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Effective Assessment and the Improvement of Education Prentice Hall

Amplify your assessment literacy.

Formative, data-driven, high-stakes—we all know the buzzwords surrounding educational testing. But we often shelve our understanding of these because they are overwhelmingly complex. Those who care about our schools and students—teachers, administrators, policymakers, parents, citizens—will discover how and why testing should be taken upon ourselves to advance. Using a nontechnical approach, this book offers fundamental knowledge to free you from testing fogginess—all framed around practical actions you can take to strengthen your assessment literacy. Inappropriate tests are leading to mistaken decisions, and this book provides everything you need to know to change that, including Reasons for tests Reliability/validity Fairness Test-building

Innovative Practices for Higher Education Assessment and Measurement Routledge

The Sage Handbook of Research on Classroom Assessment provides scholars, professors, graduate students, and other researchers and policy makers in the organizations, agencies, testing companies, and school districts with a comprehensive source of research on all aspects of K-12 classroom assessment. The handbook emphasizes theory, conceptual frameworks, and all varieties of research (quantitative, qualitative, mixed methods) to provide an in-depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area. It presents classroom assessment research to convey, in depth, the state of knowledge and understanding that is represented by the research, with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior. Editor James H. McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research, making significant contributions to this prominent and hotly debated topic in education.

New Developments in Educational Assessment Springer Science &

Business Media

Although originally designed as instruments to gauge students' progress, tests eventually were used to modify curricula, learning materials, pedagogy, and many practical features of schooling. Tests were employed to shape attitudes toward national issues such as employment, immigration, and defense. Worried about the enormous consequences that were at stake, advocates and opponents pitched their cases to educators, parents, journalists, and policymakers and also targeted special audiences. Testing proponents pleaded with military leaders, businesspeople, and scholastic publishers while their adversaries appealed to job seekers, college applicants, racial minorities, and anti-establishmentarians. This book illustrates how all of these parties showed interest; many became passionate; and some decisively influenced the course of American educational testing.

Contemporary Perspectives on Research in Educational Assessment SAGE

Lynn Winters's and Joan Herman's *The Turnaround Toolkit* is written for school leaders who are focused on transforming instruction, and who may be working under significant time constraints to reverse declining student achievement or public perceptions of school failure. Based on the evidence that simply implementing "continuous improvement" is not enough to close the achievement gap, *The Turnaround Toolkit* provides a nine-step formative evaluation program designed to achieve an immediate and consistent focus on improving instruction in order to bolster student achievement. In a straightforward and accessible fashion, Herman and Winters explain three overarching "Turnaround Tasks" that frame these steps and the necessary—and sometimes drastic—actions that must be taken by school leaders as they use data to

strategically choose, implement, monitor, and revise school interventions. A dedicated, online "toolkit" offers numerous worksheets and templates that support each stage of the process and help school leaders scaffold the work of educators to put an aggressive turnaround plan into action while a leadership guide at the end of the book provides guidance to turnaround teams and facilitators.

Assessment and Learning Routledge

In the World Library of Educationalists, international experts themselves compile career-long collections of what they judge to be their finest pieces – extracts from books, key articles, salient research findings, major theoretical and practical contributions – so the world can read them in a single manageable volume, allowing readers to follow the themes of their work and see how it contributes to the development of the field. Mary James has researched and written on a range of educational subjects which encompass curriculum, pedagogy and assessment in schools, and implications for teachers' professional development, school leadership and policy frameworks. She has written many books and journals on assessment, particularly assessment for learning and is an expert on teacher learning, curriculum, leadership for learning and educational policy. Starting with a specially written introduction in which Mary gives an overview of her career and contextualises her selection, the chapters are divided into three parts: Educational Assessment and Learning Educational Evaluation and Curriculum Development Educational Research and the Improvement of Practice Through this book, readers can follow the different strands that Mary James has researched and written about over the last three decades, and clearly see her important contribution to the field of education.

Fairness in Educational Assessment and Measurement Corwin Press

Educational Assessment of Students Prentice Hall

Handbook of Human and Social Conditions in Assessment Springer

This book provides key insights into how educational leaders can successfully navigate the turbulence of political debate surrounding leading student assessment and professionalised practice. Given the

highly politicised nature of assessment, it addresses leaders and aspiring leaders who are open to being challenged, willing to explore controversy, and capable of engaging in informed critical discourse. The book presents the macro concepts that these audiences must have to guide optimal assessment policy and practice. Collectively, the chapters highlight important assessment purposes and models, including intended and unintended effects of assessment in a globalised context. The book provides opportunities to explore cultural similarities and particularities. It invites readers to challenge taken-for-granted assumptions about ourselves and colleagues in other settings. The chapters highlight the cultural clashes that may occur when cross-cultural borrowing of assessment strategies, policies, and tools takes place. However, authors also encourage sophisticated critical analyses of potential lessons that may be drawn from other contexts and systems. Readers will encounter challenges from authors to deconstruct their assessment values, beliefs, and preconceptions. Indeed, one purpose of the book is to destabilise certainties about assessment that prevail and to embrace the assessment possibilities that can emerge from cognitive dissonance.

