**104年度「教學評量專題研究」教學綱要**

**余民寧 教授**

**一、基礎理論與教科書**

1.古典測驗理論（**classical test theory, CTT**）

-- 余民寧（2011）。教育測驗與評量：成就測驗與教學評量（第三版）。台北：心理。

2.試題反應理論（**Item response theory, IRT**）

-- 余民寧（2009）。試題反應理論（**IRT**）及其應用。台北：心理。

**二、討論主題**

0.紙筆測驗(評量)

1.實作評量

2.（數位化）檔案評量

3. 問題導向學習評量

4. 圖形（概念圖、心智圖）評量

5.知識結構評量(認知診斷評量)

6.證照認證評量、標準設定

7.（電腦化）適性（測驗）評量

8.學生評鑑教學

9. 評量方法學

10. 其他各專題

**三、課程進度表**

|  |  |  |  |
| --- | --- | --- | --- |
| **週次** | **日期** | **研討內容及進度** | **負責報告人** |
| 1 | 9/17 | 導論 | 余老師上課**:**討論進度及分配專題 |
| 2 | 9/24 | 紙筆測驗(評量) | 余老師上課 |
| 3 | 10/1 | 實作評量—口試評量 | 報告人1 |
| 4 | 10/8 | 實作評量—寫作評量 | 報告人2 |
| 5 | 10/15 | 實作評量—素養評量 | 報告人3 |
| 6 | 10/22 | 檔案評量 | 報告人4 |
| 7 | 10/29 | 數位化檔案評量 | 報告人5 |
| 8 | 11/5 | 問題導向學習評量 | 報告人6 |
| 9 | 11/12 | 圖形評量—概念構圖 | 報告人7 |
| 10 | 11/19 | 圖形評量—心智圖 | 報告人8 |
| 11 | 11/26 | 知識結構評量 | 余老師上課 |
| 12 | 12/3 | 認知診斷評量 | 報告人9 |
| 13 | 12/10 | 證照認證評量 | 報告人10 |
| 14 | 12/17 | 標準設定 | 報告人11 |
| 15 | 12/24 | 電腦化適性測驗（評量） | 報告人12 |
| 16 | 12/31 | 學生評鑑教學 | 報告人13 |
| 17 | 1/7 | 評量方法學 | 全體 |
| 18 | 1/14 | 期末心得分享 | 全體 |

註：**上課時間：每週四9:10～12:00AM；上課地點：井塘020110教室。**

**各種教學評量主題**

**1.實作評量—口試評量(oral assessment)**

Demmans Epp, C., Park, G., & Plumb, C. (2015). [Developing an adaptive tool to select, plan, and scaffold oral assessment tasks for undergraduate courses](http://search.proquest.com/eric/docview/1697497534/F57CB31B9B82443BPQ/1?accountid=10067). ***Educational Technology Research and Development,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif63*(3),http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif 475-498.

### Bolaños, D., Cole, R. A., Ward, W. H., Tindal, G. A., Hasbrouck, J., & et al. (2013). [Human and automated assessment of oral reading fluency](http://search.proquest.com/eric/docview/1697490758/F57CB31B9B82443BPQ/2?accountid=10067). ***Journal of Educational Psychology****, 105*(4),http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif 1142-1151.

### Dwyer, K. K., & Davidson, M. M. (2013). [General education oral communication assessment and student preferences for learning: E-textbook versus paper textbook](http://search.proquest.com/eric/docview/1509090329/F57CB31B9B82443BPQ/3?accountid=10067). ***Communication Teacher,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif27*(2), 111-125.

### Sayre, E. C. (2014). [Oral exams as a tool for teaching and assessment](http://search.proquest.com/eric/docview/1697502821/F57CB31B9B82443BPQ/4?accountid=10067). ***Teaching Science,*** *60*(2), 29-33.

Bradfield, T. A., Besner, A. C., Wackerle-Hollman, A. K., Albano, A. D., Rodriguez, M. C., & et al. (2014). [Redefining individual growth and development indicators: Oral language](http://search.proquest.com/eric/docview/1651854427/F57CB31B9B82443BPQ/5?accountid=10067). ***Assessment for Effective Intervention,*** *39*(4), http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif233-244.

