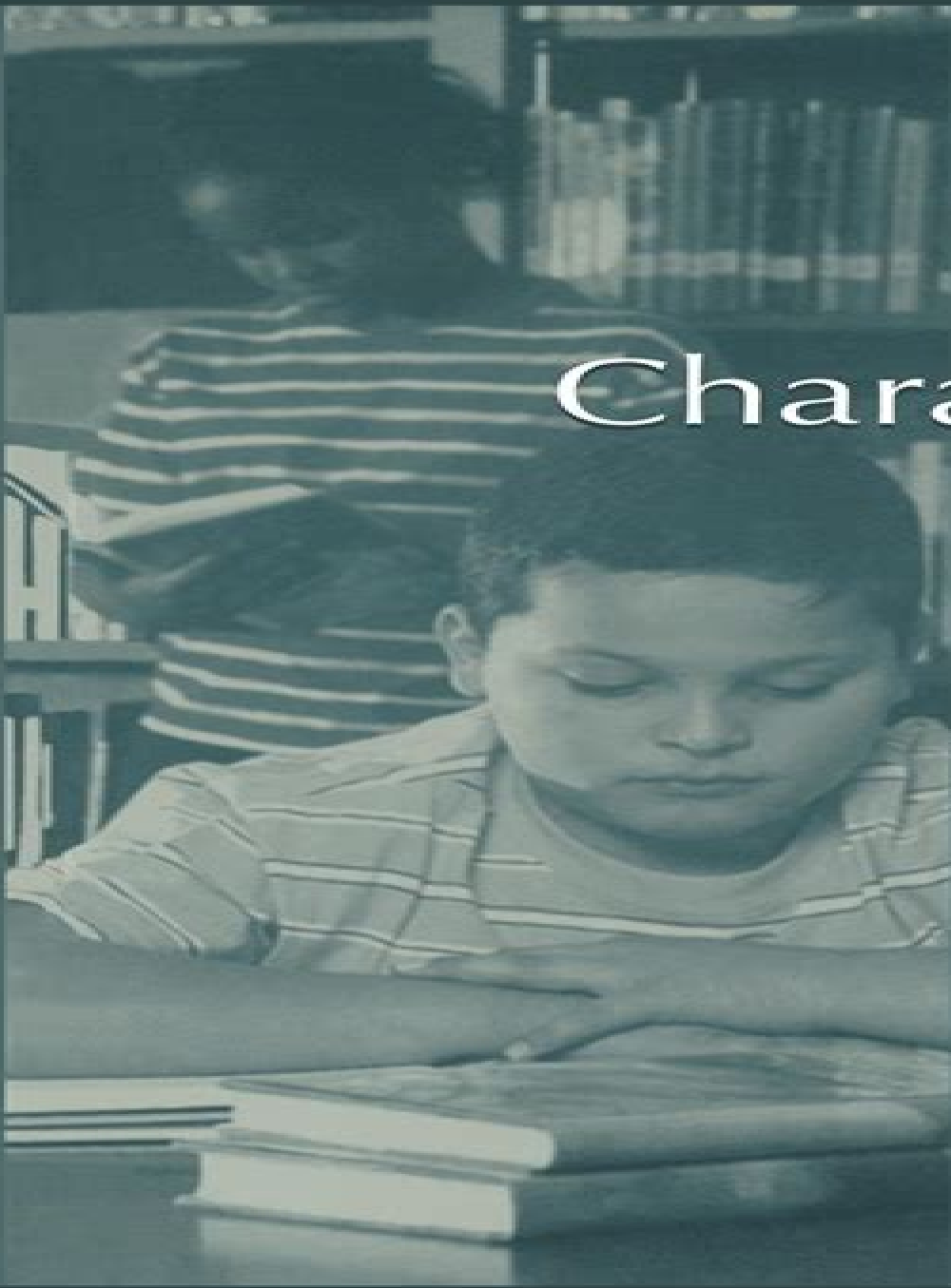




Assessing Affective Characteristics in the Schools

Second Edition

Lorin W. Anderson
Sid F. Bourke

Assessing Affective Characteristics In The Schools

Dennis M McInerney



Assessing Affective Characteristics In The Schools:

