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exert a dominant
influence in most
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systems. They
affect both
teacher and**

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student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and

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how it is learned.

***By changing
aspects of these
examinations,
especially their
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education
systems can have
a strong positive
impact on
teacher behavior
and student
learning, help***

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achievement
levels, and better
prepare students
for tertiary-level
education and
for employment.
Examination
agencies, many
of which have
followed the
same procedures
over decades,
can learn from***

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*the successes
and failures of
other systems.
This book
addresses
current issues
related to the
development,
administration,
scoring, and
usage of these
high-stakes
public
examinations,*

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issues and*

*problems related
to examinations
in many
emerging market
economies as
well as in
advanced
economies. The
book's primary
audience
consists of public
examination*

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***officials on
national,
regional, and
state
examination
boards, but the
book should also
be of interest to
senior education
policy makers
concerned with
certification and
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achievement***

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***standards, to
academics and
researchers
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assessment, to
governmental
and education
agencies
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student
selection, and to
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*involved in the
creation of valid,
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assessments. It
reminds us that
as “the diploma
disease” takes
hold with an ever-
greater intensity
at every stage of
education
worldwide, and*

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business of*

*testing
flourishes, those
concerned with
educational
quality and
meaningful
learning must be
on guard to
prevent the
assessment tail
wagging the
educational*

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structured and

written and

draws on the

authors’

remarkable

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across countries
and histories. It
will be a great
asset both to
administrators
responsible for
examinations and
to academics and
other
professionals
who seek to
understand the
nature and***

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*impact of
examinations of
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Educational
Planning “I am
sure that Public
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Examined, which
thoroughly
analyzes the
practice of public
examinations in
different
countries and
makes profound
and well-***

***grounded
conclusions, will
arouse very great
interest and will
serve to further
improve public
examinations.†?***

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Higher School of
Economics,
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emotional power.*

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Munro makes
lives that seem
small unfold
until they are
revealed to be as
spacious as
prairies and
locates the
moments of love
and betrayal,*

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*desire and
forgiveness, that
change those
lives forever. To
read these
stories--about a
traveling
salesman and his
children on an
impromptu
journey; an
abandoned
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between*

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solitude--is to
succumb to the
spell of a writer
who enchants
her readers
utterly even as
she restores
them to their
truest selves.***

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grammar. Students
and teachers have
toiled at parsing and**

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the English exam at
the end of the year,
as debate over the
real value of
learning grammar
has raged. Nowhere
have these
arguments been as
passionate as in the
English-speaking
colonies of Canada,
New Zealand, and
Australia. In 200**

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author Dr. Laurence
Walker narrates a
detailed history of
the origins and
evolution of
grammar education
and its relationship
to English usage in
Canada, New
Zealand, and
Australia. Walker
presents a
discussion of**

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**grammar's
educational
significance and
provides a
framework for how
the context of the
politics surrounding
grammar teaching
affects students and
teachers. Offering
many applicable
examples, 200 Years
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information on a
variety of subjects
within the field of
education statistics,
including the
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and colleges,
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funds for education,
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education, and
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and rise to the top of the class.

High-stakes educational testing is a global phenomenon which is increasing in both scale and importance. Assessments are

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high-stakes
when there are
serious
consequences
for one or more
stakeholders.
Historically,
tests have
largely been
used for
selection or for
providing a

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'licence to practise', making them high-stakes for the test takers. Testing is now also used for the purposes of improving standards of teaching and learning and of

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holding schools accountable for their students' results. These tests then become high-stakes for teachers and schools, especially when they have to meet externally

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imposed targets.
More recent has
been the
emergence of
international
comparative
testing, which
has become
high-stakes for
governments
and policy
makers as their

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education systems are judged in relation to the performances of other countries. In this book we draw on research which examines each of these uses of high-stakes

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appeal of high-stakes testing the studies are drawn from Australia, Africa, the Caribbean, Europe, former Soviet republics and North America.

