

# **Rethinking the SAT**

## The Future of Standardized Testing in University Admissions

Edited by **Rebecca Zwick**



# Rethinking The Sat The Future Of Standardized In University Admissions

**Robert L. Brennan**



## **Rethinking The Sat The Future Of Standardized In University Admissions:**

**Rethinking the SAT** Rebecca Zwick, 2004 Rethinking the SAT is a unique presentation of the latest thoughts and research findings of key individuals in the world of college admissions including the president of the largest public university system in the U S

**Rethinking the SAT** Rebecca Zwick, 2004 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company

**Rethinking the SAT** Rebecca Zwick, 2013-04-15 Rethinking the SAT is a unique presentation of the latest thoughts and research findings of key individuals in the world of college admissions including the president of the largest public university system in the U S as well as the presidents of the two companies that sponsor college admissions tests in the U S The contributors address not only the pros and cons of the SAT itself but the broader question of who should go to college in the twenty first century

**The History of Educational Measurement** Brian E. Clauser, Michael B. Bunch, 2021-07-07 The History of Educational Measurement collects essays on the most important topics in educational testing measurement and psychometrics Authored by the field s top scholars this book offers unique historical viewpoints from origins to modern applications of formal testing programs and mental measurement theories Topics as varied as large scale testing validity item response theory federal involvement and notable assessment controversies complete a survey of the field s greatest challenges and most important achievements Graduate students researchers industry professionals and other stakeholders will find this volume relevant for years to come

**Rethinking College Admissions** OiYan A. Poon, Michael N. Bastedo, 2022-08-16 Rethinking College Admissions probes the many facets of higher education admissions and translates research backed insights into actionable strategies for innovative equitable admissions practices Edited by scholars OiYan A Poon and Michael N Bastedo this collection gives readers an evidence based understanding of postsecondary admissions practices and structures exploring many factors that affect college access and educational equity in the United States These collected essays from leading experts present boundary pushing applied research on admissions with implications for policy practice and leadership The volume considers admissions issues from three angles In the opening essays contributors offer critical analyses of current admissions approaches in higher education delineating the delicate balance of equity building efforts and legal pressures The contributors offer reflections on whether and how admissions systems further inclusion or inequality They examine topics such as race conscious admissions holistic review without standardized test scores and student test preparation The volume s next part discusses the many different ways in which admissions work can be done outlines ethical hazards and considers potential areas for organizational change The final essays provide inroads and examples for developing reciprocal relationships in research and practice for the future They discuss promising approaches for advancing campus diversity such as admissions lotteries direct enrollment and institutional promise programs for high achieving students from low income communities A must read for practitioners policy makers and anyone interested in gaining a better understanding of postsecondary admissions structures including K 12

educators and counselors advocacy groups and students this work supports data informed approaches to higher education admissions

**Measuring Success** Jack Buckley, Lynn Letukas, Ben Wildavsky, 2018-01-15 Once touted as the single best way to measure students from diverse backgrounds schools and experiences standardized college admissions tests are now criticized for being hopelessly biased in favor of traditionally privileged groups Out of this has emerged the test optional movement that seeks to allow students to apply to schools without sitting through the rigors of the SAT This book takes a step back and applies rigorous empirical measurements to these rival claims Drawing upon the expertise of higher education researchers admissions officers enrollment managers and policy professionals this edited volume is among the first to investigate the research and policy implications of test optional practices It was conceived in response to the editors frustration with the fragmented and incomplete state of the literature around the contemporary debate on college admissions testing Many students teachers parents policymakers frankly nearly anyone immediately outside the testing industry and college admissions have little understanding of how admissions tests are used This lack of transparency has often fueled beliefs that college assessments are biased misused or overused Decades of research on various aspects of testing such as the predictive validity of assessments makes a compelling case for their value But all too frequently researchers and admissions officers talk past one another instead of engaging substantively This collection intends to remedy the situation by bringing these disparate voices together This book is designed for provosts enrollment managers and college admissions officers seeking to strike the proper balance between uniformity and fairness

Reading Comprehension Strategies Danielle S. McNamara, 2007-05-24 First published in 2007 The focus of this book is on the cognitive processes involved in comprehension and moreover on techniques that help readers improve their ability to comprehend text and it is also on reading comprehension strategies Indeed the use of effective reading comprehension strategies is perhaps the most important means to helping readers improve comprehension and learning from text

