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Now that the No Child Left Behind Act has left its mark on public education, educators across the United States are all the more invested in preparing their students for state and national assessments. In Tests That Teach: Using Standardized Tests to Improve Instruction, Karen Tankersley guides you with proven tips and instructional strategies to help your students perform to their potential. Covering all core contents areas—language arts, social studies, math, and science—and respecting all levels of student performance, Tankersley "Examines the various types of questions that routinely appear on these assessments: "Provides sample multiple-choice and constructed-response questions from the tests; "Offers guidelines on how to create daily lessons that encourage students to practice the skills and demonstrate the knowledge they'll need to use on the high-stakes tests; "Suggests word lists, games, discussion topics, and testing ideas for your classroom; and "Describes how school staff can create a learning community that fosters collaboration among teachers and high performance in students. Also included are a wealth of online resources for lesson plans, daily classroom activities, and virtual field trips, as well as links to every state's released materials on its own assessment. As Tankersley explains, teaching students the skills they need to do well on constructed-response tests will better prepare students both to score well on state and national assessments and to take their place as thoughtful and organized thinkers in a rapidly changing, competitive society.

The Ambitious Guest (+Biographie et Bibliographie) (Glossy Cover Finish): One September night a family had gathered round their hearth, and piled it high with the driftwood of mountain streams, the dry cones of the pine, and the splintered ruins of great trees that had come crashing down the precipice. Up the chimney roared the fire, and brightened the room with its broad blaze. The faces of the father and mother had a sober gladness; the children laughed; the eldest daughter was the image of Happiness at seventeen; and the aged grandmother who sat knitting in the warmest place, was the image of Happiness grown old.

What do we really want from schools? Only everything, in all its contradictions. Most of all, we want access and opportunity for all children—but all possible advantages for our own. So argues historian David Labaree in this provocative look at the way " this archetype of dysfunction works so well at what we want it to do even as it evades what we explicitly ask it to do. "

Tools and techniques from the trailblazers in data-basededucation reform Over a period of several years, Amanda Datnow and Vicki Parkvisited public schools with a reputation for being ahead of thepack in data-driven decision making. The results of this pioneeringstudy reveal how education leaders can make data work for studentsand teachers, rather than against them. This book is an essential guide to meeting the challenges ofhigh-stakes accountability, building performance-based schools, andimproving student outcomes. By following the advice in this book you ' ll be able to transform data overload into adata-positive school culture. You ' ll learn the differencesbetween " data-driven leadership " and " data-informed leadership, " and how to use distributedleadership to inspire collaboration and guided analysis. Incorporating narrative reflections drawn from real educatorsand administrators, the authors refine their observations andinterviews into practical conclusions that leaders can put to useimmediately. This book empowers leaders to support inquiry, buildtrust in data-based initiatives, establish goals for evidence use,and provide educators with the skills they need to mobilize datafor the good of all stakeholders. " Datnow and Park ' s ideas are easily accessible andgrounded in clear examples, and their seven " calls " about what needs to be done nail the problem and the solutions. Usethis book as your action guide and you ' ll be rewarded withbetter results in student learning. " —Michael Fullan, professor emeritus,University of Toronto " Datnow and Park uncover, at last, what it means to usedata to inform leadership. Documenting the four P ' s (people,policies, practices, and patterns) in schools, we learn about theorganization and dynamics of reform informed by data. A mustread!" —Ann Lieberman, senior scholar,Stanford University

High stakes tests are the gatekeepers to many educational and professional goals. As such, the incentive to cheat is high. This Handbook is the first to offer insights from experts within the testing community, psychometricians, and policymakers to identify and develop best practice guidelines for the design of test security systems for a variety of testing genres. Until now this information was scattered and often resided inside testing companies. As a result, rather than being able to learn from each other ' s experiences, each testing entity was left to re-create their own test security wheel. As a whole the book provides invaluable insight into the prevalence of cheating and " best practices " for designing security plans, training personnel, and detecting and investigating misconduct, to help develop more secure testing systems and reduce the likelihood of future security breaches. Actual case studies from a variety of settings bring to life how security systems really work. Examples from both domestic and international programs are provided. Highlights of coverage include: • Best practices for designing secure tests • Analysis of security vulnerabilities for all genres of testing • Practical cheating prevention and detection strategies • Lessons learned in actual security violations in high profile testing programs. Part I focuses on how tests are delivered for paper-and-pencil, technology-based, and classroom testing and writing assessment. Each chapter addresses the prevalence of the problem and threats to security, prevention, and detection. Part II addresses issues essential to maintaining a secure testing program such as planning and monitoring, physical security, the detection of group-based cheating, investigating misconduct, and communicating about security-related issues. Part III examines actual examples of cheating— how the cheating was done, how it was detected, and the lessons learned. Part III provides insight into security issues within each of the Association of Test Publishers ' four divisions: certification/licensure, clinical, educational, and industrial/organizational testing. Part III ' s conclusion revisits the issues addressed in the case studies and identifies common themes. Intended for organizations, professionals, educators, policy makers, researchers, and advanced students that design, develop, or use high stakes tests, this book is also ideal for graduate level courses on test development, educational measurement, or educational policy.

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