Collectively they illustrate the

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power of high-stakes assessment in shaping, for better or for worse, policy making and schooling. This book was originally published as a special issue of

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Science,
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and technology
permeate nearly
every facet of
modern life and
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solving many of
humanity's most
pressing
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challenges. The
United States'
position in the
global economy
is declining,
in part because
U.S. workers
lack

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fundamental
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proposes a new
approach to
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will capture
students'
interest and
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with the
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foundational
knowledge in
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outlines a
broad set of
expectations
for students in
science and
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grades K-12.
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expectations
will inform the

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development of
new standards
for K-12
science
education and,
subsequently,
revisions to
curriculum,
instruction,
assessment, and
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development for
educators. This

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book identifies
three

dimensions that
convey the core
ideas and
practices
around which
science and
engineering
education in
these grades
should be
built. These

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three
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dimensions are:
crosscutting
concepts that
unify the study
of science
through their
common
application
across science
and
engineering;
scientific and

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engineering
practices; and
disciplinary
core ideas in
the physical
sciences, life
sciences, and
earth and space
sciences and
for
engineering,
technology, and
the

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applications of
science. The
overarching
goal is for all
high school
graduates to
have sufficient
knowledge of
science and
engineering to
engage in
public
discussions on

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science-related
issues, be
careful
consumers of
scientific and
technical
information,
and enter the
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the first step
in a process
that can inform
state-level
decisions and
achieve a resea
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basis for
improving
science
instruction and
learning across
the country.

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guide standards
developers,
teachers,
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designers,
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science
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who teach
science in
informal
environments.

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stories in her
remarkable
second
collection,
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demonstrates
the precise
observation,
straightforward
prose style,
and masterful
technique that
led no less a
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John Updike to
compare her to
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sisters,

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mothers and
daughters,
aunts,
grandmothers,
and friends in
these stories
shimmer with
hope and love,
anger and
reconciliation,
as they contend
with their
histories and

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their present,
and what they
can see of the
future.

Numerous
teaching,
learning,
assessment, and
institutional
innovations in
undergraduate
science,
technology,

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engineering,
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and mathematics
(STEM)

education have
emerged in the
past decade.

Because
virtually all
of these
innovations
have been
developed
independently

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of one another,
their goals and
purposes vary
widely. Some
focus on making
science
accessible and
meaningful to
the vast
majority of
students who
will not pursue
STEM majors or

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careers; others aim to increase the diversity of students who enroll and succeed in STEM courses and programs; still other efforts focus on reforming the overall curriculum in

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specific
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disciplines. In
addition to
this variation
in focus, these
innovations
have been
implemented at
scales that
range from
individual
classrooms to
entire

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departments or institutions. By 2008, partly because of this wide variability, it was apparent that little was known about the feasibility of replicating individual innovations or

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about their
potential for
broader impact
beyond the
specific
contexts in
which they were
created. The
research base
on innovations
in
undergraduate
STEM education

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was expanding rapidly, but the process of synthesizing that knowledge base had not yet begun. If future investments were to be informed by the past, then the field clearly

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needed a
retrospective
look at the
ways in which
earlier
innovations had
influenced
undergraduate
STEM education.
To address this
need, the
National
Research

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Council (NRC)
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convened two
public
workshops to
examine the
impact and
effectiveness
of selected
STEM
undergraduate
education
innovations.
This volume

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summarizes the
workshops,
which addressed
such topics as
the link
between
learning goals
and evidence;
promising
practices at
the individual
faculty and
institutional

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levels;
classroom-based
promising
practices; and
professional
development for
graduate
students, new
faculty, and
veteran
faculty. The
workshops
concluded with

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a broader
examination of
the barriers
and
opportunities
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systemic
change.