### Seok, S., & DaCosta, B. (2014). [Oral reading fluency as a predictor of silent reading fluency at secondary and postsecondary levels](http://search.proquest.com/eric/docview/1651856997/F57CB31B9B82443BPQ/6?accountid=10067). ***Journal of Adolescent & Adult Literacy,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif58*(2),http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif 157-166.

### Papadima-Sophocleous, S., & Charalambous, M. (2014). [Impact of iPod touch-supported repeated reading on the English oral reading fluency of L2 students with specific learning difficulties](http://search.proquest.com/eric/docview/1697496844/F57CB31B9B82443BPQ/7?accountid=10067). ***The EUROCALL Review****, 22*(1),http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif47-58.

### Hunley, S. A., Davies, S. C., & Miller, C. R. (2013). [The relationship between curriculum-based measures in oral reading fluency and high-stakes tests for seventh grade students](http://search.proquest.com/eric/docview/1322242412/F57CB31B9B82443BPQ/8?accountid=10067). ***RMLE Online: Research in Middle Level Education****, 36*(5), 8.

Huang, Y., & Gui, M. (2015). [Articulating teachers' expectations afore: Impact of rubrics on Chinese EFL learners' self-assessment and speaking ability](http://search.proquest.com/eric/docview/1697488073/F57CB31B9B82443BPQ/9?accountid=10067). ***Journal of Education and Training Studies,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif3*(3), 126-132.

### Vanderwood, M. L., Tung, C. Y., & Checca, J. C. (2014). [Predictive validity and accuracy of oral reading fluency for English learners](http://search.proquest.com/eric/docview/1651833946/F57CB31B9B82443BPQ/10?accountid=10067). ***Journal of Psychoeducational Assessment,*** *32*(3), 249-258.

**2.實作評量—寫作評量(writing assessment)**

Heldsinger, S. A., & Humphry, S. M. (2013). [Using calibrated exemplars in the teacher-assessment of writing: An empirical study](http://search.proquest.com/eric/docview/1651845543/9DCD98C652A048BEPQ/1?accountid=10067). ***Educational Research,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif55*(3), 219-235.

### Beck, S. W., Llosa, L., Black, K., & Trzeszkowski-Giese, A.(2015). [Beyond the rubric: Think-alouds as a diagnostic assessment tool for high school writing teachers](http://search.proquest.com/eric/docview/1697497255/9DCD98C652A048BEPQ/2?accountid=10067).***Journal of Adolescent & Adult Literacy****, 58*(8), 670-681.

## Hawe, Eleanor; Parr, Judy. (2014). [Assessment for learning in the writing classroom: An incomplete realisation](http://search.proquest.com/eric/docview/1651831336/9DCD98C652A048BEPQ/3?accountid=10067). ***Curriculum Journal,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif25*(2), 210-237.

### Nielsen, K. (2014). [Self-assessment methods in writing instruction: A conceptual framework, successful practices and essential strategies](http://search.proquest.com/eric/docview/1651831475/9DCD98C652A048BEPQ/4?accountid=10067). ***Journal of Research in Reading****, 37*(1), 1-16.

## Graham, S. (2014). [The use of multiple forms of assessment in the service of writing](http://search.proquest.com/eric/docview/1651838006/9DCD98C652A048BEPQ/5?accountid=10067). ***Literacy Research and Instruction****, 53*(2), 96-100.

### Landry, A., Jacobs, S., & Newton, G. (2015). [Effective use of peer assessment in a graduate level writing assignment: A case study](http://search.proquest.com/eric/docview/1697485720/9DCD98C652A048BEPQ/6?accountid=10067). ***International Journal of Higher Education****, 4*(1), 38-51.

### Glaser, R. E. (2014). [Design and assessment of an assignment-based curriculum to teach scientific writing and scientific peer review](http://search.proquest.com/eric/docview/1651854812/9DCD98C652A048BEPQ/7?accountid=10067). ***Journal of Learning Design****, 7*(2), 85-104.

### Mandell, D., Shalan, H., Stalker, C., & Caragata, L. (2015). [Writing for publication: Assessment of a course for social work doctoral students](http://search.proquest.com/eric/docview/1697485972/9DCD98C652A048BEPQ/8?accountid=10067). ***Journal of Teaching in Social Work****, 35*(1), 16.

### Javed, M., Juan, W. X., & Nazli, S. (2013). [A study of students' assessment in writing skills of the English language](http://search.proquest.com/eric/docview/1413414830/9DCD98C652A048BEPQ/9?accountid=10067). ***International Journal of Instruction****, 6*(2), 129-144.