Assessing Affective Characteristics in the Schools Lorin W. Anderson, Sid F. Bourke, 2013-05-13 The affective realm is a critical but often forgotten aspect of schooling. The development of character and the formation of appropriate learning environments rely to a large extent on understanding the affective nature of students. Even when the focus is on cognitive achievement, affect has a role to play. Teachers frequently mention a lack of motivation as a primary reason for students not achieving as well as they should or as well as their teachers would like. Despite the importance of affect, educators rarely make an effort to systematically collect and use information about students' affective characteristics to better understand students and to substantially improve the quality of education they receive. This book's purpose is to provide educators with the knowledge and skills they need to design and select instruments that can be used to gather information about students' affective characteristics. Once valid and reliable information has been gathered, it can be used to aid in understanding and to improve educational quality. The second edition features an updated list of affective characteristics: i.e., attitudes, values, interests, self-esteem, self-efficacy, locus of control. A dual emphasis on selecting and designing affective assessment instruments, an emphasis on multi-scale instruments (i.e., a single instrument with multiple affective scales), the use of a single small data set to illustrate and foster understanding of key concepts and procedures, a dual emphasis on data about individual students and groups of students, a dual focus on the instrumental value of affective data and the inherent value of affective data (i.e., affect is valuable in and of itself).

Instrument Development in the Affective Domain D. Betsy McCoach, Robert K. Gable, John P. Madura, 2013-05-09 Whether the concept being studied is job satisfaction, self-efficacy, or student motivation, values and attitudes, affective characteristics provide crucial keys to how individuals think, learn, and behave. And not surprisingly, as measurement of these traits gains importance in the academic and corporate worlds, there is an ongoing need for valid, scientifically sound instruments. For those involved in creating self-report measures, the completely updated Third Edition of *Instrument Development in the Affective Domain* balances the art and science of instrument development and evaluation, covering both its conceptual and technical aspects. The book is written to be accessible with the minimum of statistical background and reviews affective constructs from a measurement standpoint. Examples are drawn from academic and business settings for insights into design, as well as the relevance of affective measures to educational and corporate testing. This systematic analysis of all phases of the design process includes measurement scaling and item writing techniques, validity issues, collecting evidence based on instrument content, testing the internal structure of an instrument, exploratory and confirmatory factor analyses, measurement invariance, and other advanced methods for examining internal structure, strengthening the validity argument, relationships to external variables, addressing reliability issues. As a graduate course between covers and an invaluable professional tool, the Third Edition of *Instrument Design in the Affective Domain* will be hailed as a bedrock resource by researchers and students in psychology, education, and the social sciences, as well as

human resource professionals in the corporate world Leaders in Educational Research María de Ibarrola,D.C. Phillips,2014-11-04 In this volume fourteen fellows of the International Academy of Education whose research work is known internationally reflect upon the ways in which their careers have been shaped by early family influences by random events and surprise opportunities and by nascent intellectual interests and academic mentoring The authors come from many different countries Australia Belgium Cyprus Germany Greece Israel Mexico South Africa and the USA and from a number of disciplinary or intellectual orientations including curriculum development economics educational measurement and statistical analysis history philosophy policy analysis program evaluation psychology and sociology They come from diverse social and cultural backgrounds and in many cases rose above the travails presented by wars social unrest and social injustice to attain an education that launched them eventually into a research career On this path many were unexpectedly assisted by established researchers who served as mentors or enablers Their personal stories then are of broad interest and may even be a source of comfort and inspiration to younger colleagues who are commencing their careers in the international educational research community **Everything School Leaders Need to Know About Assessment W.** James Popham,2010-04-15 With plain language and practical examples Popham covers key understandings for school leaders including validity formative assessment interpreting test results instructional sensitivity and more **America's Failing Schools W.** James Popham,2004-08-02 No Child Left Behind signed into law by President Bush in January 2002 is the most significant education legislation in decades It calls for substantially expanded student testing more stringent accountability requirements and annual school focused report cards at the state district and school levels Despite the fact that it affects schooling at every possible level few people understand its implications or reach In America s Failing Schools Popham sets the record straight for teachers students and parents alike In clear accessible language the book explains the relevant The Assessment of Readiness for School George Haskell Brown,1987 *Educational Psychology: Constructing Learning* Dennis M McInerney,2013-08-15 Educational Psychology Constructing Learning 6e sets the standard for educational psychology texts in Australia and New Zealand with its comprehensive authoritative and research based coverage of the subject This edition includes completely updated content to reflect recent advances in the discipline including revised theory into practice features from 39 international developmental psychologists The author has retained the constructivist approach that made previous editions so engaging and relevant to student teachers and content has been constructed around the new Australian Profession Standards for Teachers Affect in Mathematical Modeling Scott A. Chamberlin,Bharath Sriraman,2019-06-03 In the book the relationship between affect and modeling is discussed because as educational psychologists have suggested for decades affect directly influences achievement Moreover given the importance of mathematical modeling and the applications to high level mathematics it provides the field of mathematics psychology with insight regarding affect in relation to mathematical modeling By doing so it helps determine the degree to which