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documents on-
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**in the sub-field
of mathematics
education
devoted to the
teaching and
learning of
mathematical
modelling and
applications.
Mathematical
modelling
provides a way**

**of conceiving
and resolving
problems in
people's
everyday lives as
well as
sophisticated
new problems
for society at
large.**

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modelling and**

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**real world
applications are
considered as
having potential
for cultivating
sense making in
classroom
settings. This
book focuses on
the educational
perspective,
researching the**

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**complexities
encountered in
effective
teaching and
learning of real
world modelling
and applications
for sense
making is only
beginning. All
authors of this
volume are**

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**members of the
International
Community of
Teachers of
Mathematical
Modelling
(ICTMA), the
peak research
body into
researching the
teaching and
learning of**

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**mathematical
modelling at all
levels of
education from
the early years
to tertiary
education as
well as in the
workplace.**

**The Race To The
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federal**

education policy fostered a new generation of state tests. This policy advocated adopting common core standards which set a higher level of learning targets for students in the

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**US K-12
education.**

**These standards
are intended to
assess higher
order thinking
skills and
prepare
students ready
for college and
career. In the
meantime, they**

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**are aligned with
those for
international
assessments
which keep US
students abreast
of their
international
peers.
Furthermore,
the new
generation of**

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**state tests
requires the use
of technology
enhanced items
to align student
assessments
with student
learning
environment.
Computer
technology is
indispensable to**

accomplish this goal. Computer based tests related to common core standards are different from previous state computer based tests in two important aspects, one is

**that the current
version requires
accurate
assessment of
students along
all ability levels
and the other is
that it promotes
the use of an
efficient test
delivery system,
essentially the**

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**use of
computerized
adaptive
assessment in
K-12 state
testing
programs. In
addition to
providing
summative
information
about student**

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**learning, the
new common
core tests add
formative
assessment
component in
the whole
assessment
system to
provide timely
feedback to
students and**

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**teachers during
the process of
student learning
and teacher
instruction. As
with its
predecessor, the
new assessment
policy also holds
teachers and
schools
accountable for**

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student

learning. With

the

requirements by

the new federal

education

policy, states

formed two

consortia:

Partnership for

Assessment of

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**College and
Careers
(PARCC) and Smarter?
Balanced
Assessment
Consortium
(SBAC) to
develop
assessments in
alignment with
the new
common core**

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**standards. This
book is based on**

**the
presentations
made at the
Thirteenth
Annual
Maryland
Assessment
Research
Center's
Conference on**

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**“The Next
Generation of
Testing:
Common Core
Standards, Smar
ter?Balanced,
PARCC, and the
Nationwide
Testing
Movement”.
Experts from the
consortia and**

**nationwide
overviewed the
intention,
history and the
current status of
this nationwide
testing
movement. Item
development,
test design, and
transition from
old state tests to**

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**the new
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are discussed.
Test scoring and
reporting are
specially
highlighted in
the book. The
challenges
related to
standard setting
for the new test,**

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**especially in the
CAT**

**environment
and linking
performance
standards from
state tests with
consortium tests
were explored.
The issues of
utilizing the
consortium test**

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**results to
evaluate
students'
college and
career readiness
is another topic
addressed in the
book. The last
chapters
address the
critical issue of
validity in the**

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**new generation
of state testing
programs.**

**Overall, this
book presents
the latest status
of the
development of
the two
consortium
assessment
systems. It**

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**addresses the
most
challenging
issues related to
the next
generation of
state testing
programs
including
development of
innovative items
assessing higher**

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**order thinking
skills, scoring of
such items,
standard setting
and linkage with
the old state
specific
standards, and
validity issues.
This edited book
provides a very
good source of**

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**information
related to the
consortium tests
based on the
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standards.**

**Exceptional in
its currency,
global in its
cultural reach,
Kathleen
Berger's**

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scientific
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childhood
development is
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**objectives,
assessments
after each
section,
expanded end-of-
chapter quizzes)
all aligned with
national
standards.**

**Common Core
Standards, Smar
ter?Balanced,**

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the Academic
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academic subjects)
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teachers of language
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teachers provide

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