

a chance to share their views. Indeed, learners have the chance to discuss their overall performance with their educators to enable them to improve their ongoing learning.

Furthermore, performance assessment can involve a high level of authenticity where it portrays real-life situations [3]. This refers to the extent of the correspondence of the qualities of a test. Administering authentic PBA shows an acquisition of productive skills. Among educators, this approach provides a chance to identify specific strengths and weaknesses in their teaching methodology [1]. Thanks to this information, they can develop their strategies and make necessary adjustments. In addition, it enhances autonomy, as learners get the chance of performing real-world tasks as part of the PBA [3]. Similarly, the validity of an assessment stems from its ability to evaluate what the instructor intends to evaluate. In essence, teachers can use valid tests for communicative purposes. For instance, the most effective strategy for measuring learner performance is to design appropriate activities based on the learning area while the assessment is ongoing.

Accountability and assessment standards have traditionally been quantified through the administration of standardized tests. The limitations and flaws of this approach are evident [3]. Usually, test contents emerge from a series of compromises among in a curriculum development groups. Test publishers have the responsibility to ensure that selected test objectives match the wide variety of textbooks in use. According to Lund and Kirk [1], this implies the need to narrow the contents covered during the learning process. Designing tests to emphasize basic skills limits and constrains the overall complexity of learning contents. The integration of practical considerations further limits this content by incorporating the use of a multiple-choice format, which is easier to administer and cheaper than open-ended and student-generated responses. Despite these drawbacks, standardized test scores continue to play a central role in assessment.

In the twentieth century, standardized tests were commonly used as indicators of students' learning. Taking into account current knowledge on how new knowledge is acquired and processed, the evident should prompt policymakers, parents, and educators to acknowledge the possibility that such test formats are misleading and inaccurate measures of students' learning [3]. Even though they have been proven to be inaccurate or invalid, standardized tests are an effective indicator of test-taking and fact-memorizing skills. However, the memorization of pieces and bits of knowledge cannot prepare learners sufficiently for the real-life challenges. Valid tests should demand complex mental processes from individual learners [1]. This should incorporate the recognition of more than one correct approach.

3. Online assessment

3.1 Online summative assessment tasks

The COVID-19 pandemic has led to the need to limit human interaction, and the associated travel restrictions have influenced the assessment of educational content. Online assessment approaches have come to the forefront as educators seek to reach learners in various locations [5]. The influence of the pandemic in combination with technological advancement has prompted the educational establishment to shift to predominantly using online teaching methods. For this reason, summative assessments have shown a significant increase, which has proven to be a successful way of evaluating learners using online instruction. According to Rahimi [6], educational policymakers and teachers are responsible for making strategic decisions in the development of assessment. As part of this process, they must determine what

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Policymakers' Views of Student Assessment Lorraine McDonnell, 1994 This report examines the expectations of federal and state policymakers regarding new forms of student assessment and their judgments about the feasibility of assessment based reforms

Assessment Policy Reform Tina Isaacs, Iasonas Lamprianou, 2020-05-21 This book highlights the impact of policy and politics on assessment across the globe With contributions from England the Irish Republic Northern Ireland Norway Sweden Switzerland and Wales it explores state led assessment policies and practices that have been the subject of much debate We are experiencing a shift from using assessments especially national tests as measurement instruments designed to produce information to a reliance on tests to influence policy and instruction Once tests become high stakes for students teachers and schools even those that might have been reasonable monitors of educational success can lose dependability and credibility However not all countries assessment policies follow the same model and the contributors explore and analyse a range of different national and supra national assessment policy approaches and perspectives The chapters identify the impetus behind changing assessment policies and practices and analyse ways forward and innovative approaches Readers can draw their own conclusions about which model s can provide the best outcomes for learners surely the most important part of the equation This book was originally published as a special issue of *Assessment in Education Principles Policy Practice*

Large-scale Assessment Programs for All Students Gerald Tindal, Thomas M. Haladyna, 2012-12-06 The need for a comprehensive volume that reviews both the processes and issues involved in developing administering and validating large scale assessment programs has never been greater These programs are used for many purposes including instructional program evaluation promotion certification graduation and accountability One of the greatest problems we face is how to deal with special needs and bilingual populations Examining these processes and issues is the mission of this book It is organized into the following five sections Introduction Validity Issues Technical Issues Implementation Issues and Epilogue Each chapter follows a common structure Overview of critical issues review of relevant research descriptions of current assessment methodologies and recommendations for the future research and practice Written by nationally recognized scholars *Large Scale Assessment Programs for All Students* Validity Technical Adequacy and Implementation will appeal to anyone seriously involved in large scale testing including educators policymakers testing company personnel and researchers in education psychology and public policy