understanding of mathematics and understanding affect in mathematical modeling episodes may have a direct effect on cognition Understanding and Using Reading Assessment, K-12 Peter Afflerbach, 2025-01-02 Well established as a teaching resource and course text this guide to the whats how tos and whys of reading assessment is now in a thoroughly revised fourth edition Peter Afflerbach succinctly introduces major types of assessments including formative and summative performance assessments teacher questioning and high stakes testing He provides an innovative framework the CURRV model for evaluating the suitability of assessments and combining them effectively to meet all students needs Emphasis is given to assessing core reading skills and strategies as well as noncognitive and social emotional aspects of reading development Helpful features include detailed examples of assessment done well within chapter Enhance Your Understanding questions and activities and 25 reproducible and downloadable checklists and forms New to This Edition Explains assessment in a science of reading context Increased focus on equity issues plus updated theory and research throughout Chapter on assessing early reading Chapter on assessing digital and critical reading **Taxonomy for the Technology Domain** Lawrence A. Tomei, 2005-01-01 This book suggests a new classification system for classroom teaching that includes literacy collaboration decision making infusion integration and technology As with most taxonomies each step offers a progressively more sophisticated level of complexity by constructing increasingly multifaceted objectives addressing increasingly complex student learning outcomes Provided by publisher Classroom Assessment Dr Craig Mertler, 2016-09-13 Provides detailed information on the functions of assessment how to construct administer and interpret the results of teacher developed assessment techniques and how to interpret the results of externally developed instruments such as standardized tests Both traditional and newer alternative assessment techniques are covered Advantages and disadvantages of each assessment technique are discussed A companion website helps both instructors and students obtain additional information on topics of special interest to them Numerous examples of the principles and procedures make it easy for students to understand the material The highly practical nature of this book stems from the focus on how assessment intertwines with other everyday activities in classrooms Measurement theory and computational procedures that are unlikely to be used by classroom teachers are de emphasized producing a textbook that provides comprehensive coverage without being unnecessarily technical *Assessing Media Education* William G. Christ, 2013-11-05 This component of Assessing Media Education is intended for those who would like to know how other schools have grappled with implementing assessment initiatives and who have used assessment to improve their programs **Assessment Literacy for Educators in a Hurry** W. James Popham, 2018-08-17 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 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 ones 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 **Educational**

Evaluation, Assessment and Monitoring Cees Glas,Jaap Scheerens,Sally M. Thomas,2006-01-16 This book looks at the foundations of school self evaluation from a scientific as from a practical perspective Planning concepts restructuring of education systems organizational theory on schools evaluation methodology and models of school effectiveness and school improvement are discussed as contributing to the overall conceptualization of school self evaluation A broad range of approaches is presented and methodological requirements are discussed School self evaluation contains controversial issues that reflect tension between the need for objectivity in a context that is permeated by values and potential conflicts of interests Similar tensions may be seen to exist with respect to the static and reductionist aspects of available data collection procedures in a complex and dynamic situation and the appeal for external accountability on the one hand and improvement oriented self reflection on the other The mission of the book is to clarify these tensions and offer ways to deal with them in practical applications The school effectiveness knowledge base is offered as a substantive educational frame of references that serves an important function in selecting relevant factors for data collection and the use of the evaluation results

Unlearned Lessons W. James Popham,2009-03-01 2010 Notable Education Book American School Board Journal Why is it writes noted assessment expert W James Popham that today s educators seem almost compelled to replicate their predecessors blunders Looking back over a career of more than fifty years in education Popham identifies six key unlearned lessons in education and reflects on their impact on schools teachers and students In an account enlivened by personal anecdotes and the unique perspective gained from long experience he shows how each of these six mistakes has persisted over time gives examples of encounters with these mistakes in the course of his professional career and points the way toward straightforward solutions This lucid and powerful book belongs on the bookshelf of anyone interested in the history of education and the intersection between assessment policy and instruction **Examining Young Learners: Research and**

Practice in Assessing the English of School-age Learners Szilvia Papp,Shelagh Rixon,2018 The proposed book on child second language L2 development and assessment will be a state of the art account of what we currently know about how children learn L2s in formal contexts and how that knowledge impacts on the design development and evaluation of language assessment products for young learners The uniqueness of child L2 development within the classroom is highlighted by

considering children's L2 needs typical patterns of development and the role of instruction and assessment in how children learn. Common issues shared in child L2 acquisition studies language testing and educational assessment are explored by linking research carried out within the educational academic and testing communities. Several case studies are described from different educational contexts around the world where teaching and assessment of young language learners takes place. In particular the book presents the Cambridge English approach to assessing young learners of English and presents a framework for the development research and validation activities around the Cambridge English suite battery for children.

