

Contents

导 读	辜向东 李玉龙	iv
Abbreviations		xv
Acknowledgements		xvi
Series Editors' note		xviii
1 Learning Oriented Assessment: An overview		1
1.1 The organisation of this volume		7
1.2 What is learning?		8
1.3 What is language learning?		9
1.4 What is to be learned?		10
1.5 The roles of assessment in learning		11
1.6 Aligning large-scale and classroom assessment		14
1.7 In summary		15
2 The roots of Learning Oriented Assessment		17
2.1 Cambridge English and Learning Oriented Assessment		18
2.2 Origins and emphases of learning-oriented approaches		18
2.3 Defining learning-oriented assessment: Process, policy or principles?		27
2.4 Specific learning-oriented methods		32
3 What is learning?		35
3.1 Constructivism		35
3.2 An appropriate model of cognition and learning		37
3.3 Task-based interaction		39
3.4 Roles of teachers and learners		47
3.5 In summary		54

4	What is language learning?	56
4.1	Languages as a special case	56
4.2	The Common European Framework of Reference for Languages	57
4.3	Natural language acquisition	59
4.4	Second Language Acquisition research	60
4.5	In summary	66
5	What is to be learned?	67
5.1	The desired outcomes of learning	67
5.2	The nature of language proficiency: Construct definition	71
5.3	The content of learning: Curricular objectives	75
5.4	In summary	76
6	The role of large-scale assessment in learning	78
6.1	Proficiency testing: The importance of criterion reference	79
6.2	Scale construction	80
6.3	Item Response Theory	82
6.4	Item banking	83
6.5	Performance assessment	85
6.6	Validity and reliability of large-scale assessment	86
6.7	Large-scale assessment: Evidence of and for learning	90
6.8	In summary	91
7	Learning-oriented assessment in the classroom	93
7.1	The nature of classroom learning-oriented assessment	93
7.2	Domain-specific and generalisable learning skills	95
7.3	Learning-centred and content-centred activities	96
7.4	Classroom evidence <i>of</i> and <i>for</i> learning	97
7.5	Learning-oriented assessment: An ecological model	101
7.6	In summary	104
8	Aligning large-scale and classroom assessment	106
8.1	Alignment of goals	106
8.2	Aligning interpretations of standards	107
8.3	Construct-based alignment of assessment	111

8.4	Evidence within a Learning Oriented Assessment model	114
8.5	The validity of Learning Oriented Assessment	118
9	Implementing Learning Oriented Assessment	121
9.1	Educational policy-making: The global scale	121
9.2	Worlds of difference: Predictable implementation issues	123
9.3	Asset Languages: A cautionary tale	125
9.4	Technology to the rescue?	125
9.5	New contexts of learning	127
9.6	Positive impact by design	129
9.7	Steps in implementation	133
9.8	A conclusion	135
Appendix 1	Assessment for learning: 10 principles (Assessment Reform Group 2002)	139
Appendix 2	The Teaching and Learning Research Programme (TLRP): 10 principles of effective pedagogy (Teaching and Learning Research Programme 2007)	142
Appendix 3	James and Pedder's (2006) hypotheses on assessment for learning	144
	References	145
	Subject Index	157