity of objectives and relevance for instructional decision making of criterion-referenced and curriculum-based assessments, or precision of standard setting plus ability description of proficiency tests. What is always missing from the qualities discussed above is the right handling of the task difficulty, a lack of understanding of which would deny the appropriate interpretation of test scores unless it is well understood and properly set, especially in a high stakes test.

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