### Faulkner, M. (2013). [Remediating remediation: From basic writing to writing across the curriculum](http://search.proquest.com/eric/docview/1651844142/9DCD98C652A048BEPQ/10?accountid=10067). ***CEA Forum,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif42*(2), 45-60.

**3.實作評量—素養評量**(**literacy assessment**)

### Holliday, W., Dance, B., Davis, E., Fagerheim, B., Hedrich, A., et al. (2015). [An information literacy snapshot: Authentic assessment across the curriculum](http://search.proquest.com/eric/docview/1697505207/6CBB3FB1DB46448EPQ/1?accountid=10067). ***College & Research Libraries****, 76*(2),http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif 170-187.

Scarino, A. (2013). [Language assessment literacy as self-awareness: "Understanding" the role of interpretation in assessment and in teacher learning](http://search.proquest.com/eric/docview/1509088992/6CBB3FB1DB46448EPQ/2?accountid=10067). *L****anguage Testing,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif30*(3), 309-327.

### Smith, C. D., Worsfold, K., Davies, L., Fisher, R., & McPhail, R. (2013). [Assessment literacy and student learning: The case for explicitly developing students "Assessment Literacy"](http://search.proquest.com/eric/docview/1509087898/6CBB3FB1DB46448EPQ/3?accountid=10067). ***Assessment & Evaluation in Higher Education****,***** *38*(1),http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif 44-60.

Calfee, R., Wilson, K. M., Flannery, B., & Kapinus, B. A. (2014). [Formative assessment for the common core literacy standards](http://search.proquest.com/eric/docview/1651858780/6CBB3FB1DB46448EPQ/4?accountid=10067)**. *Teachers College Record,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif116*(11),http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif.

DeLuca, C., Chavez, T., Bellara, A., & Cao, C. (2013). [Pedagogies for preservice assessment education: Supporting teacher candidates' assessment literacy development](http://search.proquest.com/eric/docview/1361828483/6CBB3FB1DB46448EPQ/5?accountid=10067)**. *Teacher Educator****, 48*(2),http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif128-142.

Kerkham, L., & Nixon, H. (2014). [Literacy assessment that counts: Mediating, interpreting and contesting translocal policy in a primary school](http://search.proquest.com/eric/docview/1651858289/6CBB3FB1DB46448EPQ/6?accountid=10067). ***Ethnography and Education,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif9*(3),http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif343-358.

Christian, B. J. (2014). [Using assessment tasks to develop a greater sense of values literacy in pre-service teachers](http://search.proquest.com/eric/docview/1651832008/6CBB3FB1DB46448EPQ/7?accountid=10067). ***Australian Journal of Teacher Education****, 39*(2), 13.

Ogan-Bekiroglu, F., & Suzuk, E. (2014). [Pre-service teachers' assessment literacy and its implementation into practice](http://search.proquest.com/eric/docview/1651867322/6CBB3FB1DB46448EPQ/8?accountid=10067). ***Curriculum Journal,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif25*(3),http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif344-371.

Pill, J., & Harding, L. (2013). [Defining the language assessment literacy gap: Evidence from a parliamentary inquiry](http://search.proquest.com/eric/docview/1509089083/6CBB3FB1DB46448EPQ/9?accountid=10067). ***Language Testing****, 30*(3), 381-402.

Vogt, K., & Tsagari, D. (2014). [Assessment literacy of foreign language teachers: Findings of a European study](http://search.proquest.com/eric/docview/1651836924/6CBB3FB1DB46448EPQ/10?accountid=10067). ***Language Assessment Quarterly****, 11*(4), 374-402.

**4.檔案評量**(**portfolios** **assessment**)

Silveira, J. M. (2013). [Idea bank: Portfolios and assessment in music classes](http://search.proquest.com/eric/docview/1509088263/5CEA4847FF8340E2PQ/1?accountid=10067). ***Music Educators Journal****, 99*(3), 15-24.

### Jones, E. (2013). [Practice-based evidence of evidence-based practice: Professional practice portfolios for the assessment of work-based learning](http://search.proquest.com/eric/docview/1373088586/5CEA4847FF8340E2PQ/2?accountid=10067). ***Quality in Higher Education****, 19*(1), 56-71.

