

of the proposed voluntary national tests in making high-stakes decisions about individual students. The committee has also examined existing and potential strategies for promoting appropriate test use.

USES AND MISUSES OF TESTS

Blanket criticisms of tests are not justified. When tests are used in ways that meet relevant psychometric, legal, and educational standards, students' scores provide important information that, combined with information from other sources, can lead to decisions that promote student learning and equality of opportunity. For example, tests can identify learning differences among students that the education system needs to address. Because decisions about tracking, promotion, and graduation will be made with or without testing, proposed alternatives to the use of test scores should be at least equally accurate, efficient, and fair.

It is also a mistake to accept observed test scores as either infallible or immutable. When test use is inappropriate, especially in making high-stakes decisions about individuals, it can undermine the quality of education and equality of opportunity. For example, the lower achievement test scores of racial and ethnic minorities and students from low-income families reflect persistent inequalities in American society and its schools, not inalterable realities about those groups of students. The improper use of test scores can reinforce these inequalities. This lends special urgency to the requirement that test use with high-stakes consequences for individual students be appropriate and fair.

Decisions about tracking, promotion, and graduation differ from one another in important ways. They differ most importantly in the role that mastery of past material and readiness for new material play. Thus, the committee has considered the role of large-scale high-stakes testing in relation to each type of decision separately in this report. But tracking, promotion, and graduation decisions also share common features that pertain both to appropriate test use and to their educational and social consequences.

Members of some minority groups, English-language learners, and students from low socioeconomic backgrounds are overrepresented in lower-track classes and among those denied promotion or graduation on the basis of test scores. Moreover, these same groups of students are underrepresented in high-track classes, "exam" schools, and "gifted and talented" programs. In some cases, such as courses for English-language

High Stakes Testing For Tracking Promotion And Graduation

**National Research Council, Division of
Behavioral and Social Sciences and
Education, Board on Testing and
Assessment, Committee on
Appropriate Test Use**

High Stakes Testing For Tracking Promotion And Graduation:

High Stakes National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on Appropriate Test Use, 1999-01-16 Everyone is in favor of high education standards and fair testing of student achievement but there is little agreement as to what these terms actually mean High Stakes looks at how testing affects critical decisions for American students As more and more tests are introduced into the country's schools it becomes increasingly important to know how those tests are used and misused in assessing children's performance and achievements High Stakes focuses on how testing is used in schools to make decisions about tracking and placement promotion and retention and awarding or withholding high school diplomas This book sorts out the controversies that emerge when a test score can open or close gates on a student's educational pathway The expert panel Proposes how to judge the appropriateness of a test Explores how to make tests reliable valid and fair Puts forward strategies and practices to promote proper test use Recommends how decisionmakers in education should and should not use test results The book discusses common misuses of testing their political and social context what happens when test issues are taken to court special student populations social promotion and more High Stakes will be of interest to anyone concerned about the long term implications for individual students of picking up that Number 2 pencil policymakers education administrators test designers teachers and parents

HIGH STAKES: TESTING FOR TRACKING, PROMOTION, AND GRADUATION... ED439151... U.S. DEPARTMENT OF EDUCATION. United States. Office of Educational Research and Improvement, 2001* High Stakes, 2000 *Closing the achievement gap the impact of standards-based education reform on student performance : draft report for commissioners' review.*, 2004 *Incentives and Test-Based Accountability in Education* National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on Incentives and Test-Based Accountability in Public Education, 2011-11-18 In recent years there have been increasing efforts to use accountability systems based on large scale tests of students as a mechanism for improving student achievement The federal No Child Left Behind Act NCLB is a prominent example of such an effort but it is only the continuation of a steady trend toward greater test based accountability in education that has been going on for decades Over time such accountability systems included ever stronger incentives to motivate school administrators teachers and students to perform better Incentives and Test Based Accountability in Education reviews and synthesizes relevant research from economics psychology education and related fields about how incentives work in educational accountability systems The book helps identify circumstances in which test based incentives may have a positive or a negative impact on student learning and offers recommendations for how to improve current test based accountability policies The most important directions for further research are also highlighted For the first time research and theory on incentives from the fields of economics psychology and educational measurement have all been pulled together and synthesized Incentives and Test Based Accountability in Education will inform people about

the motivation of educators and students and inform policy discussions about NCLB and state accountability systems Education researchers K 12 school administrators and teachers as well as graduate students studying education policy and educational measurement will use this book to learn more about the motivation of educators and students Education policy makers at all levels of government will rely on this book to inform policy discussions about NCLB and state accountability systems

