1. Record Nr. UNINA9910299552503321 Autore Tian Suisheng Titolo Academic Achievement Assessment: Principles and Methodology / / by Huisheng Tian, Zhichang Sun Pubbl/distr/stampa Berlin, Heidelberg:,: Springer Berlin Heidelberg:,: Imprint: Springer, , 2018 **ISBN** 3-662-56198-0 Edizione [1st ed. 2018.] 1 online resource (XII, 357 p. 20 illus.) Descrizione fisica 371.26 Disciplina Soggetti Assessment International education Comparative education Assessment, Testing and Evaluation International and Comparative Education Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Nota di contenuto Part One Introduction to academic achievement assessment -- Chapter 1 Historical development of academic achievement assessment --Chapter 2 Overview of academic achievement assessment -- Part Two International comparison of academic achievement assessment --Chapter 3 Assessment systems of international organizations --Chapter 4 Assessment systems of foreign countries -- Chapter 5 Comparison of assessment systems and its implications -- Chapter 6 The philosophical foundation of academic achievement assessment --Part Three Theoretical system and practical strategy of academic achievement assessment -- Chapter 7 Educational psychology basis of academic achievement assessment -- Chapter 8 Metrology basis of academic achievement survey -- Chapter 9 Goal System and Test Techniques of Academic Achievement Survey -- Chapter 10 Questionnaire Design for Academic Achievement Assessment --Chapter 11 Organization and implementation of academic achievement survey -- Chapter 12 Academic Achievement Surveys and the

Improvement of Education and Teaching.

Sommario/riassunto

This book consists of introduction to academic achievement

assessment, international comparison of academic achievement assessment and reference, as well as theoretical system and practice strategy of academic achievement assessment. The study indicates that the development trends of foreign academic achievement assessment are: establishing a complete education quality monitoring system; paying more attention to the function and value of independent education quality monitoring institution and intermediary organization; the orientation based on the integrated development of students growing more apparent; marching from "evaluation of study" to "evaluation for study"; and placing educational equity in a prominent position. This book is easy to understand and readable for professionals like teachers, educational researchers and particularly those engaged in academic achievement.