

1. Record Nr.	UNINA9910461303003321
Autore	Leighton Jacqueline P.
Titolo	The learning sciences in educational assessment : the role of cognitive models // Jacqueline P. Leighton, Mark J. Gierl [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2011
ISBN	1-139-08864-5 1-107-21433-5 1-283-19330-2 9786613193308 1-139-09242-1 0-511-99627-6 1-139-09293-6 1-139-09191-3 1-139-09102-6 1-139-09011-9
Descrizione fisica	1 online resource (v, 270 pages) : digital, PDF file(s)
Disciplina	371.260973
Soggetti	Educational tests and measurements Educational psychology Cognition
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	The learning sciences in educational assessment: an introduction -- Evaluating cognitive models in large-scale educational assessments -- Cognitive models of task performance for reading comprehension -- Cognitive models of task performance for scientific reasoning and discovery -- Cognitive models of task performance for mathematical reasoning -- Putting it all together: cognitive models to inform the design and development of large-scale educational assessment -- Cognitively-based statistical methods: technical illustrations.
Sommario/riassunto	There is mounting hope in the United States that federal legislation in the form of No Child Left Behind will improve educational outcomes. As titanic as the challenge appears to be, however, the solution could be at

our fingertips. This volume identifies visual types of cognitive models in reading, science and mathematics for researchers, test developers, school administrators, policy makers and teachers. In the process of identifying these cognitive models, the book also explores methodological or translation issues to consider as decisions are made about how to generate psychologically informative and psychometrically viable large-scale assessments based on the learning sciences. Initiatives to overhaul educational systems in disrepair may begin with national policies, but the success of these policies will hinge on how well stakeholders begin to rethink what is possible with a keystone of the educational system: large-scale assessment.

---