

Source	Plagiarizations in L. Cheng publications (not including self plagiarism)	
Instruction directed toward preparation for a performance-based assessment promotes better instructional practice (Baker, Aschbacher, Niemi, & Sato, 1992). <i>noble 1994</i>	Instruction directed toward preparation for a performance assessment promotes better instructional practice (Baker, Aschbacher, Niemi, & Sato, 1992) <i>cheng phd thesis 1997 p14</i>	1.
<i>a/a</i>	<i>phd thesis 1997p48</i>	2.
<i>a/a</i>	Instruction directed toward preparation for a performance assessment promotes better instructional practice (Baker, et al., 1992). <i>cheng 1999</i>	3.
<i>a/a</i>	Instruction directed toward preparation for a performance assessment promotes better instructional practice (Baker, et al., 1992). <i>cheng 2005</i>	4.
It is argued that new performance-based assessments can be designed to be so closely linked to the goals of instruction as to be almost indistinguishable from them. Rather than being a negative consequence, as it is now with some high-stakes uses of existing standardized tests, teaching to these proposed performance-based assessment would be considered a virtue . <i>linn 1993</i>	It is argued that new performance-based assessments can be designed to be so closely linked to the goals of instruction as to be almost indistinguishable from them. Rather than being a negative consequence, as it is now with some high-stakes uses of existing standardized tests, teaching to these proposed performance-based assessment would be considered a virtue .. <i>cheng phd thesis 1997 p2</i>	5.
<i>a/a</i>	It is argued (Baker, Aschbacher, Niemi & Sato 1992; Honig, 1987; Linn, 1992; Popham, 1987; Noble & Smith, 1994b) that new performance based assessment can be designed to be so closely linked to the goals of instruction as to be almost indistinguishable from them. Rather than being a negative consequence, as it is now with some high-stakes uses of existing standardised tests, it is asserted that teaching to these proposed performance-based assessments would be considered a virtue. <i>cheng 1999</i>	6.
"Many of the major innovations of recent years have been designed with this in mind, i.e. with the expectation that the examination changes will help classroom teachers to keep a better balance between teaching and skill-building on the one hand and examination preparation on the other." <i>HKEA 1994: 80</i> (cited in cheng phd thesis 1997 p.49)	Many of the major innovations of recent years have been designed with the expectation that the examination changes will help classroom teachers to keep a better balance between teaching and skillbuilding, on the one hand, and examination preparation on the other. <i>cheng 1999 p19</i>	7.
The legislative passage of the testing mandate in May 1990 demonstrated Arizona's commitment to top-down reform and its belief that assessment can leverage educational change. <i>noble 1994</i>	the legislative passage of the testing mandate <i>obviously</i> demonstrated Arizona's commitment to top-down reform and its belief that assessment can leverage educational change. <i>washback or backwash cheng 2000</i>	8.
<i>a/a</i>	legislative passage of the testing mandate in May 1990 <i>obviously</i> demonstrated Arizona's commitment to topdown reform and its belief that assessment can leverage educational change <i>cheng phd thesis 1997</i>	9.
<i>a/a</i>	the legislative passage of the testing mandate in May 1990 demonstrated Arizona's commitment to topdown reform and its belief that assessment can leverage educational change. Noble and Smith (1994a: 13- 14) <i>cheng 2005</i>	10

