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America has been obsessed with student standardized tests for nearly 20 years. Now it looks like the country is at the beginning of the end of our high-stakes testing mania — both for K-12 ...

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~~A Proposal For The End Of  
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Educational testing is under attack. In New York City, according to one recent poll, a majority of voters support removing the Specialized High Schools Admissions Test (SHSAT)—the standardized test used for admission to the city ' s eight most selective high schools. In higher education, the “ test-optional ” movement has gained momentum, with prominent schools like the University of ...

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Celebrities are taking on the issue from both sides: Actor Matt Damon, the son of an educator, and comedian Louis C.K., who tweeted about his children ' s stress over testing, have spoken against ...

## ~~Standardized testing hits a nerve— USA TODAY~~

A Florida appeals court delivered a setback to the opt-out-of-high-stakes-testing movement with its March 7 ruling that standardized tests “ can only achieve their laudable purpose ” if all ...



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~~34 problems with standardized tests-~~

~~The Washington Post~~

Debate has arisen regarding standardized testing in our U.S. classrooms. A recently released report shed light on the statistics: Between kindergarten and 12 th grade, students are tested about ...

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Pep rallies and matching shirts send kids the wrong message about standardized tests. By Andrew J. Rotherham , Opinion Contributor May 21, 2015 By Andrew J. Rotherham , Opinion Contributor May 21 ...

## ~~Stop the Standardized Testing Circus |~~

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## The Report | US News

The price tag for the Tennessee Comprehensive Assessment Program (TCAP), the state's standardized testing program, was about \$47 per student, or \$37.6 million, in the 2018-19 school year, according to a comptroller report published this month. Federal funds were allocated to cover 22% to 35% of test administration contract costs.

~~Student standardized testing merits questioned in ...~~

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The best preparation for standardized testing is doing well in school,

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Testing outside of class (particularly news or academic articles from the newspaper) and following through on a focused test ...

Standardized testing exists as part of public policy to measure the success of students, teachers, and schools. Ushered in by No Child Left Behind during the G.W. Bush era, testing came with labels for schools which opened the conversation as to whether schools were in crisis or failing. Most of the focus in research on standardized tests has centered on whether the tests were biased, if they were overused, and how they affected teaching and learning. In a comprehensive review, no studies could be found to determine what

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The public knows about standardized tests based on newspaper reports. This examination is an inductive, qualitative content analysis of articles from four North Carolina newspapers to determine the topics published about standardized testing. The researcher looked at topic, tone on education, tone on testing, word count, page, type of test, sources cited, and rhetorical devices used. The researcher used 300 articles systematically selected from a pool of 1,171 articles published in 1994, 2004, and 2014. The findings suggest most of the stories' topics dealt with accountability. Other regular topics include scores and testing; curriculum, scheduling, and grading; and funding. The findings also indicate the stories are published in the context of a negative tone

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Testing education and towards testing.

For decades we 've been studying, experimenting with, and wrangling over different approaches to improving public education, and there 's still little consensus on what works, and what to do. The one thing people seem to agree on, however, is that schools need to be held accountable—we need to know whether what they 're doing is actually working. But what does that mean in practice? High-stakes tests. Lots of them. And that has become a major problem. Daniel Koretz, one of the nation 's foremost experts on educational testing, argues in *The Testing Charade* that the whole idea of test-based accountability has failed—it has increasingly become an



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end in itself, harming students and corrupting the very ideals of teaching. In this powerful polemic, built on unimpeachable evidence and rooted in decades of experience with educational testing, Koretz calls out high-stakes testing as a sham, a false idol that is ripe for manipulation and shows little evidence of leading to educational improvement. Rather than setting up incentives to divert instructional time to pointless test prep, he argues, we need to measure what matters, and measure it in multiple ways—not just via standardized tests. Right now, we're relying to ourselves about whether our children are learning. And the longer we accept that lie, the more damage we do. It's time to end our blind reliance on high-stakes tests. With *The Testing Charade*, Daniel Koretz

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**Testing** insists that we face the facts and change course, and he gives us a blueprint for doing better.