Appl, D. J., Leavitt, J. E., & Ryan, M. A. (2014). [Parent-Child Portfolios: "Look--This book is all about us!"](http://search.proquest.com/eric/docview/1651835817/5CEA4847FF8340E2PQ/4?accountid=10067). ***Early Childhood Education Journal,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif42*(3), 191-202.

### Mossa, J. (2014). [Capstone portfolios and geography student learning outcomes](http://search.proquest.com/eric/docview/1651859394/5CEA4847FF8340E2PQ/5?accountid=10067). ***Journal of Geography in Higher Education****, 38*(4), 571-581.

Cruz, H. L., & Zambo, D. (2013). [Student data portfolios give students the power to see their own learning](http://search.proquest.com/eric/docview/1509085964/5CEA4847FF8340E2PQ/7?accountid=10067). ***Middle School Journal,*** *http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif44*(5), 40-47.

### Price, K. R. (2013). [Using the teaching portfolio to anticipate programmatic assessment](http://search.proquest.com/eric/docview/1509080680/5CEA4847FF8340E2PQ/8?accountid=10067). ***Business Communication Quarterly,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif76*(2), 207-215.

Chang, C.-C., Liang, C., & Chen, Y.-H. (2013). [Is learner self-assessment reliable and valid in a web-based portfolio environment for high school students?](http://search.proquest.com/eric/docview/1413414846/5CEA4847FF8340E2PQ/9?accountid=10067) ***Computers & Education,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif60*(1), 325-334.

### Gunay, A., & Ogan-Bekiroglu, F. (2014). [Impact of portfolio assessment on physics students' outcomes: Examination of learning and attitude](http://search.proquest.com/eric/docview/1697487573/5CEA4847FF8340E2PQ/10?accountid=10067). ***EURASIA Journal of Mathematics, Science & Technology Education****, 10*(6), 667-680.

**5.數位化檔案評量**(**e-portfolios** **assessment**)

### Tanaka, H., Yonesaka, S. M., & Ueno, Y. (2015). [An e-portfolio to enhance sustainable vocabulary learning in English](http://search.proquest.com/eric/docview/1697489247/AE258BF4A847475APQ/1?accountid=10067). ***The EUROCALL Review,*** *23*(1), 41-52.

### Papp, R. (2014). [Assessment and assurance of learning using e-portfolios](http://search.proquest.com/eric/docview/1697488628/AE258BF4A847475APQ/2?accountid=10067). ***Journal of Case Studies in Accreditation and Assessment,*** *3*, 6.

Oakley, G., Pegrum, M., & Johnston, S. (2014). [Introducing e-portfolios to pre-service teachers as tools for reflection and growth: Lessons learnt](http://search.proquest.com/eric/docview/1651845129/AE258BF4A847475APQ/3?accountid=10067). ***Asia-Pacific Journal of Teacher Education,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif42*(1), 36-50.

Jenson, J. D., & Treuer, P.http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif (2014). [Defining the e-portfolio: What it is and why it matters](http://search.proquest.com/eric/docview/1651850022/AE258BF4A847475APQ/4?accountid=10067). ***Change: The Magazine of Higher Learning,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif46*(2), 50-57.

Lou, S.-J., Kao, M.-C., Yen, H.-L., & Shih, R.-C. (2013). [Effects of applying blogs to assist life education Iinstruction for elementary school students](http://search.proquest.com/eric/docview/1651848672/AE258BF4A847475APQ/5?accountid=10067). ***Turkish Online Journal of Educational Technology – TOJET,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif12*(4).http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif41-55.

Shin, S.-Y. (2013). [Developing a framework for using e-portfolios as a research and assessment tool](http://search.proquest.com/eric/docview/1651843370/AE258BF4A847475APQ/6?accountid=10067). ***ReCALL****, 25*(3), 359-372.

Alawdat, M. (2013). [Using e-portfolios and ESL learners](http://search.proquest.com/eric/docview/1373089290/AE258BF4A847475APQ/7?accountid=10067). ***US-China Education Review, A****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif3*(5), 339-351.

Baris, F. M., & Tosun, N. (2013). [Can social networks and e-portfolio be used together for enhancing learning effects and attitudes?](http://search.proquest.com/eric/docview/1509085681/AE258BF4A847475APQ/8?accountid=10067) ***Turkish Online Journal of Educational Technology – TOJET****, 12*(2), 51-62.