<p>It reveals both the ambiguities characteristic of the policy-making process and the dysfunctional side effects that evolve from the policy's disparities. noble 1994</p>	<p>Also according to Noble and Smith (1994a:1-2),... revealed both the ambiguities characteristic of the policy-making process and the dysfunctional side effects that evolved from the policy's disparities, cheng phd thesis 1997</p>	11
<p>We focused on the beliefs that influenced the change in the testing mandate at the policy-making and administration levels and those that influenced educators' reactions to and implementations of it. noble 1994</p>	<p>Noble and Smith (1994a:13-14) focused on the beliefs that influenced the change in the testing mandate at the policy-making and administration levels and those that influenced educators' reactions to and implementations of the policy. cheng phd thesis 1997</p>	12
<p>We were particularly interested in examining the interplay between policy and practice. noble 1994</p>	<p>They were particularly interested in examining the interplay between policy and practice by investigating how different... cheng phd thesis 1997</p>	13
<p></p>	<p>They were particularly interested in examining the interplay between policy and practice by investigating how different... chang 2005</p>	14
<p>Proponents of this form of testing, he points out, argue that the power of testing to influence what is taught, how it is taught, what is learned, and how it is learned, is a very beneficial attribute. gipps 1994</p>	<p>Proponents of testing further argue that the power of testing to influence what is taught, how it is taught, what is learned, and how it is learned is a very beneficial attribute. cheng phd thesis 1997</p>	15
<p>measurement drive instruction occurs when a high-stakes test of educational achievement, because of the important contingencies associated with the students' performance, influences the instructional program that prepares students for the test. popham 1987:680</p>	<p>measurement-driven instruction will occur when a high-stakes test of educational achievement influences the instructional program that prepares students for the test (Popham 1987:680). The reason is that important contingencies are associated with the students' performance cheng phd thesis 1997</p>	16
<p>a/a</p>	<p>a/a cheng 2005</p>	17
<p>As I suggested above, educators need to abandon outmoded notions that testing must follow teaching. Properly conceptualized tests can provide the requisite clarity to make instruction more effective. popham 1987:680</p>	<p>He suggested that educators need to abandon outmoded notions that testing must follow teaching. Properly conceptualised tests to him can provide the clarity to make instruction more effective. cheng phd thesis 1997</p>	18
<p>a/a</p>	<p>a/a cheng 2005</p>	19
<p>In high-stakes environments, in which the results of mandated tests trigger rewards, sanctions, or public scrutiny and loss of professional status, teachers will be motivated to pursue the objectives the test embodies. noble 1994</p>	<p>In high-stakes environments, in which the results of mandated tests trigger rewards, sanctions, or public scrutiny and loss of professional status, teachers will be motivated to pursue the objectives that the test embodies. cheng phd thesis 1997</p>	20
<p>...learning is knowledge-dependent. It is not merely an act of receiving information but one of interpreting information through earlier learning. The role of prior knowledge and experience is given special attention, for what a pupil learns on a given occasion is dependent on what has been already learned. It is much easier for individuals to learn more about their areas of expertise than it is for them to learn about other topics outside their experience. noble 1994</p>	<p><i>Learning is knowledge-dependent:</i> It is not merely an act of receiving information but one of interpreting information through earlier learning. The role of prior knowledge and experience is given special attention, for what a pupil learns on a given occasion is dependent on what has been already learned. It is much easier for individuals to learn more about their areas of expertise than it is for them to learn about other topics outside their experiences. cheng phd thesis 1997</p>	21
<p>The cognitive-constructivist perspective proposes that effective instruction must mesh with how students think (Dewey, 1963; National Council of Teachers of Mathematics, 1989). The direct instruction model, the "tell-show-do approach," does not match how students learn (Baroody & Ginsburg, 1990), nor does it take into account pupil intention, interest, and choice....Teaching</p>	<p>The above perspective proposes that effective instruction must mesh with how students think. The direct instruction model under the influence of behaviourism - tell-show-do approach - does not match how students learn, nor does it take into account pupil intention, interest, and choice. Teaching that fits the cognitive-constructivist view of learning is likely to be holistic, integrated, project-</p>	22

<p>that fits this cognitive-constructivist view of learning is likely to be holistic, integrated, project-oriented, long-term, discovery-based, and social. noble 1994, Baroody 1990, Dewey 1963, National Council of Teachers of Mathematics, 1989</p>	<p>oriented, long-term, discovery-based, and social. cheng phd thesis 1997</p>	
<p>a/a</p>	<p>a/a cheng 2005</p>	<p>23</p>
<p>a/a</p>	<p>effective instruction must mesh with how students think. The direct instruction model under the influence of behaviourism - tell-show-do approach - does not match how students learn, nor does it take into account pupil intention, interest, and choice. Teaching that fits the cognitive constructivist view of learning is likely to be holistic, integrated, project-oriented, long term, discovery-based, and social... cheng 2000</p>	<p>24</p>
<p>Thus, cognitive-constructivists see performance tests as a form of testing that parallels their view of how pupils learn and should be taught. noble 1994</p>	<p>Thus, cognitive-constructivists see performance tests as a form of testing that parallels their view of how pupils learn and should be taught cheng phd thesis 1997</p>	<p>25</p>
<p>a/a</p>	<p>Thus, cognitive-constructivists see performance tests as a form of testing that parallels their view of how pupils learn and should be taught cheng 2000 washback</p>	<p>26</p>
<p>a/a</p>	<p>a/a cheng 2005</p>	<p>27</p>
<p>The teaching context (i.e., school environment, messages from administration, expectations of other teachers, and such) facilitates or detracts from the possibility of change noble 1994</p>	<p>The teaching context, school environment, messages from the administration, and expectations of other teachers facilitate or detract from the possibility of change. cheng phd thesis 1997</p>	<p>28</p>
	<p>...context (school environment, messages from administration, expectations of other teachers, and students) plays a key role in facilitating or detracting from the possibility of change. cheng 2000 washback</p>	<p>29</p>
	<p>...context (school environment, messages from administration, expectations of other teachers, and students) plays a key role in facilitating or detracting from the possibility of change cheng 2000 changing assessment</p>	<p>30</p>