

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

Wolfgang Guggemos



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.

Toward a New Science of Educational Testing and Assessment Harold Berlak, Fred M. Newmann, Elizabeth Adams, Doug A. Archbald, Tyrell Burgess, John Raven, 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

Equal Educational Opportunity and Nondiscrimination for Students with Disabilities, 1997 This report focuses on issues relating to the development of individualized education programs for and placement of students who are classified as having mental retardation learning disabilities behavioral disabilities or serious emotional disturbances The U S Commission on Civil Rights examined present day barriers and inequities that deny students with these types of disabilities an equal opportunity to participate in educational programs The report analyzes and evaluates the Office for Civil Rights OCR implementation compliance and enforcement efforts for Section 504 of the Rehabilitation Act It discusses other Federal disability laws such as the Individuals with Disabilities Education Act IDEA and Title II of the Americans with Disabilities Act to the extent that they relate to Section 504

Essentials of Evaluating Bias in Intelligence Testing Craig L. Frisby, 2025-03-25 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 *Teaching on Assessment* Sharon L. Nichols, Divya Varier, 2021-03-01 In an age where the quality of teacher education programs has been called into question it is more important than ever that teachers have a fundamental understanding of the principles of human learning motivation and development *Theory to Practice Educational Psychology for Teachers and Teaching* is a series for those who teach educational psychology in teacher education programs At a time when educational psychology is at risk of becoming marginalized it is imperative that we as educators walk our talk in serving as models of what effective instruction looks like Each volume in the series draws upon the latest research to help instructors model fundamental principles of learning

motivation and development to best prepare their students for the diverse multidimensional uncertain and socially embedded environments in which these future educators will teach The inaugural volume Teaching on Assessment is centered on the role of assessment in teaching and learning Each chapter translates current research on critical topics in assessment for educational psychology instructors and teacher educators to consider in their teaching of future teachers Written for practitioners the aim is to present contemporary issues and ideas that would help teachers engage in meaningful assessment practice This volume is important not only because of the dwindling presence of assessment related instructional content in teacher preparation programs but also because the policy changes in the last two decades have transformed the meaning and use of assessment in K 12 classrooms Praise for Teaching on Assessment This thought provoking book brings together perspectives from educational psychology and teacher education to examine how assessment can best support student motivation engagement and learning In the volume editors Nichols and Varier present a set of chapters written by leaders in the field to examine critical questions about how to best prepare teachers to make instructional decisions understand assessment within the context of learning and motivation theory and draw on assessment in ways which can meet the needs of diverse learners Written in a highly accessible language and style each chapter contains clear takeaway messages designed for educational psychologists teacher educators teachers and pre service teachers This book is essential reading for anyone involved in teaching or developing our future teaching professionals Lois R Harris Australian Catholic University This impressive book provides a wealth of contemporary and engaging resources ideas and perspectives that educational psychology instructors will find relevant for helping students understand the complexity of assessment decision making as an essential component of instruction Traditional assessment principles are integrated with contemporary educational psychology research that will enhance prospective teachers decision making about classroom assessments that promote all students learning and motivation It is unique in showing how to best leverage both formative and summative assessment to boost student engagement and achievement enabling students to understand how to integrate practical classroom constraints and realities with current knowledge about self regulation intrinsic motivation and other psychological constructs that assessment needs to consider The chapters are written by established experts who are able to effectively balance presentation of research and theory with practical applications Notably the volume includes very important topics rarely emphasized in other assessment texts including assessment literacy frameworks diversity equity assessment strategies for students with special needs and data driven decision making The book will be an excellent supplement for educational psychology classes or for assessment courses introducing students to current thinking about how to effectively integrate assessment with instruction James McMillan Virginia Commonwealth University

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 **Resources in Education** ,2001

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