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TESTING FOR TRACKING, PROMOTION, AND GRADUATION

NATIONAL RESEARCH COUNCIL

# **High Stakes Testing For Tracking Promotion And Graduation Cultural Heritage And Contemporary**

**Jeffrey William Durbin** 

#### **High Stakes Testing For Tracking Promotion And Graduation Cultural Heritage And Contemporary:**

El-Hi Textbooks & Serials in Print, 2005, 2005 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 El-Hi Textbooks and Serials in Print ,1985 Footnotes, 1998

Essentials of Sociology David B. Brinkerhoff, Lynn K. White, 2005 HIGH STAKES: TESTING FOR TRACKING. PROMOTION, AND GRADUATION... ED439151... U.S. DEPARTMENT OF EDUCATION. United States. Office of Educational Research and Improvement,2001\* Working Mother, 2001-10 The magazine that helps career moms balance their personal and professional lives High Stakes ,2000 Current Index to Journals in Education ,1999-10 Los Angeles Magazine, 2003-11 Los Angeles magazine is a regional magazine of national stature Our combination of award winning feature writing investigative reporting service journalism and design covers the people lifestyle culture entertainment fashion art and architecture and news that define Southern California Started in the spring of 1961 Los Angeles magazine has been addressing the needs and interests of our region for 48 years. The magazine continues to be the definitive resource for an affluent population that is intensely interested in a lifestyle that is uniquely Southern Californian **Current Law** High-Stakes Testing R. Murray Thomas, 2005-03-31 The federal government's No Child Left Behind Act has **Index** ,2002 thrust high stakes testing its goals methods and consequences into the educational limelight The four fold purpose of this book is to describe the nature of high stakes testing identify types of collateral damage that have attended the testing programs analyze methods different groups of people have chosen for coping with the damage and suggest lessons to be learned from the high stakes testing experience The six groups of people whose coping strategies are inspected include politicians and their staffs educational administrators and their staffs parents and the public test makers and test

administrators teachers and students Importantly the author avoids aligning himself with the test bashing rhetoric of those who oppose high stakes testing especially the No Child Left Behind Act Key features of this outstanding new book include illustrative cases The book offers more than 350 cases of collateral damage from high stakes testing and people s coping strategies as reported in newspapers over the 2002 2004 period background perspectives Part I examines the influence of high stakes testing on 1 what schools teach 2 how student progress is evaluated 3 how achievement standards are set and 4 how test results are used participant responses Part II which is the heart of the book devotes a separate chapter to the coping strategies of each of the major participants in the high stakes testing movement politicians and their staffs educational administrators and their staffs parents and the public test makers and test givers teachers and students summary chapter The last chapter Lessons to Learn offers suggestions for minimizing collateral damage by adopting alternative approaches not used in the creation of our current high stakes testing programs particularly the federal government's No Child Left Behind Act This book is appropriate for any of the following audiences students taking evaluation or administration courses in schools of education inservice administrators and teachers policy makers and those members of the general public who are concerned about the fate of schooling in America **High-stakes Testing** Robert Murray Thomas, 2005 The federal government s No Child Left Behind Act has thrust high stakes testing its goals methods and consequences into the educational limelight The four fold purpose of this book is to 1 describe the nature of high stakes testing 2 identify types of collateral damage that have attended the testing programs 3 analyze methods different groups of people have chosen for coping with the damage and 4 suggest lessons to be learned from the high stakes testing experience This book is appropriate for any of the following audiences students taking evaluation or administration courses in schools of education inservice administrators and teachers policy makers and those members of the general public who are concerned about the fate of schooling in America The Paradoxes of High Stakes Testing George F. Madaus, Michael K. Russell, Jennifer Higgins, 2009 The present context of testing and the reauthorization of No Child Left Behind make the proposed book timely and important Current testing programs provide valuable information to teachers parents and policy makers about students schools and school systems But paradoxically these programs have unintended yet predictable negative consequences for many students teachers and schools It is essential that the public and policy makers understand the scope and impacts that result from the inherent paradoxical nature of high stakes testing "Testing Testing" Jeffrey William Durbin.2002

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