Measuring History S. G. Grant, 2009-03-01 Measuring History complements the cases presented in Wise Social Studies Practices Yeager Davis 2005 Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state level testing In this book the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them At the heart of Measuring History are cases of classroom teachers in seven states Florida Kentucky Michigan New York Texas Mississippi and Virginia where new social studies standards and new and generally high stakes state level history tests are prominent In these chapters the authors describe and analyze the state s testing efforts and how those efforts are being interpreted in the context of classroom practice The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform Catherine Horn University of Houston and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment the research literature and the technical qualities of history tests

The Encyclopedia of Middle Grades Education Steven B. Mertens, Vincent A. Anfara, Gayle Andrews, 2005-10-01 The Encyclopedia of Middle Grades Education provides a comprehensive overview of the field This publication includes seven anchor essays 5000 words that cover the following topics the history of the middle school movement academically excellent curriculum instruction and assessment developmental responsiveness in relation to young adolescents social equity in middle grades schools leadership in middle level schools teacher and administrator preparation and professional development and future directions in relation to the movement practices and policy Leading scholars in the field of middle grades education were invited to author these essays In addition to the seven anchor essays the encyclopedia contains alphabetically organized entries short entries approximately 500 words long entries approximately 2000 words that address important concepts ideas terms people organizations and seminal publications related to middle grades education Contributors to the encyclopedia have provided sufficient information so that the reader can place the idea concept person etc into its proper context in the history of the middle school movement Entries are meant to be introductory after an overview of the essentials of the topic the reader is guided to more extensive sources for further investigation Where appropriate the reader is also directed to electronic sources such as websites where additional information can be retrieved

Misguided Education Reform Nancy E. Bailey, 2013-07-29 Misguided Education Reform Debating the Impact on Students argues for reforms that will help not hurt America s public school students Early childhood education testing reading special education discipline loss of the arts and school facilities are all areas experiencing reform in the wrong direction This book says no to the reforms that fail and

challenges Americans to address the real student needs that will fix public schools and make America strong

The Routledge International Encyclopedia of Education Gary McCulloch, David Crook, 2013-11-26 The Routledge International Encyclopedia of Education is a unique and major resource for the field of education It is a comprehensive single volume work arranged alphabetically and comprising around 600 entries The entries range from definitions of key educational concepts and terms to biographies of key educators and specially written substantial essays on major educational topics The volume includes authoritative and critical commentary on historical and contemporary themes examinations of continuities changes and emerging issues and discussions of the educational traditions and features of major countries and continents The following special features are also included Unrivalled coverage of education in a single volume Entries by leading international educational researchers Contributors drawn from all over the globe including Australia Brazil Canada China Finland India Israel Japan New Zealand South Africa the United Kingdom and the United States A distinguished international advisory board Fully cross referenced and indexed Suggestions for further reading Offering insight into the world of education in an interesting informed and sometimes provocative way The Routledge International Encyclopedia of Education is an invaluable work of reference for educators students researchers and policy makers in education and related fields internationally

Doing Multicultural Education for Achievement and Equity Carl A. Grant, Christine E. Sleeter, 2011 Doing Multicultural Education for Achievement and Equity a hands on reader friendly multicultural education textbook actively engages education students in critical reflection and self examination as they prepare to teach in increasingly diverse classrooms In this engaging text Carl A Grant and Christine E Sleeter two of the most eminent scholars of multicultural teacher education help pre service teachers develop the tools they will need to learn about their students and their students communities and contexts about themselves and about the social relations in which schools are embedded Doing Multicultural Education for Achievement and Equity challenges readers to take a truly active and ongoing role in promoting equity within education and helps to guide them in becoming highly qualified and fantastic teachers Features and updates to this much anticipated second edition include Reflection boxes that encourage students to actively engage with the text and concepts along with downloadable templates available on Routledge com Putting It into Practice activities that offer concrete suggestions for really doing multicultural work in the classroom Fictional vignettes that illustrate the real issues teacher education students face and the ways their own cultural attitudes can impact their response New coverage of issues pertaining to student achievement federal and state policy and socioeconomic connections between the current economy and educational funding A more comprehensive discussion about the different social movements that have affected education in the past and present