Student-Engaged Assessment Laura Greenstein, Mary Ann Burke, 2020-06-30 This book feasibly translates validated research and best practices in assessment so that the reader can incorporate the best practices of assessment into practical routines in schools and the classroom Readers of this book will strengthen their knowledge and skills in selecting designing and using assessments that enable all learners to actively participate and monitor their own progress towards learning objectives This book is intended to be a hands on guide for educators and students on the best and most effective practices for supporting students in their role as self

assessors It develops sequentially from ensuring that students are assessment ready to engaging students in assessment and ultimately empowering students as assessors Readers can also rely on the book to help them improve specific aspects of self assessment that are most important in their setting and for their students **Resources in Education** ,2001-10

Changing Schools from the Inside Out Robert L. Larson,2011-06-16 At any time public schools labor under great economic political and social pressures that make it difficult to create large scale whole school change But current top down mandates require that schools close achievement gaps while teaching more problem solving inquiry and research skills _with fewer resources Failure to meet test based standards can produce consequences such as school closure or staff replacement With this real world challenge to education foremost this book presents pertinent research and instructive case studies of two good high schools It advocates a proven strategy of small scale incremental change _small wins_ which increases the likelihood that schools will improve despite a climate of do more with less Chapters describe the current societal context the history of major change projects since the 1970s the organizational and social characteristics of schools and classrooms human factors that encourage and support improvement the effects of technology forces affecting teachers and principals commonplace components of and vehicles for change and practical levers and footings for change that can have a high positive payoff *Thing Knowledge* Davis Baird,2004-02-10 Western philosophers have traditionally concentrated on theory as the means for expressing knowledge about a variety of phenomena This absorbing book challenges this fundamental notion by showing how objects themselves specifically scientific instruments can express knowledge As he considers numerous intriguing examples Davis Baird gives us the tools to read the material products of science and technology and to understand their place in culture Making a provocative and original challenge to our conception of knowledge itself *Thing Knowledge* demands that we take a new look at theories of science and technology knowledge progress and change Baird considers a wide range of instruments including Faraday s first electric motor eighteenth century mechanical models of the solar system the cyclotron various instruments developed by analytical chemists between 1930 and 1960 spectrometers and more **Students of Color and the Achievement Gap** Richard R. Valencia,2015-03-05 *Students of Color and the Achievement Gap* is a comprehensive landmark analysis of an incontrovertible racialized reality in U S K 12 public education the relentless achievement gap between low socioeconomic students of color and their economically advantaged White counterparts Award winning author and scholar Richard Valencia provides an authoritative and systemic treatment of the achievement gap focusing on Black and Latino Latina students He examines the societal and educational factors that help to create and maintain the achievement gap by drawing from critical race theory an asset based perspective and a systemic inequality approach By showing how racialized opportunity structures in society and schools ultimately result in racialized patterns of academic achievement in schools Valencia shows how the various indicators of the achievement gap are actually symptoms of the societal and school quality gaps Following each of these concerns Valencia provides a number of reform

suggestions that can lead to systemic transformations of K 12 education Students of Color and the Achievement Gap makes a persuasive and well documented case that school success for students of color and the empowerment of their parents can only be fully understood and realized when contextualized within broader political economic and cultural frameworks

Monthly Catalogue, United States Public Documents ,1995-11 **Monthly Catalog of United States Government Publications** ,1995-10 **American Higher Education in the Twenty-First Century** Michael N. Bastedo,Philip G. Altbach,Patricia J. Gumpert,2016-03-30 An indispensable reference that everyone concerned with the future of American colleges and universities should acquire First published in 1999 American Higher Education in the Twenty First Century offered a comprehensive introduction to the central issues facing American colleges and universities This thoroughly revised edition brings the classic volume up to date The contributors have rewritten every chapter to address major changes in higher education including the rise of organized social movements the problem of income inequality and stratification and the growth of for profit and distance education Three new chapters cover information technology community colleges and teaching and learning This edition seeks to capture several crucial dynamics in the nexus of higher education and society Placing higher education within its social and political contexts the contributors discuss finance federal and state governance faculty students curriculum and academic leadership They also grapple with growing concerns about the future of the academy and reflect more deeply on the racial ethnic and socioeconomic diversity within higher education No other book covers such wide ranging issues under the broader theme of higher education s relationship to society Highly acclaimed and incorporating cutting edge research American Higher Education in the Twenty First Century is now more useful and engaging than ever Contributors Michael N Bastedo Philip G Altbach Patricia J Gumpert Benjamin Baez Peter Riley Bahr Joy Blanchard Corbin M Campbell Melanie E Corrigan Peter D Eckel Roger L Geiger Lawrence E Gladieux Sara Goldrick Rab Jillian Leigh Gross D Bruce Johnstone Adrianna Kezar Jacqueline E King Aims C McGuinness Jr Michael Mumper Anna Neumann Robert M O Neil Laura W Perna Gary Rhoades Roman Ruiz Lauren Schudde Sheila Slaughter Daryl G Smith

