

<<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 text-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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《英语读写结合写作试题效度验证：以广东省英语高考考题为例》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。

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