

| Source | Plagiarizations in L. Cheng publications (not including self plagiarism) |
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| <p>As has been true of previous reform efforts, assessment is central to the current educational reform debate for at least two reasons. First, assessment results are relied upon to document the need for change. Second, assessments are seen as critical agents of reform</p> <p>Linn, R. L. (1993). https://doi.org/10.3102/01623737015001001</p> | <p>[As has been true of previous reform efforts,]assessment is central to the current educational reform debate for at least three reasons. First, assessment results are relied upon to document the need for change. Second, assessments are seen as critical agents of reform.</p> <p>cheng thesis 1997 cheng changing assessment 1999 cheng changing language teaching 2005 cheng Geopolitics of Assessment 2017</p> |
| <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 changing language teaching 2005</p> |
| <p>the goals of instruction are explicit; teacher and student efforts are focused on welldefined targets; standards are clear and uniform; accountability at all levels is easier and more objective; and the public has concrete information on how well the schools are doing</p> <p>gipps 1994 citing Madaus</p> | <p>the goals of instruction are explicit; teacher and student efforts are focused on welldefined targets; standards are clear and uniform; accountability at all levels is easier and more objective; and the public has concrete information on how well the schools are doing</p> <p>cheng thesis 1997 cheng changing language teaching 2005</p> |
| <p>Even in modern times, the use of examinations to select for education and employment dated back at least 300 years. Examinations were seen as way to encourage the development of talent, to upgrade the performance of schools and colleges, and to counter, to some degree, nepotism, favouritism, and even outright corruption in the allocation of scarce opportunities Eckstein & Noah. 1992</p> | <p>Even in modern times, the use of examinations to select for education and employment dates back at least 300 years. Tests were seen as ways to encourage the development of talent, to upgrade the performance of schools and colleges, and to counter, to some degree, nepotism, favoritism, and even outright corruption in the allocation of scarce opportunities.</p> <p>cheng Geopolitics of Assessment 2017</p> |
| <p>the goals of instruction are explicit; teacher and student efforts are focused on well defined targets; standards are clear and uniform; accountability at all levels is easier and more objective; and the public has concrete information on how well the schools are doing gipps 1994</p> | <p>the goals of instruction are explicit; teacher and student efforts are focused on well defined targets; standards are clear and uniform; accountability at all levels is easier and more objective; and the public has concrete information on how well the schools are doing</p> <p>cheng thesis 1997 cheng changing language teaching 2005</p> |
| <p>In America, educational reform and testing are intimately linked. Test scores signal the need for reform....Tests are also widely viewed as instruments for educational improvement. resnick and resnick 1992</p> | <p>...educational reform and testing can be and are intimately linked in America (see Resnick & Resnick 1992: 1)... test scores signal the need for reform.... tests are also widely viewed as instruments for educational improvement.</p> <p>cheng thesis 1997 cheng changing language teaching 2005</p> |
| <p>The second tradition... The influence of this tradition, which views interaction as a chain of teacher and student behaviors, each one classifiable into one or another category, is seen in the third tradition. The discourse analysis tradition arose from a linguistic perspective, an attempt to analyze fully the discourse of classroom interaction in structural-functional linguistic terms Chaudron 1988 ISBN 9780521339803</p> | <p>The influence of the second tradition, which views interaction as a chain of teacher and student behaviours (each one classifiable into one or another category), is seen in the third tradition - discourse analysis. This third tradition arose from a linguistic perspective, an attempt to analyze fully the discourse of classroom interaction in structural-functional linguistic terms</p> <p>cheng changing language teaching 2005 heng thesis 1997</p> |

They reflect a current appetite for language assessment anchored in the world of functions and events, but also must address how the worlds of functions and events contain non skill-specific and discretely hierarchical variability. As examples of current tests that attempt to use performance criteria, the chapter reviews the Canadian Language Benchmark, the Common European Framework, and the Assessment of Language Performance projects. **Hudson 2005**
TRENDS IN ASSESSMENT SCALES AND CRITERION-REFERENCED LANGUAGE ASSESSMENT

Other similar frameworks around the world are the Canadian Language Benchmark, the Common European Framework of Reference, and the Assessment of Language Performance projects, which are examples of trends in assessment scales and criterion-referenced language assessment. These examples reflect the current appetite for language assessment anchored in the world of functions and events, but also must address how the worlds of functions and events contain non-skill-specific and discretely hierarchical variability. **cheng Geopolitics of Assessment 2017**