ESEA Reauthorization United States. Congress. House. Committee on Education and Labor, 2007

The Future of Test-Based Educational Accountability Katherine Ryan, Lorrie Shepard, 2010-03-17 In recent decades testing has become a much more visible and high stakes accountability mechanism that is now seen as a powerful tool that

can be used to drive school improvement The purpose of this book is to identify and analyze the key issues associated with test based educational accountability and to chart the future of educational accountability research Chapter contributions are intended to be forward looking rather than a compendium of what has happened in the past The book provides an accessible discussion of issues such as validity test equating growth modeling fairness for special populations causal inferences and misuses of accountability data *Encyclopedia of Diversity in Education* James A. Banks, 2012-05-24 Presents research and statistics case studies and best practices policies and programs at pre and post secondary levels Prepub price 535 00 valid to 21 07 12 then 595 00 **The Palgrave Handbook of Race and Ethnic Inequalities in Education** Peter A.J. Stevens, A. Gary Dworkin, 2019-07-05 This authoritative state of the art reference work builds on its first edition to provide a cutting edge systematic review of the relationship between race ethnicity and educational inequality Studying 25 different national contexts drawn from every inhabited continent on earth and building upon material from the earlier edition the work analyses educational policies practices and research on minority students immigrants and refugees The editors and contributors explore principal research traditions from countries as diverse as Argentina China Norway and South Africa examining the factors promoting social cohesion as well as considerations regarding the use of international test score data Seamlessly integrating findings of national reviews the editors and contributors analyse how national contexts of race ethnic relations shape the character and content of educational inequalities and deftly map out new directions for future research in the area Global in its perspective and definitive in content this one stop volume will be an indispensable reference resource for a wide range of academics students and researchers in the fields of education sociology race and ethnicity studies and social policy Chapter 20 of this book is available open access under a CC BY 4 0 license at SpringerLink https://link.springer.com/chapter/10.1007/978-3-319-94724-2_20 **The Encyclopedia of Middle Grades Education (2nd ed.)** Steven B. Mertens, Micki M. Caskey, Nancy Flowers, 2016-08-01 The second edition of The Encyclopedia of Middle Grades Education has been revised updated and expanded since its original publication in 2005 The Encyclopedia is a comprehensive overview of the field it contains alphabetically organized entries that address important concepts ideas terms people organizations publications and research studies specifically related to middle grades education This edition contains over 210 entries from nearly 160 expert contributors this is a 25% increase in the number of entries over the first edition The Encyclopedia is aimed at a general audience including undergraduate students in middle level teacher preparation programs graduate students higher education faculty and practitioners and administrators The comprehensive list of entries are comprised of both short entries 500 words and longer entries 2000 words A significant number of entries appearing in the first edition have been revised and updated Citations and references are provided for each entry *Encyclopedia of Educational Psychology* Neil J. Salkind, Kristin Rasmussen, 2008-01-17 The field of educational psychology draws from a variety of diverse disciplines including human development across the life span measurement and statistics learning and motivation and

teaching And within these different disciplines many other fields are featured including psychology anthropology education sociology public health school psychology counseling history and philosophy In fact when taught at the college or university level educational psychology is an ambitious course that undertakes the presentation of many different topics all tied together by the theme of how the individual can best function in an educational setting loosely defined as anything from pre school through adult education Educational psychology can be defined as the application of what we know about learning and motivation development and measurement and statistics to educational settings both school and community based