Educational Assessment, Evaluation and Research Peter Lang

With the national reform and research agendas occurring in teacher education, one of the most important areas needing theoretical analysis and empirical research is assessment and evaluation. New initiatives in the education of teachers and new roles in professional practice demand new means to assess both learning and performance. In recognition of this demand, this book is designed to examine how students can best be selected for and evaluated while in teacher education programs. The book reviews and synthesizes the existing knowledge in teacher education assessment, as well as presents new inquiry to extend and deepen this knowledge.

How Testing Came to Dominate American Schools Ashgate Publishing Company

This book examines the history of standardized testing in Ontario leading to the current context and its impact on racialized identities, particularly on Grade 3 students, parents, and educators. Using a theoretical argument supplemented with statistical trends, the author illuminates how EQAO tests are culturally and racially biased and promote a Eurocentric curriculum and way of life privileging white

students and those from higher socio-economic status. This book spurs readers to further question the use of EQAO standardized testing and challenges us to consider alternative models which serve the needs of all students.

Fairness Issues in Educational Assessment Allyn & Bacon

Key Concepts in Educational Assessment provides expert definitions and interpretations of common terms within the policy and practice of educational assessment. Concepts such as validity, assessment for learning, measurement, comparability and differentiation are discussed, and there is broad coverage of UK and international terminology. Drawing on the considerable expertise of the authors, the entries provide: - clear definitions - accounts of the key issues - authoritative and reliable information - suggestions for further reading Created to support students of education on undergraduate and postgraduate courses, and established education professionals including those who are members of the Chartered Institute of Educational Assessors (CIEA), this book is an accessible guide for anyone engaged in educational assessment. Tina Isaacs is Director of the MA in Educational Assessment at the Institute of Education, London. Catherine Zara was most recently Director of the MA in Educational Assessment and Director of the BA (Hons) in Post Compulsory Education and Training at the University of Warwick. Graham Herbert was most recently Director of the CIEA. Steve J. Coombs is Head of Department for Continuing Professional Development at Bath Spa University, which offers an MA in Educational Assessment. Charles Smith is senior lecturer in economics and education at Swansea Metropolitan University of Wales Trinity Saint David.

The TurnAround ToolKit Routledge Presenting original studies and rich conceptual analyses, this volume reports on theoretical issues involved in the use of simulations and games in educational assessment. Chapters consider how technologies can be used to effectively assess, modify, and enhance learning and assessment in education and training. By highlighting theoretical issues arising from the use of games and simulations as assessment tools for selection and classification, training, and evaluation across educational and workplace contexts, the volume offers both broad conceptual views on assessment, as well as rich descriptions of various, context-specific applications. Through a focus that

includes both quantitative and qualitative approaches, policy implications, meta-analysis, and constructs, the volume highlights commonalities and divergence in theoretical research being conducted in relation to K-12, post-secondary, and military education and assessment. In doing so, the collection enhances understanding of how games and simulations can intersect with the science of learning to improve educational outcomes. Given its rigorous and multidisciplinary approach, this book will prove an indispensable resource for researchers and scholars in the fields of educational assessment and evaluation, educational technology, military psychology, and educational psychology.

The ABCs of Educational Testing Prentice Hall

Educational assessment is important. But in the twenty-first century it is easy to feel that schooling and other phases of education are shaped entirely by certain assessments, and that assessment is only about exam results. The idea that test grades can accurately describe the aims and outcomes of education is unfair and reductive. Yet it is a pervasive and persuasive discourse. This book is about such discourses - the stories we tell each other - and how they impact public trust and confidence in educational assessment. It explains the roots and nature of assessment discourses, and proposes a restructuring of the debates in order to rebuild public confidence. It aims to challenge dominant assessment discourses and demands a more nuanced, informed debate about what happens in and beyond schools, and how this influences public thinking. Questioning the status quo needs buy-in from policymakers, teachers, parents and students, and from the broader public: from journalists, you, me, our friends and our children. Using examples from international settings to explore the nature of trust in assessment discourses, *Rebuilding Public Confidence in Educational Assessment* shows how these discourses can be reframed so that all aspects of the assessment system - policymaking, school planning, home practice with students - can be undertaken with confidence.

Theoretical Issues of Using Simulations and Games in Educational Assessment ASCD

This text is intended for the large group of non-measurement professionals who need to know about creating assessment tools and using them for decision-making. Teachers, administrators, and instructional support personnel will find that this book provides a balanced treatment of design, validation and use of

assessment tools for varied learning outcomes and needs. This treatment includes traditional and alternative assessments. The book is straightforward and applied with minimal statistical content. Numerous examples, case studies, tables, figures, and a Web site with chapter highlights and exercises support the applied focus of this book. Psychologists or those involved with educational psychology.

