

EVALUATION IN EDUCATION AND HUMAN SERVICES

The Courts, Validity, and Minimum Competency Testing

edited by
George F. Madaus



Springer-Science+Business Media, B.V.

Courts Validity And Minimum Competency Testing

**Peter W. Airasian, George F.
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Courts Validity And Minimum Competency Testing:

The Courts, Validity, and Minimum Competency Testing George F. Madaus, 2013-12-11 **The Courts, Validity, and Minimum Competency Testing** George F. Madaus, 1982-11-30 **Reading, Writing, and Justice** James W. Fraser, 1997-07-24

This is a book for teachers parents and other concerned citizens who care about public education who want schools to be democratic in the best sense and who seek argumentative ammunition for defending schools and for placing school issues within the larger framework of the long struggle to keep and expand democracy in the United States

Focus on Evaluation and Measurement, 1992 **The Right of Language Minority Students to a Fair Shot at a High School Diploma** Marsha Hirano-Nakanishi, 1983 *Sex and Race Differences on Standardized Tests* United States. Congress. House. Committee on the Judiciary. Subcommittee on Civil and Constitutional Rights, 1989 *The Courts and Standards Based Reform* Benjamin Michael Superfine, 2008-07-29 Since the desegregation of public schools in the 1950s the concept of standards based reform has become a central topic within educational policy Every American state is now required to enact standards based reform policies while shifting responsibility away from the government and holding schools more accountable for their students performance The Courts and Standards Based Education Reform positions itself at the center of the long standing dispute between law education and public policy and analyzes the court s growing role in educational policy Benjamin Superfine contends that the courts are a strong force in determining education policy and have been placed in the position to decide some of the most contentious and important issues facing education law as the standards based reform movement has grown Such major cases addressed by the courts in light of standards based reforms include the No Child Left Behind Act of 2001 and school finance reform litigation As the courts continue to rule in cases that challenge fundamental aspects of U S educational policy Superfine provides a new approach that can be used in the application and rulings of standards based reforms **Concise Encyclopedia of Special Education** Cecil R.

Reynolds, Elaine Fletcher-Janzen, 2004-03-25 The Concise Encyclopedia of Special Education Second Edition is a comprehensive resource for those working in the fields of special education research and practice Featuring reviews of assessment instruments and teaching approaches legal issues overviews of specific learning disabilities dozens of biographies and more this complete desk reference is an indispensable guide for professionals academics and students alike Named an American Library Association Top 25 Reference of the Year in its First Edition The Concise Encyclopedia serves as an important reference for the education of handicapped and other exceptional children Written and edited by highly regarded and respected experts in the fields of special education and psychology this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology neuropsychology medicine health care social work and law Additionally this acclaimed reference work is essential for administrators psychologists diagnosticians and school counselors as well as parents of the handicapped themselves What s new in this edition Comprehensive coverage of

new legislation such as Individuals with Disabilities Act IDEA and the Americans with Disabilities Act Cultural competence in Special Education including new material on culturally linguistically diverse students Many new entries including notable biographies new service delivery systems special education laws new assessment instruments cross cultural issues neuropsychology and use of the Internet in research and service delivery Some of the topics covered Academic assessment Achievement tests Addictions Bilingual education Child and adolescent behavior management Counseling with individuals and families with disabilities Early childhood education Gifted education Intelligence tests Mathematics disabilities Psychoeducational methods Rehabilitation Socioeconomic status Special education parent and student rights Traumatic brain injury

Fundamental Considerations in Language Testing Lyle F. Bachman, 1990-06-14 Offers a discussion of the basic concerns which underlie the development and use of language tests Presenting a synthesis of research on testing this book is useful for students on teacher education courses It is also helpful for those professionally involved in designing and administering tests acting as a complement to how to books

Conducting Educational Needs Assessments D.L. Stufflebeam, Charles H. McCormick, Robert O. Brinkerhoff, Cheryl O. Nelson, 2012-12-06 What goals should be addressed by educational programs What priorities should be assigned to the different goals What funds should be allocated to each goal How can quality services be maintained with declining school enrollments and shrinking revenues What programs could be cut if necessary The ebb and flow of the student population the changing needs of our society and the fluctuation of resources constantly impinge on the education system Educators must deal with students communities and social institutions that are dynamic resulting in changing needs It is in the context of attempting to be responsive to these changes and to the many wishes and needs that schools are asked to address that needs assessment can be useful Needs assessment is a process that helps one to identify and examine both values and information It provides direction for making decisions about programs and resources It can include such relatively objective procedures as the statistical description and analysis of standardized test data and such subjective procedures as public testimony and values clarification activities Needs assessment can be a part of community relations facilities planning and consolidation program development and evaluation and resource allocation Needs assessment thus addresses a

xiii XIV PREFACE broad array of purposes and requires that many different kinds of procedures be available for gathering and analyzing information This book was written with this wide variation of practices in mind

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

Special Education Law Laura Rothstein, Scott F.