*SAT Wars* Joseph A. Soares, 2015-04-17 What can a college admissions officer safely predict about the future of a 17 year old Are the best and the brightest students the ones who can check off the most correct boxes on a multiple choice exam Or are there better ways of measuring ability and promise In this penetrating and revealing look at high stakes standardized admissions tests Joseph Soares demonstrates the far reaching and mostly negative impact of the tests on American life and calls for nothing less than a national policy change *SAT Wars* presents a roadmap for rethinking college admissions that moves us past the statistically weak and socially divisive SAT ACT The author advocates for evaluation tools with a greater focus on what youth actually accomplish in high school as a more reliable indicator of qualities that really matter in one s life and to one s ability to contribute to society This up to date book features contributions by well known experts including a piece from Daniel Golden who won a Pulitzer Prize for his reporting in the Wall Street Journal on admissions and a chapter on alternative tests from Robert Sternberg who is the worlds most cited living authority on educational research As we continue to debate the use and

misuse of standardized testing SAT Wars will be important reading for a wide audience including college administrators and faculty high school guidance counselors education journalists and parents

**Choosing Students** Wayne Camara, Ernest W. Kimmel, 2005-03-23 This volume brings a variety of perspectives to bear on the issue of how higher education institutions can or should choose students during the early part of the 21st century Many of the contributors report on research to develop and validate potential tools to assist those responsible for admission decisions Other contributors however pose broader questions about the nature of selective admissions about institutional responses to the changing demography of those seeking to enter higher education or about the appropriate criteria of success in higher education The volume is particularly timely because the question of how changes in admission tools and processes will affect campus diversity following the recent Supreme Court decision concerning the University of Michigan Diversity is an important concern of all of the contributors and the chapter by Lee Bollinger President at Michigan at the time the court cases were filed is particularly relevant This book brings together the research that underlies a variety of proposed approaches to improving the selection of students Providing support for the integrity of the admissions process and the validity of new tools to help a higher education institution to select a diverse student body this book explores the implications of the assessment component of K 12 school reform for higher education admissions practices The diverse contributions to this volume reflect the current ferment in educational research and educational practice as institutions of higher education seek to develop a new admissions paradigm for coming decades following the University of Michigan decisions This book is intended for those leaders and professionals who set admission policies and practices in American colleges and graduate and professional schools as well as for those scholars and scientists who research develop and validate tools for use in the process of choosing students in ways that are congruent with an institution's mission values and goals

**The Qualified Student** Harold S. Wechsler, 2017-09-29 In *The Qualified Student* Harold S Wechsler focuses on methods of student selection used by institutions of higher education in the United States More specifically he discusses the way that college and university reformers employed those methods to introduce higher education into a broader cross section of America by extending access to an increased number of students from nontraditional backgrounds Implicit in much of this book is an underlying social and ethical question How legitimate was and is higher education's regulation of social mobility Public concern over colleges and universities practices became inevitable once they became regulators between social classes The challenging of colleges admissions policies in the courts augments similar concerns that have been present in legislatures for decades The volume is divided into three main sections Prerequisites Columbia and the Selective Function and Implications It focuses mainly on four universities The University of Michigan Columbia University the University of Chicago and the City University of New York Wechsler maintains that unlike other universities these institutions were pacesetters they did not adopt a new policy simply because some other college had already adopted it A new introduction brings the book originally published in 1977 up to date and demonstrates its

continuing importance in today's academic world of selective admissions      Educational Measurement Robert L. Brennan, 2023-10-03 Educational Measurement has been the bible in its field since the first edition was published by ACE in 1951 The importance of this fourth edition of Educational Measurement is to extensively update and extend the topics treated in the previous three editions As such the fourth edition documents progress in the field and provides critical guidance to the efforts of new generations of researchers and practitioners Edited by Robert Brennan and jointly sponsored by the American Council on Education ACE and the National Council on Measurement in Education the fourth edition provides in depth treatments of critical measurement topics and the chapter authors are acknowledged experts in their respective fields Educational measurement researchers and practitioners will find this text essential and those interested in statistics psychology business and economics should also find this work to be of very strong interest Topics covered are divided into three subject areas theory and general principles construction administration and scoring and applications The first part of the book covers the topics of validation reliability item response theory scaling and norming linking and equating test fairness and cognitive psychology Part two includes chapters on test development test administration performance assessment setting performance standards and technology in testing The final section includes chapters on second language testing testing for accountability in K 12 schools standardized assessment of individual achievement in K 12 schools higher education admissions testing monitoring educational progress licensure and certification testing and legal and ethical issues

*Meeting the Challenges to Measurement in an Era of Accountability* Henry Braun, 2016-01-29 Under pressure and support from the federal government states have increasingly turned to indicators based on student test scores to evaluate teachers and schools as well as students themselves The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4 8 Teachers in these subject areas however constitute less than thirty percent of the teacher workforce in a district Comparatively little has been written about the measurement of achievement in the other grades and subjects This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all It addresses traditional end of course tests as well as alternative measures such as portfolios exhibitions and student learning objectives In each case issues related to design and development psychometric considerations and validity challenges are covered from both a generic and a content specific perspective The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research based applications of educational measurement and assessment Edited by leading experts these books are comprehensive and practical resources on the latest developments in the field The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license      Race in Mind Paul Spickard, 2015-11-19 These essays analyze how race affects

people's lives and relationships in all settings from the United States to Great Britain and from Hawai'i to Chinese Central Asia. They contemplate the racial positions in various societies of people called Black and people called White of Asians and Pacific Islanders and especially of those people whose racial ancestries and identifications are multiple. Here for the first time are Spickard's trenchant analyses of the creation of race in the South Pacific of DNA testing for racial ancestry and of the meaning of multiplicity in the age of Barack Obama. *Educational Measurement* Craig S. Wells, Molly

