

Small, medium, and large-scale testing, assessment, and measurement

Policy Perspectives on Educational Testing

edited by
Bernard H. Gifford

National Commission on Testing and Public Policy

Policy Perspectives On Educational Testing

**National Research Council, Division of
Behavioral and Social Sciences and
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Policy Perspectives On Educational Testing:

Policy Perspectives on Educational Testing Bernard R. Gifford, 2012-12-06 America faces a crisis in education and its accompanying effects on the nation's economic and social life. Educators and policy makers need to document the extent of this crisis to gauge its potential impact and to develop educational strategies that would boost achievement. This has turned the spotlight on educational assessment: the procedures, practices, and tools that educators use to measure the progress of students both as individuals and groups. This book deals with a range of issues within the field of educational assessment with an emphasis on those issues that have sparked the public policy debate in recent years. Much of this volume concerns itself with the impact of testing on various subgroups of the population: blacks, Hispanics, young children, and children considered to be of below average ability. Taken together, the contributions to this volume represent a broad range of views on differential test performance. This book is part of the subseries of books based on the Ford Foundation's National Commission on Testing and Public Policy. Previous titles in this program include Gifford, Wing, *Test in Defense*; Gifford, O'Connor, *Changing Assessments*; Gifford, *Test Policy and the Politics of Opportunity*; Allocation, and Gifford, *Test Policy and Test Performance*.

Policy Perspectives on Educational Testing Bernard R. Gifford, 1992-12-31 **The Sociology of Assessment: Comparative and Policy Perspectives** Patricia Broadfoot, 2021-01-26 In the World Library of Educationalists series, 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. Readers will be able to follow the themes and strands and see how their work contributes to the development of the field. In a collection of her most influential work spanning nearly four decades, Patricia Broadfoot applies her trademark sociological and comparative perspective to empirical studies at every level of the educational system. From her classic long-term study of the impact of changing national assessment policies on pupils and teachers in the classrooms of England and France to her sustained championship of the need for a better understanding of the impact of assessment on learning, Broadfoot has consistently championed the need for a more developed sociological understanding of assessment. Broadfoot's accessible writing offers insights that are as novel as they are important for the education of future generations. This book allows readers to follow themes and strands across Patricia Broadfoot's career and will be of interest to all followers of her work and any reader interested in the development of teaching, learning, and assessment. **How Testing Came to Dominate American Schools** Gerard Giordano, 2005 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 **Essentials of Evaluating Bias in Intelligence Testing** Craig L. Frisby, 2025-02-11 Thorough overview of the history viewpoints and research findings of bias in intelligence testing *Essentials of Evaluating Bias in Intelligence Testing* delivers a comprehensive overview of potential biases that can come to light when making use of IQ tests across demographics detailing where bias can work its way into IQ test selection standardization content administration scoring and interpretation and providing key foundational knowledge on what IQ test bias is versus what it is not as well as the history of bias claims in recent decades Research findings are included throughout the book to provide key context Some of the topics discussed in this book include The Larry P v Wilson Riles trial decision of 1979 which prohibited the use of IQ tests for placing Black students in special education programs and its carryover to today The heritability of IQ scores the nature nurture issue and the role of IQ in the stratification of subpopulation groups in society Implicit assumptions within claims of standardization bias including that all population subgroups must display equal mean scores and that racial ethnic groups are internally homogeneous *Essentials of Evaluating Bias in Intelligence Testing* is an essential read for educators academics and administrators seeking to understand the full picture on IQ testing and its validity or lack thereof across different demographics *The Validity of Testing in Education and Employment* ,1993 *The Validity of Testing in Education and Employment* Eileen R. Rudert, 1997-07 Addresses the meaning and fairness of testing in education and employment with concentration on tests used in elementary and secondary schools for admission to higher education and for scholarship awards for employment referrals hiring and promotions and for regulating occupations Contains a background paper on key issues a condensed transcript of the consultation of experts papers written by the panelists and a summary of their positions Includes a glossary references appendixes of Federal guidelines and standards and major legislation and litigation involving testing *Teacher Evaluation* Anthony J. Shinkfield, D.L. Stufflebeam, 2012-12-06 *Teacher Evaluation Guide to Professional Practice* is organized around four dominant interrelated core issues professional standards a guide to applying the Joint Committee's Standards ten alternative models for the evaluation of teacher performance and an analysis of these selected models The book draws heavily on research and development conducted by the Federally funded national Center for Research on Educational Accountability and Teacher Evaluation CREATE The reader will come to grasp the essence of sound teacher evaluation and will be able to apply its principles facts ideas processes and procedures Finally the book invites and assists school professionals and other readers to examine the latest developments in teacher evaluation *OECD Digital Education Outlook 2023 Towards an Effective Digital Education Ecosystem* OECD, 2023-12-13 *Digital Education Outlook 2023* provides a comparative thematic analysis of how countries shape or could shape their digital ecosystem **The Courts and Standards Based Reform** Benjamin