Johnson,2013-04-17 Special Education Law Fifth Edition provides a comprehensive and student friendly overview of the major federal laws and judicial interpretations of those laws that apply to the education of children with special needs Laura Rothstein and Scott F Johnson thoroughly present the most up to date information on special education statutes regulations and judicial interpretations including substantial changes in the interpretation of the legislation The text helps students understand what the law requires so that they can develop policies and make decisions that comply with these laws

American Education ,1984 **The Hastings Law Journal** ,1995 **Test Policy and the Politics of Opportunity**

Allocation: The Workplace and the Law Bernard R. Gifford,2012-12-06 Bernard R Gifford In the United States the standardized test has become one of the major sources of information for reducing uncertainty in the determination of individual merit and in the allocation of merit based educational training and employment opportunities Most major institutions of higher education require applicants to supplement their records of academic achievements with scores on standardized tests Similarly in the workplace as a condition of employment or assignment to training programs more and more employers are requiring prospective employees to sit for standardized tests In short with increasing frequency and intensity individual members of the political economy are required to transmit to the opportunity marketplace scores on standardized examinations that purport to be objective measures of their and potential In many instances these test scores are the abilities talents only signals about their skills that job applicants are permitted to send to prospective employers THE NATIONAL COMMISSION ON TESTING AND PUBLIC POLICY In view of the importance of these issues to our current national agenda it was proposed that the Human Rights and Governance and the Education and Culture Programs of the Ford Foundation support the establishment of a blue ribbon National Commission on Testing and Public Policy to investigate some of the major problems as well as the untapped opportunities created by recent trends in the use of standardized tests particularly in the workplace and in schools Assessment, Equity, and Opportunity to Learn Pamela A. Moss,Diana C. Pullin,James Paul Gee,Edward H. Haertel,Lauren Jones Young,2008-04-07 Providing all students with a fair opportunity to learn OTL is perhaps the most pressing issue facing U S education Moving beyond conventional notions of OTL as access to content often content tested access to resources or access to instructional processes the authors reconceptualize OTL in terms of interaction among learners and elements of their learning environments Drawing on socio cultural sociological psychometric and legal perspectives this book provides historical critique theory and principles and concrete examples of practice through which learning teaching and assessment can be re envisioned to support fair OTL for all students It offers educators researchers and policy analysts new to socio cultural perspectives an engaging introduction to fresh ideas for conceptualizing enhancing and assessing OTL encourages those who already draw on socio cultural resources to focus attention on OTL and assessment and nurtures collaboration among members of discourse communities who have rarely engaged one another s work High Stakes National Research Council,Division of Behavioral and Social Sciences and

Education, Board on Testing and Assessment, Committee on Appropriate Test Use, 1999-01-16 Everyone is in favor of high education standards and fair testing of student achievement but there is little agreement as to what these terms actually mean High Stakes looks at how testing affects critical decisions for American students As more and more tests are introduced into the country's schools it becomes increasingly important to know how those tests are used and misused in assessing children's performance and achievements High Stakes focuses on how testing is used in schools to make decisions about tracking and placement promotion and retention and awarding or withholding high school diplomas This book sorts out the controversies that emerge when a test score can open or close gates on a student's educational pathway The expert panel Proposes how to judge the appropriateness of a test Explores how to make tests reliable valid and fair Puts forward strategies and practices to promote proper test use Recommends how decisionmakers in education should and should not use test results The book discusses common misuses of testing their political and social context what happens when test issues are taken to court special student populations social promotion and more High Stakes will be of interest to anyone concerned about the long term implications for individual students of picking up that Number 2 pencil policymakers education administrators test designers teachers and parents Minimal Competency Testing Peter W. Airasian, George F. Madaus, Joseph J. Pedulla, 1979 **A Guide to Criterion-referenced Test Construction** Ronald A. Berk, 1984 This book is divided into 11 chapters The topics covered are arranged sequentially and correspond to the major steps in developing a criterion referenced test from defining the type of test through the analysis of its technical characteristics Educational Measurement Robert L. Linn, 1993 A comprehensive standard reference on the theory and principles of testing this edition was originally published by ACE Macmillan in 1989 revising and updating the second edition of 1971 The volume is divided into three sections covering theory and general principles administration and scoring and applications Discussed in detail is how computer technology can be the primary tool for successfully integrating testing with instruction Each of the 18 in depth articles is followed by an extensive bibliography of references Annotation copyright by Book News Inc Portland OR

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