NAEP Reporting Practices National Research Council,Board on Testing and Assessment,Center for Education,Committee on NAEP Reporting Practices,2001-03-21 At the request of the Department of Education the National Research Council formed the Committee on NAEP Reporting Practices to address questions about the desirability feasibility and potential impact of implementing these reporting practices The committee developed study questions designed to address issues surrounding district level and market basket reporting Assessment As Learning Lorna M. Earl,2003-05-07 Assessment and evaluation are central to educational reform and they represent major shifts in thinking about learning about schools and about teaching Assessment as Learning represents one of these crucial changes but it encompasses more than just using a variety of new techniques **Educating One and All** National Research Council,Division of Behavioral and Social Sciences and Education,Board on Testing and Assessment,Committee on Goals 2000 and the Inclusion of Students with

Disabilities,1997-06-27 In the movement toward standards based education an important question stands out How will this reform affect the 10% of school aged children who have disabilities and thus qualify for special education In *Educating One and All* an expert committee addresses how to reconcile common learning for all students with individualized education for one the unique student The book makes recommendations to states and communities that have adopted standards based reform and that seek policies and practices to make reform consistent with the requirements of special education The committee explores the ideas implementation issues and legislative initiatives behind the tradition of special education for people with disabilities It investigates the policy and practice implications of the current reform movement toward high educational standards for all students *Educating One and All* examines the curricula and expected outcomes of standards based education and the educational experience of students with disabilities and identifies points of alignment between the two areas The volume documents the diverse population of students with disabilities and their school experiences Because approaches to assessment and accountability are key to standards based reforms the committee analyzes how assessment systems currently address students with disabilities including testing accommodations The book addresses legal and resource implications as well as parental participation in children s education

OECD Reviews of Evaluation and Assessment in Education Synergies for Better Learning An International Perspective on Evaluation and Assessment OECD,2013-04-11 This report provides an international comparative analysis and policy advice to countries on how evaluation and assessment arrangements can be embedded within a consistent framework to improve the quality equity and efficiency of school education

The Politics of Assessment Mary Lee Smith,1996

Grading the Nation's Report Card Committee on the Evaluation of National and State Assessments of Educational Progress,Board on Testing and Assessment,Division of Behavioral and Social Sciences and Education,National Research Council,1999-01-06 Since the late 1960s the National Assessment of Educational Progress NAEP the nation s report card has been the only continuing measure of student achievement in key subject areas Increasingly educators and policymakers have expected NAEP to serve as a lever for education reform and many other purposes beyond its original role *Grading the Nation s Report Card* examines ways NAEP can be strengthened to provide more informative portrayals of student achievement and the school and system factors that influence it The committee offers specific recommendations and strategies for improving NAEP s effectiveness and utility including Linking achievement data to other education indicators Streamlining data collection and other aspects of its design Including students with disabilities and English language learners Revamping the process by which achievement levels are set The book explores how to improve NAEP framework documents which identify knowledge and skills to be assessed with a clearer eye toward the inferences that will be drawn from the results What should the nation expect from NAEP What should NAEP do to meet these expectations This book provides a blueprint for a new paradigm important to education policymakers professors and students as well as school administrators and teachers and education advocates

Assessment to Support Learning and Teaching Dennis Alonzo, 2024-04-01 This book outlines the key problems associated with the intersections of assessment learning and teaching and presents guiding principles to effective assessment that schools can follow in order to optimise student outcomes Addressing challenges such as competing conceptualisations of assessment the burden of responsibility on teachers and conflicting views of what effective assessment actually is this book provides an in depth analysis of these problems how they are explored what factors influence them and their implications for learning and teaching It proposes practical solutions to address these challenges supported by 29 case studies that capture examples of practice from Asia Europe the USA and Australia The book concludes with the key features of the effective implementation of assessment reform based on findings from a variety of scenarios across different contexts and levels of education Providing critical insights and practical guidance this book is an essential reference for teachers school leaders and postgraduate students of education

Lessons for Education from COVID-19 A Policy Maker's Handbook for More Resilient Systems OECD, 2020-12-15 The COVID 19 pandemic has shaken long accepted beliefs about education showing that learning can occur anywhere at any time and that education systems are not too heavy to move When surveyed in May 2020 only around one fifth of OECD education systems aimed to reinstate the status quo Policy makers must therefore maintain the momentum of collective emergency action to drive education into a new and better normal

Assessment in Action in the Primary School Colin Conner, 2003-09-02 Assessment has become one of the key issues in primary education over the past 10 years This edited volume of essays brings together perspectives from all the significant participants involved in assessment in the primary school teachers headteachers LEA advisors inspectors pupils academics and researchers The contributions illustrate effective assessment and examine how it is and can be achieved It will be of interest to school assessment co ordinators deputies and heads following NPQH courses and lecturers on IE courses

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