Much of the common knowledge about standardized tests is simply wrong, and these misunderstandings have led to the distortion of the education of children and the judgments made about them. *The Myths of Standardized Tests* debunks these assumptions, proposing better ways to judge the success of our schools and offering readers suggestions for ways they can help reduce the burden of tests on their children.

For five days a week for approximately nine months out of the

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Teaching

year totaling countless hours, teachers work with other people ' s most treasured gifts—their children. That the teacher is the most important element in fostering an energetic, engaging, and inspiring classroom environment where authentic learning can unfold cannot be overstated. Indeed, it is the teacher who understands self or does not; it is the teacher who is prepared or is not; it is the teacher who has command of subject matter or does not; it is the teacher who inculcates in an appropriate way or does not; and, it is the teacher who is patient, understanding, empathetic, and enthusiastic or is not. To that end, Teaching With Purpose underscores what it means to be an insightful teacher, foundationally emphasizing that the central aspect toward richly

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**Transforming** education is through the professionalization of what it means to be a teacher. Written in accessible language, and attentive to connecting theory to practice, the benefits and features of this book are mindful of a diverse readership.

Kohn's central message is that standardized tests are "not a force of nature but a force of politics and political decisions can be questioned, challenged, and ultimately reversed."

What's Worth Learning? addresses the central question of general education. For learners facing a complex, unpredictable, and dangerous future, it asks and answers the question: What knowledge is absolutely essential for every learner? In simple, jargon-free language, the

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**Testing** explains why the "core curriculum" in near-universal use in America's classrooms was poor when it was adopted in 1893 and why it grows more dysfunctional with each passing year. It then shows how, without changes in staffing, budgets, or bureaucratic boundaries, knowledge can be organized to both radically improve learner intellectual performance and significantly decrease the cost of a general education. Recognizing the difficulty of translating a new idea into classroom instruction, an appendix offers a comprehensive, classroom-tested course of study suitable for adolescents and older students.

Highlighting marginalized but significant perspectives about the sociopolitical essence of English

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**Testing** 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

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Testing 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.

What is assessment literacy? It ' s a handful of fundamental understandings about the testing concepts and procedures that influence educational decisions. And it just might be the most cost-effective means of real school improvement. With characteristic humor and aplomb, assessment expert W. James Popham strips away the psychometrician-speak and condenses the complexities of educational testing to six practical

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Testing

and action-oriented understandings about validity, reliability, fairness, score reporting, formative assessment, and affective assessment. This book is for busy educators at the classroom and leadership levels who want

- Tests that are worth the valuable time they take to administer.
- Tests that accurately measure what student have learned.
- Tests that fairly reflect teacher and school effectiveness.
- Tests that provide the instructionally useful data that will help students learn faster and better.

Assessment Literacy for Educators in a Hurry is the fastest route to acquiring the measurement moxie necessary to understand and advocate for better assessment practices and build a case for stopping ineffective and harmful



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Testing. In just a few hours ' time, you can pick up the knowledge you need to do a whole lot of good—for your students, yourself, and our schools.

In this era of accountability and high-stakes testing, school leaders must find more sophisticated ways to help all students succeed. But how can districts make adequate yearly progress without a coherent system for addressing state standards? In *From Standards to Success*, education professor Mark R. O'Shea introduces the Standards Achievement Planning Cycle (SAPC), a comprehensive protocol for meeting the standards. To illustrate his multi-layered approach, O'Shea takes readers to a fictional school as it prepares to install the SAPC. We meet the superintendent, who organizes the

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Testing for curriculum reform; the principal, who supervises standards-based instruction; and the teachers, who collaboratively plan lessons and evaluate their students' work. From teacher observation to student assessment, O'Shea offers innovative strategies to help school leaders \* identify and analyze which standards are most important \* select appropriate curriculum materials and resources \* provide instructional planning time for teachers \* create a benchmark-testing program \* design effective professional development

Checklists at the end of each chapter highlight best practices, and sample lessons show how to plan curriculum that enables students to meet state standards. The result is a thorough and sensible guide to realizing the promise of standards-based

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