Studies in Educational Evaluation

CONTENTS

SPECIAL SECTION ON QUALITY ASSURANCE IN ASSESSMENT
Guest Editors: Katrien Struyven and Dominique Sluijsmans

Dominique M.A. Sluijsmans and Katrien Struyven 1  Quality assurance in assessment: An introduction to this special issue
Robbert Smit and Thomas Birri 5  Assuring the quality of standards-oriented classroom assessment with rubrics for complex competencies
Mary K. Sheard and Bette Chambers 14  A case of technology-enhanced formative assessment and achievement in primary grammar: How is quality assurance of formative assessment assured?
Fabienne M. Van der Kleij, Theo J.H.M. Eggen and Ronald J.H. Engelen 24  Towards valid score reports in the Computer Program LOVS: A redesign study
Katrien Struyven, Yves Blieck and Véronique De Roeck 40  The electronic portfolio as a tool to develop and assess pre-service student teaching competences: Challenges for quality
Robin D. Tierney 55  Fairness as a multifaceted quality in classroom assessment
Wei Shin Leong 70  Knowing the intentions, meaning and context of classroom assessment: A case study of Singaporean teacher’s conception and practice

Regular Articles

Benjamin Froncek, Gerrit Hirschfeld and Meinald T. Thielsch 79  Characteristics of effective exams–Development and validation of an instrument for evaluating written exams
Pieter Spooren, Dimitri Mortelmans and Wim Christiaens 88  Assessing the validity and reliability of a quick scan for student’s evaluation of teaching. Results from confirmatory factor analysis and G Theory
Ricky Lam 95  Can student-generated test materials support learning?
Reza Pishghadam and Gholam Hassan Khajavy 109  Development and validation of the Student Stroke Scale and examining its relation with academic motivation
Ka-Cheong Leung, Frederick K.S. Leung and Haode Zuo 115  A study of the alignment of learning targets and assessment to generic skills in the new senior secondary mathematics curriculum in Hong Kong
Carlinda Leite, Preciosa Fernandes and Ana Mouraz 133  Curriculum contextualization: A comparative analysis of meanings expressed in Portuguese and English school evaluation
Tony Burner 139  The potential formative benefits of portfolio assessment in second and foreign language writing contexts: A review of the literature
Wim van de Grift, Michelle Helms-Lorenz and Ridwan Maulana 150  Teaching skills of student teachers: Calibration of an evaluation instrument and its value in predicting student academic engagement

(Contents continued on inside back cover)

For a full and complete Guide for Authors, please go to: http://www.elsevier.com/locate/jsee
Jos Tolboom and Wilmad Kuiper
160 Quantifying correspondence between the intended and the implemented intervention in educational design research

Shivaun O’Brien, Gerry McNamara and Joe O’Hara
169 Critical facilitators: External supports for self-evaluation and improvement in schools

Kaija Kumpas-Lenk, Beatrice M. Tucker and Ritu Gupta
178 Validation of a unit evaluation survey for capturing students’ perceptions of teaching and learning: A comparison among Australian and Estonian higher education students

Maaike Koopman, Anouke Bakx and Douwe Beljaard
186 Students’ goal orientations and learning strategies in a powerful learning environment: A case study

Henna Asikainen, Viivi Virtanen, Liisa Postareff and Pekka Heino
197 The validity and students’ experiences of peer assessment in a large introductory class of gene technology

J.A. van Beek, F.P.C.M. de Jong, Th. Wubbels and A.E.M.G. Minnaert
206 Measuring teacher regulating activities concerning student learning in secondary education classrooms: Reliability and validity of student perceptions

Tova Michalsky
214 Developing the SRL-PV assessment scheme: Preservice teachers’ professional vision for teaching self-regulated learning

Karsten Krauskopf, Carmen Zahn, Friedrich W. Hesse and Roy D. Pea
230 Understanding video tools for teaching: Mental models of technology affordances as inhibitors and facilitators of lesson planning in history and language arts

Victoria Ingalls
244 Using teacher judgment for placement in college mathematics courses: An ethnographic case study at one Midwestern institution

Lea Hubbard, Amanda Datnow and Laura Pruyn
Corrigendum