Michael Superfine, 2008-07-29 Since the desegregation of public schools in the 1950s the concept of standards based reform has become a central topic within educational policy Every American state is now required to enact standards based reform policies while shifting responsibility away from the government and holding schools more accountable for their students performance The Courts and Standards Based Education Reform positions itself at the center of the long standing dispute between law education and public policy and analyzes the court s growing role in educational policy Benjamin Superfine contends that the courts are a strong force in determining education policy and have been placed in the position to decide some of the most contentious and important issues facing education law as the standards based reform movement has grown Such major cases addressed by the courts in light of standards based reforms include the No Child Left Behind Act of 2001 and school finance reform litigation As the courts continue to rule in cases that challenge fundamental aspects of U S educational policy Superfine provides a new approach that can be used in the application and rulings of standards based reforms

Toward a New Science of Educational Testing and Assessment Harold Berlak, 1992-02-06 The authors of this book question the assumptions of the psychometric paradigm that underlie virtually all criterion referenced and standardized tests used in North American schools They make a compelling case for a new science of educational testing and assessment one that shifts decision making from central administration to individual schools and communities Harold Berlak argues that the concept of tests as scientific instruments validated by technical experts is anachronistic and self contradictory He makes a case for a contextual paradigm an approach which assumes that consensus on educational goals and national testing programs is neither possible nor desirable Assessment practices in a democratic society must acknowledge and affirm differences in values beliefs and material interests among individuals and groups over the purposes and practices of schooling

Handbook of Reading Research Michael L. Kamil, 2000 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed

The Fractured Marketplace for Standardized Testing Walter M. Haney, George F. Madaus, Robert Lyons, 1993-05-31 Standardized testing in the United States has been increasing at a rapid pace in the last twenty five years The market for tests has not only been expanding rapidly but has also been changing sharply in structure into a fractured marketplace Indeed one of the main features of this book is that the market for standardized testing is highly fractured with segments of the market facing monopoly conditions others facing oligopoly conditions and still others where near free market conditions

exist One of the main premises of the book is that the structures of markets have strong implications for how those markets perform While this notion is widely accepted among economists it is not widely appreciated in educational research A second motivation for the book is that very little scholarly attention has been focused on the standardized testing industry This topic the structure of the testing industry and implications for the quality of tests and test use affects how we evaluate the learning of students the effectiveness of teaching the quality of schools and the educational health of the nation Of particular concern to the authors is one vital aspect of test quality test validity This book is the most current and authoritative review and analysis of the market for standardized testing

Evaluation Models D.L. Stufflebeam, George F. Madaus, T.

