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<<英语读写结合写作试题效度验证>>

图书基本信息

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前言

The present study, within Messicks unitary validity conception, collects theoretical and empirical evidence for the substantive and generalizability aspects of construct validity of the texr-based writing task in National Matriculation English Test （Guangdong Version）, a newly-designed large-scale high-stakes test. It adopted a constructivist reading-to-write model specifying the metacognitive （planning and monitoring） and cognitive （selecting, organizing, and integrating） operations elicited in text-based writing. Three general research questions are generated： 1） whether the theoretical processes are actually tagged by the assessment task； 2） whether the two sub-tasks manifest the text-based writing construct differently； and 3） whether performance regularities entail suitability of the text-based writing task for NMET （GD）. Data were drawn from different sources via instruments constructed for this study. In response to the first two general research questions, questionnaire data from experts （N = 25）, the instructors （N = 150）, and the target candidates （N = 532） were collected. In addition, students （n = 36） interview data complemented the questionnaire data qualitatively. And the aggregation of the foregoing qualitative data, the coding and the rating results of 189 compositions responded to the third research question.

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内容概要

本研究依托Messick的效度整体观，从构念效度的实质和构念效度的外推力两个方面入手，为广东省高考英语读写结合写作题型收集效度证据。

本研究运用多个研究工具、从多角度收集了理论和实证证据。分析发现，考生完成梗概和回应性议论文的写作过程有所不同，由于梗概写作的内容构建比回应性议论文写作复杂，所以计划在梗概写作中显得相对重要；相应地，回应性议论文在语言产出上要求相对高一些，因此，考生更重视对回应性议论文的监控。

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章节摘录

The major findings of Rasch analyses are as follows. The analysis for the examinee facet has demonstrated that the text-based writing test task satisfactorily defined the students English writing ability with discriminating power, thus the inferences based on test scores can be easily supported, which has important implications for our understanding of the fairness of the assessment process （McNamara, 1996：138）. Moreover, the test task was comparatively difficult to the subject candidates, which can be interpreted from two perspectives. First of all, the students may not be familiar with the text-based writing task as it is comparatively new to them. Task familiarity has been reported to influence students writing performance；inferior performance may be attributed partly to candidates unfamiliarity with the test task （Weigle, 2004）. Second, the finding that the task is relatively tougher for the candidates in the present study reflects their low English proficiency and English writing ability. On second thought, as the average test score reached 55 points out of a total of 100, and the test task could discriminate among candidates, the test task functioned well as a measure of the writing ability concerned. Conclusively, the findings from the results of the examinee facet imply that the text-based writing task can appropriately sample candidates text-based writing ability. This can in turn serve for the primary and secondary purposes of a language test：to make inferences of the traits measured and to make decisions concerning the test-takers based on the inferences.

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