Research on Teaching Astronomy in the Planetarium Timothy F. Slater, Coty B. Tatge, 2017-08-10 From a noted specialist in astronomy education and outreach this Brief provides an overview of the most influential discipline based science education research literature now guiding contemporary astronomy teaching. In recent years systematic studies of effective and efficient teaching strategies have provided a solid foundation for enhancing college level students learning in astronomy. Teaching astronomy and planetary science at the college level was once best characterized as professor centered information download lectures. Today astronomy faculty are striving to drastically improve the learning environment by using innovative teaching approaches. Uniquely the authors have organized this book around strands of commonly employed astronomy teaching strategies to help readers professors and scholars quickly access the most relevant work while simultaneously avoiding the highly specialized technical vocabulary of constructivist educational pedagogies unfamiliar to most astronomy professors. For readers who are currently teaching astronomy at the college level or those who plan on teaching at the college level in the future this Brief provides an indispensable guide.

Teacher Peer Assistance and Review Lorin W. Anderson, Leonard O. Pellicer, 2001-01-22 The authors skillfully present the many ways a PAR approach can be tailored to a given district or school. This book provides a wealth of material to assist any principal school or district with its teacher improvement needs. Peter Airasian Professor Boston College Boston MA If you are ready for peer review Anderson and Pellicer offer the model. If you are trying to make the decision Teacher Peer Assistance and Review offers a realistic look at the pros and cons the do's and don'ts of this hot topic. A wonderful and unique addition to the literature. Anna Hicks McFadden Department of Educational Leadership and Foundations Western Carolina University. Anderson and Pellicer offer a thoughtful and fair analysis of peer review as it relates to teaching performance. This is the place to start if improving the overall quality of instruction is important in your school district. Dal Lawrence Past President Toledo Federation of Teachers Toledo OH In their book Teacher Peer Assistance and Review Anderson and Pellicer present a compelling case for involving teachers in the instructional supervision process. They also point out the challenges associated with peer assistance and review and provide the reader with a step by step guide for overcoming them. Written in a clear straightforward style this book is a must read for teachers administrators and policymakers who are serious about implementing effective peer assistance and review programs. Aretha B. Pigford Chair Department of Educational Leadership and Human Services Florida

A M University Elementary and secondary educators are discovering what higher education faculty have always known Peer Assistance and Review PAR programs work Both new and veteran teachers can improve and update their knowledge and skills by linking with consulting teachers who provide support through observation modeling and sharing of information PAR programs can strengthen teacher professionalism improve teacher quality and ultimately enhance student learning if done well Anderson and Pellicer two nationally renowned educators chart a course for developing and implementing an effective PAR program based on long standing successful programs Easy to read sections highlight What is teacher peer assistance and review Ten essential questions to ask before you begin Criteria standards and data Key players and their roles relationships and responsibilities Reporting and using the results Useful Web sites sample forms job descriptions and applications and an example of an educational policy trust agreement offer practical how to help Both administrators and teachers interested in understanding and incorporating a Peer Assistance Review program will find this book an essential guide

Serving the Needs of Intellectually Advanced Mathematics Students in Grades K-6 Scott A. Chamberlin, 2012

The Truth About Testing W. James Popham, 2001-11-15 With public and political demand for educational accountability never higher educators are under enormous pressure to raise students scores on standardized achievement tests Policymakers are backing large scale high stakes testing programs as the best way to determine which schools are failing and which schools are succeeding and the only way to ensure the quality of students schooling Nonsense says distinguished educator and author W James Popham In The Truth About Testing An Educator s Call to Action Popham explores both the absurdity and the serious destructive consequences of today s testing programs He uses actual items drawn from current standardized achievement tests to show what these tests really measure and why they should never be used to evaluate school quality or teacher ability But Popham insists there s a way out of this measurement mess And it s up to educators to take the first steps Throughout this commonsense and conversational resource the author appeals to educators to build their own assessment literacy spread the word about harmful testing and reexamine how they use test data in the classroom He provides Advice for distinguishing between sound and unsound large scale tests Guidelines to help teachers maximize the instructional benefits properly constructed classroom tests can bring Evidence gathering strategies for teachers and administrators trying to survive and thrive in an accountability driven environment The book closes with a series of action items for educators interested in ending the score boosting game halting the erosion of educational quality and establishing the kind of testing that can improve student learning Note This product listing is for the Adobe Acrobat PDF version of the book

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