Faulkner-Bond, 2016-02-26 This book introduces and explores major topics in contemporary educational measurement: criterion-referenced testing, item response theory, IRT, computer-based testing, cross-lingual and cross-cultural assessment, and accountability testing. Psychometric experts describe forward-looking measurement practices and provide a contextualized understanding of how and why they were developed, how they can be used, and where they may go in the future. In addition to presenting key concepts and formulas, the volume covers established and emerging applications and discusses recurrent challenges that require additional research. A helpful glossary of abbreviations is included. The book is grounded in the work of Ronald K. Hambleton. **Entrepreneurial President** Patricia A. Pelfrey, 2012-03-06 This is a book about the University of California's seventeenth president, Richard C. Atkinson, and the ideas, issues, and political storms that shaped the University and his eight-year presidency, 1995-2003, the transition to the post-affirmative action age, the full emergence of the entrepreneurial university, and the battle over the University's 60-year role in managing the nation's nuclear weapons laboratories. Provided by publisher. **Cognitive Abilities and Educational Outcomes** Monica

Rosén, Kajsa Yang Hansen, Ulrika Wolff, 2016-10-03 This book addresses problems and challenges that face educational measurement at a time when multipurpose usage of observational data from educational assessments, tests, and international surveys has become a growing global trend. While the construction of educational measures and use of educational data offer many opportunities, they also require awareness of the numerous threats to validity and methods of reducing such threats. Written by leading international scholars, the book demonstrates the complexity of educational measurement by addressing three broad and interrelated topics. The first part discusses cognitive abilities, including studies on fluid intelligence, its improvement, and its links to aptitude tests for admission to higher education. The second part focuses on the effects of school and teacher-related factors on school outcomes at individual and group levels and uses international studies to analyze causes. The third part presents analytical techniques and measurement methods to improve reliability, for example, factor analysis using Bayesian estimators, bi-factor analysis, model misfit, and solutions, and discusses balance issues in reporting test results. The book provides examples of state-of-the-art analytical techniques for pursuing fundamental research problems and the latest advances in measurement methods with a focus on validity improvement. Eminent researchers discuss and provide insights into questions such as: Is it possible to train individuals to think at a higher level than normal for their age? What determines prospective preschool teachers' skill to perceive mathematics-related preschool situations? Can international

indicator design and instruments be improved to use trends and national context variables more efficiently Can indicator data at national school and class levels be compared easier Are value added measures of teacher effectiveness valid when it comes to hiring and promoting teachers Is money better spent on teacher training than on smaller class size How do theory and empirical statistical data intertwine in building structures of understanding This book is inspired by the career and personal influence of the Swedish scholar Professor Jan Eric Gustafsson renowned for his research on individual differences especially the structure of cognitive abilities and on the effects of education on knowledge and skills **The Latino**

**Education Crisis** Patricia Gándara, Frances Contreras, 2010-07-10 Drawing on both extensive demographic data and compelling case studies this book reveals the depths of the educational crisis looming for Latino students the nation's largest and most rapidly growing minority group **Handbook on Measurement, Assessment, and Evaluation in Higher**

**Education** Charles Secolsky, D. Brian Denison, 2017-07-31 In this valuable resource well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application **Higher Education Is History** Brendan Cushing-Daniels, 2025-09-04 The legacy of exclusion within

higher education shapes current perceptions and practices in academia it is also the essential lens through which to view the present reactionary climate against efforts supporting diversity equity and inclusion DEI in higher education and elsewhere For centuries access to higher education was reserved for wealthy white men This book details and counters a number of the most strident criticisms of higher education and illustrates that many of these criticisms are inextricably tied to the opening of higher education to women students of color and others whose identities have historically been excluded These expansions require addressing a host of needs not merely financial but emotional psychological and social as well to establish a true sense of belonging for all students This includes acknowledging past injustices and actively creating environments that support all students Brendan Cushing Daniels advocates for a commitment to equity in education and promotes greater access to the intellectual and economic benefits of a college degree indicating that a more inclusive approach will benefit both individuals and society as a whole *Assessing Writing to Support Learning* Sandra Murphy, Peggy O'Neill, 2022-11-08

In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based approach to accountability and current practices have undermined effective teaching and



learning of writing This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry It also brings the outside in by bridging the gap between authentic writing and writing assessment Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education

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