The Limits of Educational Assessment
BRILL

A highly-respected book in its field, *The Educational Assessment of Students 4/e* is the most thorough discussion of traditional and alternative assessments of any text-explaining, giving practical real-world examples, discussing pros and cons, and showing how to construct virtually all of the choices teachers can make in classroom assessment. Theories and research findings abound; the author examines why, when, and how teachers should use assessment in the classroom. Topics include: the bases for assessment in the classroom, crafting and using classroom assessments, and interpreting and using standardized tests. With its extensive and valuable appendix set, this book is a must-have desk reference for teachers and others involved in the field of education.

International Trends in Educational Assessment
Springer Nature

E-assessments of students profoundly influence their motivation and play a key role in the educational process. Adapting assessment techniques to current technological advancements allows for effective pedagogical practices, learning processes, and student engagement. The *Handbook of Research on E-Assessment in Higher Education* provides emerging perspectives on the theoretical and practical aspects of digital assessment techniques and applications within educational settings. Featuring coverage on a broad range of topics such as competency assessment, adaptive courseware, and learning performance, this publication is ideally designed for educational administrators, educational professionals, teachers and professors, researchers, and graduate-level students seeking current research on comparative studies and the pedagogical issues of online assessment in academic institutions.

Rebuilding Public Confidence in Educational Assessment
Springer

Grading is one of the most hotly debated topics in education, and grading practices themselves are largely based on tradition, instinct, or personal history or philosophy. But to be effective, grading policies and practices must be based on trustworthy

research evidence. Enter this book: a review of 100-plus years of grading research that presents the broadest and most comprehensive summary of research on grading and reporting available to date, with clear takeaways for learning and teaching. Edited by Thomas R. Guskey and Susan M. Brookhart, this indispensable guide features thoughtful, thorough dives into the research from a distinguished team of scholars, geared to a broad range of stakeholders, including teachers, school leaders, policymakers, and researchers. Each chapter addresses a different area of grading research and describes how the major findings in that area might be leveraged to improve grading policy and practice. Ultimately, Guskey and Brookhart identify four themes emerging from the research that can guide these efforts: - Start with clear learning goals, - Focus on the feedback function of grades, - Limit the number of grade categories, and - Provide multiple grades that reflect product, process, and progress criteria. By distilling the vast body of research evidence into meaningful, actionable findings and strategies, this book is the jump-start all stakeholders need to build a better understanding of what works—and where to go from here.

Validity in Educational and Psychological Assessment
Routledge

This book will provide teachers, school administrators, policy makers, teacher trainers and educational researchers with an up-to-date information about and current trends in assessment theories, methods and application to facilitate informed-practices in educational settings.

Decolonizing Educational Assessment
SAGE

Assessment and evaluation have always been an integral part of educational process. Quality and purposeful assessment can assist in students' learning and their achievement. While there has been a rapid growth in international, standardized student assessments in the past few decades, a large number of education systems participating in these assessments are now focusing their attention on developing new national, within-country assessments to evaluate educational standards and to modify the curriculum to better suit to the demands of the 21st century.

Education systems that are successful in linking the national curriculum and assessments directly to international standards are performing better on international standardized assessments of reading, mathematics, and science. This book covers studies related to educational assessment in addressing quality of education and performance improvement. The book presents the distinguished and exemplary works by educators and researchers in the field highlighting the contemporary trends and issues, creative and unique approaches, innovative methods, frameworks, pedagogies and theoretical and practical aspects in assessment processes in various educational settings.

Designing and Using Tools for Educational Assessment
Routledge

From two of the best known authors in the field of classroom assessment comes a revision of one of the best assessment books. Features include hundreds of examples, directions for crafting both traditional and alternative assessments, checklists for evaluating classroom assessments, scores of strategies for assessing problem solving and critical thinking, methods for aligning classroom assessment with state standards and NCLB requirements. Reviewers have described the book as the best on the market for its completeness and balanced approach to classroom assessment.

Bayesian Networks in Educational Assessment
IAP

In *How to Make Decisions with Different Kinds of Student Assessment Data*, best-selling author Susan M. Brookhart helps teachers and administrators understand the critical elements and nuances of assessment data and how that information can best be used to inform improvement efforts in the school or district. Readers will learn— * What different kinds of data can—and cannot—tell us about student learning; * What different analyses reveal about changes in student achievement; * How to interpret, use, and share relevant data; and * How to create a model to go from problem to solution in a data-based decision-making process. With easy-to-understand explanations, supplemented by examples and scenarios from actual schools, this book offers a path to better understanding, more accurate interpretation of assessment results, and—most important—more effective use of data to improve teaching and learning.