Testing English-Language Learners in U.S. Schools National Research Council, Committee on Educational Excellence and Testing Equity, 2000-12-12 The Committee on Educational Excellence and Testing Equity was created under the auspices of the National Research Council NRC and specifically under the oversight of the Board on Testing and Assessment BOTAE The committee's charge is to explore the challenges that face U S schools as they work to achieve the related goals of academic excellence and equity for all students This report provides not only the summary of a workshop held by the forum on the testing of English language learners students learning English as an additional language in U S schools but also a report on the committee's conclusions derived from that workshop and from subsequent deliberations

Improving Mathematics Education National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Mathematical Sciences Education Board, Committee on Decisions That Count, 2002-01-28 Improving Mathematics Education has been designed to help inform stakeholders about the decisions they face to point to recent research findings and to provide access to the most recent thinking of experts on issues of national concern in mathematics education The essence of the report is that information is available to help those charged with improving student achievement in mathematics The documents cited above can guide those who make decisions about content learning teaching and assessment The report is organized around five key questions What should we teach given what we know and value about mathematics and its roles How should we teach so children learn given what we know about students mathematics and how people learn mathematics What preparation and support do teachers need How do we know whether what we are doing is working What must change Each of the five main chapters in this report considers a key area of mathematics education and describes the core messages of current publication s in that area To maintain the integrity of each report's recommendations we used direct quotes and the terminology defined and used in that report If the wording or terminology seems to need clarification the committee refers the reader directly to the original document Because these areas are interdependent the documents often offer recommendations related to several different areas While the individual documents are discussed under only one of the components in Improving Mathematics Education the reader should recognize that each document may have a broader scope In general the references in this report should serve as a starting point for the interested reader who can refer to the original documents for fuller discussions of the recommendations and in

some cases suggestions for implementation Improving Mathematics Education is designed to help educators build a critical knowledge base about mathematics education recognizing that the future of the nation's students is integrally intertwined with the decisions we make or fail to make about the mathematics education they receive

The Education Debate David L. Kirp, Kevin Macpherson, 2023 A compelling overview of the major debates in contemporary education policy In statehouses school boards and communities across the US battles are raging over the direction of education policy from the standards that are shaping what students learn to how test results are being used to judge a teacher's performance These battles are being waged against a backdrop of shifting demographics rapidly developing technology a transforming economy and workplace What's more the COVID 19 pandemic is prompting educators to rethink the school's mission in society In The Education Debate What Everyone Needs to Know Rationally recognized education authority David Kirp and Kevin Macpherson provide a balanced accessible overview of the key policy and practice issues in pre K 12 education today They expose the fault lines of the major debates what values should guide education and how can those values best be incorporated in policy and practice They focus on equity and equality of opportunity as well as the tension between market and bureaucratic mechanisms as drivers of school improvement Many of the topics they address including racial integration charter schools student rights and teachers unions are hotly contested In an area where partisanship reigns Kirp and Macpherson take an approach guided by research and not driven by ideology A primer for educational policymakers and administrators parents and undergraduate and graduate students in education courses The Education Debate offers a solid grasp of the major debates in contemporary education policy

What Is Authentic Educational Reform? Helen L. Johnson, Arthur Salz, 2017-09-25 In response to the nationwide attacks on education in the name of educational reform packaged in No Child Left Behind general analyses and local accounts of these attacks as well as arguments on behalf of authentic educational reform are badly needed This volume offers a useful combination of specific case studies theory and policy Gerald Coles educational psychologist US Challenging the compassionate conservative agenda for educational reform an agenda which seeks to improve American education through a business model focused on scripted lessons lock step approaches to teaching high stakes testing and rigid accountability measures this book critiques the assumptions of this agenda examines the problems that have riddled its implementation in schools and suggests constructive alternatives Educational theorists and researchers including Joel Spring Sonia Nieto Bill Ayers and Susan Ohanian classroom teachers and parents offer a mix of perspectives on the social and political contexts of current educational reform initiatives the impact of the compassionate conservative agenda on educational policies and practices the ways in which children and teachers are affected by this agenda and its policies and approaches that hold out hope for implementing authentic education reform Intended for education professionals students and scholars What Is Authentic Educational Reform poses more questions than it answers but taken together these questions constitute a foundation for a more informed and thoughtful

public conversation about how to refocus reform efforts in a direction that will truly strengthen American public education for all children and their families

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