

Contents

<i>General Editor's Preface</i>	vii
Editorial Introduction <i>Desmond L. Nuttall, Professor of Educational Psychology, The Open University</i>	1
<i>Section 1</i>	
Assessment for Learning <i>Harry Black, Research Officer, Scottish Council for Research in Education</i>	7
The Prospects for Public Examinations in England and Wales <i>Henry G. Macintosh, Secretary, Southern Regional Examinations Board</i>	19
Australian Examination Systems: Eight States of the Art <i>Graeme Withers, Senior Research Officer, Australian Council for Educational Research</i>	35
Alternatives to Public Examinations <i>Patricia M. Broadfoot, Lecturer in Education, University of Bristol</i>	54
<i>Section 2</i>	
Exams in Context: Values and Power in Educational Accountability <i>Stewart Ranson, Institute of Local Government Studies, University of Birmingham, John Gray, David Jesson and Ben Jones, University of Sheffield</i>	81
A Critique of the APU <i>Caroline Gipps, Senior Research Officer, Screening and Special Educational Provision in Schools Project</i>	99

Testing in the USA <i>Archie E. Lapointe, Executive Director, National Assessment of Educational Progress</i>	114
Educational Assessment in the Canadian Provinces <i>Les D. McLean, Professor and Head, Educational Evaluation Centre, The Ontario Institute for Studies in Education</i>	125
<i>Section 3</i>	
Problems in the Measurement of Change <i>Desmond L. Nuttall, Professor of Educational Psychology, The Open University</i>	153
Models for Equating Test Scores and for Studying the Comparability of Public Examinations <i>Harvey Goldstein, Professor of Statistical Methods, University of London Institute of Education</i>	168
The Agenda for Educational Measurement <i>Robert Wood, Senior Research Fellow, Flinders University</i>	185
The Contributors	205