Keller, C. (2013). [E-portfolios for reflective practice, advocacy, and professional growth](http://search.proquest.com/eric/docview/1509086029/AE258BF4A847475APQ/9?accountid=10067). ***School Library Monthly,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif29*(6), 8-10.

Shroff, R. H., Trent, J., & Ng, E. M. (2013). [Using e-portfolios in a field experience placement: Examining student-teachers' attitudes towards learning in relationship to personal value, control and responsibility](http://search.proquest.com/eric/docview/1509080002/AE258BF4A847475APQ/10?accountid=10067). ***Australasian Journal of Educational Technology****, 29*(2), 143-160.

**6.** **問題導向學習評量**(**project**-**based assessment**)

### VanTassel-Baska, J. (2014). [Performance-based assessment: The road to authentic learning for the gifted](http://search.proquest.com/eric/docview/1651839611/4E75E010C7AA4F3CPQ/1?accountid=10067). ***Gifted Child Today,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif37*(1), 41-47.

Ellis-Bosold, C., & Thornton-Orr, D. (2013). [A needs assessment: A sudy of perceived need for student health services by Chinese international atudents](http://search.proquest.com/eric/docview/1651845513/4E75E010C7AA4F3CPQ/2?accountid=10067). **College Student Journal**, 47(1), 155-168.

Rodríguez Montequín, V., Mesa Fernández, M. J., Balsera, V. J., & García Nieto, A. (2013). [Using MBTI for the success assessment of engineering teams in project-based learning](http://search.proquest.com/eric/docview/1651850557/4E75E010C7AA4F3CPQ/3?accountid=10067). ***International Journal of Technology and Design Education,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif23*(4), 1127-1146.

Aslan, S., Reigeluth, C. M., Thomas, D. (2014). [Transforming education with self-directed project-based learning: The Minnesota New Country School](http://search.proquest.com/eric/docview/1697499152/4E75E010C7AA4F3CPQ/4?accountid=10067). ***Educational Technology,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif54*(3), 39-42.

Tubaishat, A., & Lansari, A. (2013). [Using student e-portfolios to facilitate learning objective achievements in an outcome-based university](http://search.proquest.com/eric/docview/1651858400/4E75E010C7AA4F3CPQ/5?accountid=10067). ***Journal of Information Technology Education: Innovations in Practice,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif12*, 113-127.

Taylor, W. (2014). [Assessing what we value](http://search.proquest.com/eric/docview/1651857172/4E75E010C7AA4F3CPQ/6?accountid=10067). ***Independent School****, 73*(2), .

Twombly, S. (2014). [When teaching interferes with learning: Balancing accountability with the unique needs of every child](http://search.proquest.com/eric/docview/1651849559/4E75E010C7AA4F3CPQ/7?accountid=10067). ***New Educator,****http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif10*(1), 44-52.

Dahm, K. (2014). [Combining the tasks of grading individual assignments and assessing student outcomes in project-based courses](http://search.proquest.com/eric/docview/1651859053/4E75E010C7AA4F3CPQ/8?accountid=10067)**. *Journal of STEM Education: Innovations and Research****,http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif15*(1), 20-29.

### Sáiz-Manzanares, M. C., Bol-Arreba, A., Payo-Hernanz, R. J. (2014). [Validation of an Evaluation Tutoring Task Scale at the university](http://search.proquest.com/eric/docview/1651843049/4E75E010C7AA4F3CPQ/9?accountid=10067). ***Electronic Journal of Research in Educational Psychology****,http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif12*(3), 835-852.

Fernandes Malaquias, Rodrigo; de Oliveira Malaquias, Fernanda Francielle. (2014). [Project evaluation: Validation of a scale and analysis of its predictive capacity](http://search.proquest.com/eric/docview/1651846748/4E75E010C7AA4F3CPQ/10?accountid=10067). ***Turkish Online Journal of Distance Education****,http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif15*(4),http://search.proquest.com/assets/r20151.5.0-8/core/spacer.gif90-111.

**7.圖形評量—概念構圖(concept** **mapping**)

Rye, J., Landenberger, R., & Warner, T. A. (2013). Incorporating c**oncept mapping** in project-based learning: Lessons from Watershed investigations. *Journal of Science Education and Technology, 22*(3), 379-392. (EJ1002922)

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