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*Perceived Effects of the
Kentucky Instructional
Results Information System
(KIRIS)*

*David M. Koretz, Sheila Barron,
Karen J. Mitchell, Brian M. Stecher*

Institute on Education and Training

Perceived Effects Of The Kentucky Instructional Results Information System Kiris

William T. Gormley Jr., David L. Weimer



Perceived Effects Of The Kentucky Instructional Results Information System Kiris:

Perceived Effects of the Kentucky Instructional Results Information System (KIRIS) Daniel M. Koretz, Sheila Barron, Karen J. Mitchell, Brian M. Stecher, 1996 As part of a larger study of education reform in Kentucky RAND staff surveyed teachers and principals across Kentucky to see how KIRIS is affecting their work student performance instruction assessment and school management

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

Educating Individuals with Disabilities Elena L. Grigorenko, 2008-02-22 Print CourseSmart [Resources in Education](#) , 1997-07

Statistical Models for Test Equating, Scaling, and Linking Alina von Davier, 2010-10-19 The goal of this book is to emphasize the formal statistical features of the practice of equating linking and scaling The book encourages the view and discusses the quality of the equating results from the statistical perspective new models robustness fit testing hypotheses statistical monitoring as opposed to placing the focus on the policy and the implications which although very important represent a different side of the equating practice The book contributes to establishing equating as a theoretical field a view that has not been offered often before The tradition in the practice of equating has been to present the knowledge and skills needed as a craft which implies that only with years of experience under the guidance of a knowledgeable practitioner could one acquire the required skills This book challenges this view by indicating how a good equating framework a sound understanding of the assumptions that underlie the psychometric models and the use of statistical tests and statistical process control tools can help the practitioner navigate the difficult decisions in choosing the final equating function This book provides a valuable reference for several groups a statisticians and psychometricians interested in the theory behind equating methods in the use of model based statistical methods for data smoothing and in the evaluation of the equating results in applied work b practitioners who need to equate tests including those with these responsibilities in testing companies state testing agencies and school districts and c instructors in psychometric measurement and psychology programs

Preparing Teachers for a Changing World Linda Darling-Hammond, John Bransford, 2012-07-12 Based on rapid advances in what is known about how people learn and how to teach effectively this important book examines the core concepts and central pedagogies that should be at the heart of any teacher education program Stemming from the results of a commission sponsored by the National Academy of Education Preparing Teachers for

a Changing World recommends the creation of an informed teacher education curriculum with the common elements that represent state of the art standards for the profession Written for teacher educators in both traditional and alternative programs university and school system leaders teachers staff development professionals researchers and educational policymakers the book addresses the key foundational knowledge for teaching and discusses how to implement that knowledge within the classroom Preparing Teachers for a Changing World recommends that in addition to strong subject matter knowledge all new teachers have a basic understanding of how people learn and develop as well as how children acquire and use language which is the currency of education In addition the book suggests that teaching professionals must be able to apply that knowledge in developing curriculum that attends to students needs the demands of the content and the social purposes of education in teaching specific subject matter to diverse students in managing the classroom assessing student performance and using technology in the classroom

Balancing Local Control and State Responsibility for K-12 Education Neil D. Theobald, Betty Malen, 2013-10-18 This book examines the impact of state activism on local school autonomy in terms of both financial resources and policy initiatives

Brookings Papers on Economic Activity: Fall 2010 David H. Romer, Justin Wolfers, 2011 Brookings Papers on Economic Activity BPEA provides academic and business economists government officials and members of the financial and business communities with timely research on current economic issues Contents Editors Summary The Increase in Income Cyclicity of High Income Households and Its Relation to the Rise in Top Income Shares By Jonathan A Parker and Annette Vissing Jorgensen Northwestern University The State of the Social Safety Net in the Post Welfare Reform Era By Marianne P Bitler University of California Irvine and Hilary W Hoynes University of California Davis The Impact of No Child Left Behind on Students Teachers and Schools By Thomas S Dee University of Virginia and Brian A Jacob University of Michigan How Useful Are Estimated DSGE Model Forecasts for Central Bankers By Rochelle M Edge Board of Governors of the Federal Reserve System and Refet S G rkaynak Bilkent University Regulating the Shadow Banking System By Gary Gorton and Andrew Metrick Yale University State Fiscal Policies and Transitory Income Fluctuations By James R Hines Jr University of Michigan

A Big Apple for Educators: New York City's Experiment with Schoolwide Performance Bonuses Julie A. Marsh, Matthew G. Springer, Daniel F. McCaffrey, Kun Yuan, Scott Epstein, 2011-07-15 For three school years from 2007 to 2010 about 200 high needs New York City public schools participated in the Schoolwide Performance Bonus Program whose broad objective was to improve student performance through school based financial incentives An independent analysis of test scores surveys and interviews found that the program did not improve student achievement perhaps because it did not motivate change in educator behavior

