## Studies in Educational Evaluation

CONTENTS Volume 59, 2018

Teacher AfL perceptions and feedback practices in mathematics education among secondary schools in Tanzania Florence Kyaruzi, Jan-Willem Strijbos, Stefan Ufer and		The roles of teacher and student gender in German teachers' attitudes toward ethnic minority students  Hannah Kleen and Sabine Glock	102
Gavin T.L. Brown	1	Impacts of Pre-Service Training and Coaching on Kindergarten Quality and Student Learning Outcomes in	
Guidelines for data fusion with international large scale assessments: Insights from the TALIS-PISA link database	10	Ghana Sharon Wolf	112
María Gil-Izquierdo and José Manuel Cordero  Group peer assessment of oral English performance in a Taiwanese elementary school Yu-ju Hung	19	Peer assessment use, its social nature challenges and perceived educational value: A teachers' survey study Tijs Rotsaert, Ernesto Panadero and Tammy Schellens	124
Comparative effect of online summative and formative assessment on EFL student writing ability  Zohre Mohamadi	29	Does the textbook matter? Longitudinal effects of textbook choice on primary school students' achievement in mathematics  Ann-Katrin van den Ham and Aiso Heinze	133
An assessment-based model for exploring the solving	25	Gender Bias in teachers' grading: What is in the grade	14
of mathematical problems: Utilizing revised bloom's taxonomy and facets of metacognition Farzad Radmehr and Michael Drake	41	Tomáš Protivínský and Daniel Münich  Why principals often give overly high ratings on teacher evaluations	14
Development of a social and emotional learning program using educational dance: A participatory approach aimed		Haim Shaked  Teachers' written feedback comments on narrative texts in	150
at middle school students Nádia Salgado Pereira and Alexandra Marques-Pinto	52	Elementary and Secondary Education  Manuel Lucero, María Jesús Fernández and	
The impact of mastery feedback on undergraduate students' self-efficacy beliefs	58	Manuel Montanero  Validity of students' evaluations of teaching: Biasing effects	158
Nicola J. Beatson, David A.G. Berg and Jeffrey K. Smith Biased predictions of students' future achievement: An	56	of likability and prior subject interest  Daniela Feistauer and Tobias Richter	168
experimental study on pre-service teachers' interpretation of curriculum-based measurement graphs  Florian Klapproth	67	Does the design of learning outcomes matter from students' perspective?  Kaija Kumpas-Lenk, Eve Eisenschmidt and Anneli Veispak	179
Evaluating the international dimension in an undergraduate curriculum by assessing students' intercultural sensitivity Sarah R. Gordon and Mwarumba Mwavita	76	An analysis of program evaluation course content in CSHSE-accredited human services baccalaureate	
The power of a basic assessment course in changing preservice teachers' conceptions of assessment		programs <b>Najmah Thomas</b>	18
Adi Levy-Vered and Fadia Nasser-Abu Alhija	84	Building bridges to student learning: Perceptions of the learning environment, engagement, and learning	
Self-assessment of the oral presentation competence: Effects of gender and student's performance	94	outcomes among Chinese undergraduates  Jianpeng Guo	19
Aliaia Bolivar Cruz and Domingo Verano-Tacoronte	94		

## (Contents continued from outside back cover)

Intervention in teachers' differential scoring judgments in assessing L2 writing through communities of assessment practice  Meral Seker	209	Online interventions to promote teacher data-driven decision making: Optimizing design to maximize impact Todd D. Reeves and Jui-Ling Chiang	256
School-based anti-bullying strategies in Taiwan and their effects  Li-Ming Chen	218	Assessment for learning research in East Asian countries Wei Shin Leong, Haslinda Ismail, Jolene Sonia Costa and Hong Boon Tan	270
Multi-method teacher evaluation for high poverty schools: Observations and self-ratings of instructional and behavioral management Ryan J. Kettler, Ilona Arnold-Berkovits, Linda A. Reddy Rutgers, Alexander Kurz, Christopher M. Dudek, Anh N. Hua and Adam Lekwa	224	Are the tests scores of the Programme for International Student Assessment (PISA) and the National Educational Panel Study (NEPS) science tests comparable? An assessment of test equivalence in German Schools  Helene Wagner, Inga Hahn, Katrin Schöps, Jan Marten Ihme and Olaf Köller	278
Validity and reliability of questionnaire on perceived professional identity among teachers (QIPPE) scores Vanessa Lentillon-Kaestner, Emma Guillet-Descas, Guillaume Martinent and Valérian Cece	235	Using the Theory of Planned Behavior to explore teachers' intentions to engage in ongoing teacher professional learning Ryan Dunn, John Hattie and Terry Bowles	288
Teachers' and preservice teachers' stereotypes, attitudes, and spontaneous judgments of male ethnic minority students Sabine Glock and Ines Böhmer	244		