



Classroom Assessment: Interrelationship between Assessment and Instruction



Dr Liying Cheng
Queen's University, Canada

Abstract:

Assessment and evaluation play a central role in teaching and learning. Research on the assessment practices of teachers has revealed that the day-to-day assessment of student learning is unquestionably one of the teacher's most demanding, complex and important tasks. Teachers, as the agents of assessment, need to ensure the validity and reliability of their classroom assessment practices and need to use these practices in ways that support their students' learning. The first part of this seminar will focus on the background and context of the assessment and evaluation practices of teachers in the Ontario school context in Canada. The second part will report on an empirical study conducted with a province-wide, criterion-related literacy test for all Ontario secondary school students in Canada.

Liying Cheng (PhD) is an Associate Professor and a Director of the Assessment and Evaluation Group (AEG) at the Faculty of Education, Queen's University. Her primary research interests are the impact of large-scale testing on instruction, and the relationship between assessment and instruction. Her major publications include articles in *Language Testing*, *Language Assessment Quarterly*, *Assessment in Education*, *Assessment & Evaluation in Higher Education*, and *Studies in Educational Evaluation*. Her recent books are *Changing Language Teaching through Language Testing* (Cambridge University Press, 2005); *Washback in Language Testing: Research Contexts and Methods* (co-edited with Y. Watanabe with A. Curtis, Lawrence Erlbaum Associates, 2004); and *Language Testing: Revisited* (co-edited with J. Fox et. al., University of Ottawa Press, 2007).

27 March 2007 (Tuesday), 5:00 - 6:30 p.m.
Room 201, Main Building,
The University of Hong Kong, Pokfulam Road
Chair: Dr Chris Davison

**All are welcome! Enquiries: Cathy Cheung at 2241 5391,
Email: cathycyw@hkucc.hku.hk**

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