Safe to be Smart Anne Wheelock, 1998

Strong States, Weak Schools Bruce Fuller, Emily Hannum, Melissa K. Henne, 2008-06-30 Why are governments pushing to centrally regulate teaching and learning at this historical moment Do these accountability mechanisms succeed in boosting student achievement How are teachers responding to top down rules incentives and the

recasting of what knowledge counts inside school This book answers these questions

Organizational Report Cards

William T. Gormley Jr., David L. Weimer, 1999-03 In recent years consumers professional organizations government officials and third party payers have become increasingly concerned about how to assess the quality of the services provided by organizations in both the private and the public sectors One new approach is the organizational report card which compares the performance of organizations such as public schools colleges hospitals and HMOs This book offers the first comprehensive study of such instruments It discusses the circumstances under which they are desirable alternatives to other policy instruments such as regulation how they should be designed who is likely to use them and for what purpose and what role if any government should have in their creation Informed by cases drawn from education health and other policy areas this book develops a conceptual framework for analyzing these issues It explores the tradeoffs in measuring performance the methods of communicating results effectively to mass and elite audiences and the ways in which organizations respond to the data gathered

The Testing Charade Daniel Koretz, 2017-08-31 America's leading expert in educational testing and measurement openly names the failures caused by today's testing policies and provides a blueprint for doing better 6 x 9

From the Capital to the Classroom: Standards-based Reform in the States, 2001 **Making Sense of**

Test-Based Accountability in Education Laura S. Hamilton, Brian M. Stecher, Stephen P. Klein, 2002-07-31 Test based accountability systems that attach high stakes to standardized test results have raised a number of issues on educational assessment and accountability Do these high stakes tests measure student achievement accurately How can policymakers and educators attach the right consequences to the results of these tests And what kinds of tradeoffs do these testing policies introduce This book responds to the growing emphasis on high stakes testing and offers recommendations for more effective test based accountability systems

Second International Handbook of Educational Change Andy Hargreaves, Ann Lieberman, Michael Fullan, David Hopkins, 2010-08-13 The two volumes of the second edition of the International Handbook of Educational Change comprise a totally new and updated collection of the most critical and cutting edge ideas in educational change Written by the most influential thinkers in the field these volumes cover educational change at both the theoretical and practical levels The updated handbook remains connected to the classical concerns of the field such as educational innovation reform and change management and also offers new insights into educational change that have been brought about by social change and shifting contexts of educational reform Like the first best selling Handbook this one will also undoubtedly become an essential resource for people involved in all spheres of education from classroom teachers teacher leaders and administrators to educational researchers curriculum developers and university professors No other work provides such a wide ranging and comprehensive examination of the field of educational change

Best Practices for State Assessment Systems, Part I National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Best Practices for State Assessment Systems: Improving Assessment While

Revisiting Standards,2010-07-28 Educators and policy makers in the United States have relied on tests to measure educational progress for more than 150 years During the twentieth century technical advances such as machines for automatic scoring and computer based scoring and reporting have supported states in a growing reliance on standardized tests for statewide accountability State assessment data have been cited as evidence for claims about many achievements of public education and the tests have also been blamed for significant failings As standards come under new scrutiny so too do the assessments that measure their results The goal for this workshop the first of two was to collect information and perspectives on assessment that could be of use to state officials and others as they review current assessment practices and consider improvements

An Age of Accountability John L. Rury,2023-10-13 An Age of Accountability highlights the role of test based accountability as a policy framework in American education from 1970 to 2020 For more than half a century the quest to hold schools and educators accountable for academic achievement has relied almost exclusively on standardized assessment The theory of change embedded in almost all test based accountability programs held that assessment with stipulated consequences could lead to major improvements in schools This was accomplished politically by proclaiming lofty goals of attaining universal proficiency and closing achievement gaps which repeatedly failed to materialize But even after very clear disappointments no other policy framework has emerged to challenge its hegemony The American public today has little confidence in institutions to improve the quality of goods and services they provide especially in the public sector As a consequence many Americans continue to believe that accountability remains a vital necessity even if educators and policy scholars disagree

Fundamentals and Flaws of Standards-Based Testing Charlie DePascale,2025-05-30 When put to the test will standards based reporting remain as fundamentally flawed as once feared or can next generation approaches refine the system for the better Fundamentals and Flaws of Standards Based Testing offers an inside perspective on the technical challenges encountered during each phase of the assessment cycle Careers in state testing are spent balancing technical logistical financial political psychological sociocultural emotional and measurement considerations while keeping an eye on the educational goals of the state assessment program This insightful and comprehensive book draws on measurement foundations and real life experiences in state testing to discuss critical and still unresolved technical and policy challenges that are being inherited by today s assessment specialists and psychometricians Going beyond core descriptions of psychometric and assessment development procedures and operational best practices in testing this book exposes graduate students and scholars of educational measurement and policy as well as testing industry professionals to real life pressures faced by those charged with designing implementing and maintaining a large scale state assessment program Standard setting test design score reporting validation and more are approached critically and with authentic context

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.

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