

# Studies in Educational Evaluation

## CONTENTS

Volume 55, 2017

	<b>Review Article</b>
<b>Karin J. Gerritsen-van Leeuwenkamp, Desirée Joosten-ten Brinke and Liesbeth Kester</b>	94 Assessment quality in tertiary education: An integrative literature review
	<b>Regular Articles</b>
<b>A. Kayode Adesemowo, Yemisi Oyedele and Opeoluwa Oyedele</b>	1 Text-based sustainable assessment: A case of first-year information and communication technology networking students
<b>Haesung Im</b>	9 Kindergarten standardized testing and reading achievement in the U.S.: Evidence from the early childhood longitudinal study
<b>Christi Bergin, Stefanie A. Wind, Sara Grajeda and Chia-Lin Tsai</b>	19 Teacher evaluation: Are principals' classroom observations accurate at the conclusion of training?
<b>Ben Kelcey and Zuchao Shen</b>	27 Experimental evaluation of school-based HIV programs in sub-Saharan Africa
<b>Ting-Ying Wang and Feng-Jui Hsieh</b>	35 Taiwanese high school students' perspectives on effective mathematics teaching behaviors
<b>Yaw Owusu-Agyeman, Otu Larbi-Siaw, Boahemaa Brenya and Abena Anyidoho</b>	46 An embedded fuzzy analytic hierarchy process for evaluating lecturers' conceptions of teaching and learning
<b>L. (Laura) Staman, A.C. (Anneke) Timmermans and A.J. (Adrie) Visscher</b>	58 Effects of a data-based decision making intervention on student achievement
<b>Gavin T.L. Brown and Ana Remesal</b>	68 Teachers' conceptions of assessment: Comparing two inventories with Ecuadorian teachers
<b>Kirsten Schweinberger, Carsten Quesel, Sara Mahler and Andrea Höchli</b>	75 Effects of feedback on process features of school quality: A longitudinal study on teachers' reception of school inspection of Swiss compulsory schools
<b>Griet Vanwynsberghe, Gudrun Vanlaar, Jan Van Damme and Bieke De Fraine</b>	83 Long-term effects of primary schools on non-cognitive outcomes of students at age 17
<b>Michaela Marth and Franz X. Bogner</b>	117 Does the issue of bionics within a student-centered module generate long-term knowledge?
<b>Jianpeng Guo, Lingyan Yang and Qiuheng Shi</b>	125 Effects of perceptions of the learning environment and approaches to learning on Chinese undergraduates' learning
<b>F. Binkhorst, C.L. Poortman and W.R. van Joolingen</b>	135 A qualitative analysis of teacher design teams: In-depth insights into their process and links with their outcomes
<b>Keith Zvoch and Mark C. Robertson</b>	145 Multivariate summer school effects
<b>Linor L. Hadar</b>	153 Opportunities to learn: Mathematics textbooks and students' achievements
<b>Fatemeh Ranjbaran and Seyyed Mohammed Alavi</b>	167 Developing a reading comprehension test for cognitive diagnostic assessment: A RUM analysis