Kellaghan, 2005-12-19 This is an up to date revision of the classic text first published in 1983 It includes a historical perspective on the growth of evaluation theory and practice and two comparative analyses of the various alternative perspectives on evaluation It also includes articles representing the major schools of thought about evaluation written by the leaders who have developed these schools and models The final section describes and discusses the Standards for Program Evaluation and the reformation of program evaluation

Designing Educational Project and Program Evaluations

David A. Payne, 1994-03-31 Drawing upon experiences at state and local level project evaluation and based on current research in the professional literature Payne presents a practical systematic and flexible approach to educational evaluations Evaluators at all levels state local and classroom will find ideas useful in conducting managing and using evaluations Special user targets identified are state department of education personnel and local school system administrative personnel The volume can be used by those doing evaluation projects in the field or as a text for graduate courses at an introductory level The book begins with an overview of the generic evaluation process Chapter Two is devoted to the criteria for judging the effectiveness of evaluation practice Chapter Three addresses the all important topic of evaluation goals and objectives Chapters Four Five and Six basically are concerned with the approach framework or design of an evaluation study Chapter Four contains a discussion of four major philosophical frameworks or metaphors and the implications of these frameworks for conducting an evaluation Chapters Five and Six describe predominantly quantitative and qualitative designs respectively Design implementation and operational issues related to instrumentation Chapter Seven management and decision making Chapter Eight and reporting and utilization of results Chapter Nine are next addressed The final chapter of the book Chapter Ten considers the evaluation of educational products and materials

The Sociopolitics of English Language Testing

Seyyed-Abdolhamid Mirhosseini, Peter De Costa, 2020-02-20 Highlighting marginalized but significant perspectives about the sociopolitical essence of English language tests and testing processes worldwide this book explores the social considerations of testing theories and practices from a critical perspective Investigating concerns surrounding power inequalities The Sociopolitics of English Language Testing takes a socially situated view of language assessment bringing sociopolitical understandings of language teaching learning and assessment to the forefront in the field Within the broader discussion of

the politics of test use an international team of language and education experts address the issues of ideology diversity power and dominance in English language testing Through socially sensitive theoretical as well as empirical discussion and investigation of English language testing this book offers valuable insights not only to applied linguists and the language education community who have focused on positivistic and cognitively oriented conceptions of language testing but to anyone who wishes to venture beyond the traditional bounds of the field

Equal Educational Opportunity Project Series: Equal educational opportunity and nondiscrimination for students with disabilities, federal enforcement of section 504 United States Commission on Civil Rights,1997

Knowing What Students Know National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Board on Testing and Assessment,Committee on the Foundations of Assessment,2001-10-27

Education is a hot topic From the stage of presidential debates to tonight s dinner table it is an issue that most Americans are deeply concerned about While there are many strategies for improving the educational process we need a way to find out what works and what doesn t work as well Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education The nation is pinning greater expectations on educational assessment than ever before We look to these assessment tools when documenting whether students and institutions are truly meeting education goals But we must stop and ask a crucial question What kind of assessment is most effective At a time when traditional testing is subject to increasing criticism research suggests that new exciting approaches to assessment may be on the horizon Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning

Knowing What Students Know essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment These advances suggest ways that the targets of assessment what students know and how well they know it as well as the methods used to make inferences about student learning can be made more valid and instructionally useful Principles for designing and using these new kinds of assessments are presented and examples are used to illustrate the principles Implications for policy practice and research are also explored With the promise of a productive research based approach to assessment of student learning *Knowing What Students Know* will be important to education administrators assessment designers teachers and teacher educators and education advocates

Resources in Education ,2001

Racism in Contemporary America Meyer Weinberg,1996-05-23

Racism in Contemporary America is the largest and most up to date bibliography available on current research on the topic It has been compiled by award winning researcher Meyer Weinberg who has spent many years writing and researching contemporary and historical aspects of racism Almost 15 000 entries to books articles dissertations and other materials are organized under 87 subject headings In addition there are author and ethnic racial indexes Several aids help the researcher access the

materials included In addition to the subject organization of the bibliography entries are annotated whenever the title is not self explanatory An author index is followed by an ethnic racial index which makes it convenient to follow a single group through any or all the subject headings This is a source book for the serious study of America s most enduring problem as such it will be of value to students and researchers at all levels and in most disciplines

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