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From kindergarten to 12th grade, we're ready to guide and support you through every step of your child's academic journey - whether you want your child to catch up to standards, get ahead with ...

Under pressure and support from the federal government, states have increasingly turned to indicators based on student test scores to evaluate teachers and schools, as well as students themselves. The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests, such as in mathematics or English/language arts with a focus on grades 4-8. Teachers in these subject areas, however, constitute less than thirty percent of the teacher workforce in a district. Comparatively little has been written about the measurement of achievement in the other grades and subjects. This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas, with particular attention to their use in the evaluation of teachers and schools in all. It addresses traditional end-of-course tests, as well as alternative measures such as portfolios, exhibitions, and student learning objectives. In each case, issues related to design and development, psychometric considerations, and validity challenges are covered from both a generic and a content-specific perspective. The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to

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inform research-based applications of educational measurement and assessment. Edited by leading experts, these books are comprehensive and practical resources on the latest developments in the field. The Open Access version of this book, available at <http://www.taylorfrancis.com>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license

In this comprehensive classroom resource, the included reproducible activities cover core language arts skills at three ability levels--basic, intermediate, and challenging. It supports NCTE standards and covers topics including numeration, computation, geometry, measurement, and graphs. Offering multiple approaches to content, instruction, and assessment also helps to motivate students!

A farm boy from Alabama moves to a northern city during wartime and convinces the neighborhood boys to create a garden on the roof of the adjacent factory.

This book contributes to the field of mathematical problem solving by exploring current themes, trends and research perspectives. It does so by addressing five broad and related dimensions: problem solving heuristics, problem solving and technology, inquiry and problem posing in mathematics education, assessment of and through problem solving, and the problem solving environment. Mathematical problem solving has long been recognized as an important aspect of mathematics, teaching mathematics, and learning mathematics. It has influenced mathematics curricula around the world, with calls for the teaching of problem solving as well as the teaching of mathematics through problem solving. And as such, it has been of interest to mathematics education researchers for as long as the field has existed. Research in this area has generally aimed at understanding and relating the processes involved in solving problems to students' development of mathematical knowledge and problem solving skills. The accumulated knowledge and field developments have included conceptual frameworks for characterizing learners' success in problem solving activities, cognitive, metacognitive, social and affective analysis, curriculum proposals, and ways to promote problem solving approaches.

This book provides a comprehensive and interdisciplinary examination of dual language education for Latina/o English language learners (ELLs) in the United States, with a particular focus on the state of Texas and the U.S.-Mexico border. The book is broken into three parts. Part I examines how Latina/o ELLs have been historically underserved in public schools and how this has contributed to numerous educational inequities. Part II examines bilingualism, biliteracy, and dual language education as an effective model for addressing the inequities identified in Part I. Part III examines research on dual language education in a large urban school district, a high-performing elementary school that serves a high proportion of ELLs along the Texas-Mexico border, and best practices for principals and teachers. This volume explores the potential and realities of dual language education from a historical and social justice lens. Most importantly, the book shows how successful programs and schools need to address and align many related aspects in order to best serve emergent bilingual Latino/as: from preparing teachers and administrators, to understanding assessment and the impacts of financial inequities on bilingual learners. Peter Sayer, The Ohio State University, USA

With new student assessments and teacher evaluation schemes in the planning or early implementation phases, this book takes a step back to examine the ideological and historical grounding, potential benefits, scholarly evidence, and ethical basis for the new generation of test based accountability measures. After providing the political and cultural contexts for the rise of the testing accountability movement in the 1960s that culminated almost forty years later in *No Child Left Behind* and *Race to the Top*, this book then moves on to provide a policy history and social policy analysis of value-added testing in Tennessee that is framed around questions of power relations, winners, and losers. In examining the issues and exercise of power that are sustained in the long-standing policy of standardized testing in schools, this work provides a big picture perspective on assessment practices over time in the U. S.; by examining the rise of value-added assessment in Tennessee, a fine-grained and contemporary case is provided within that larger context. The last half of the

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book provides a detailed survey of the research based critiques of value-added methodology, while detailing an aggressive marketing campaign to make value-added modeling (VAM) a central component of reform strategies following NCLB. The last chapter and epilogue place the continuation of test-based accountability practices within the context of an emerging pushback against privatization, high stakes testing, and other education reforms. This book will be useful to a wide audience, including teachers, parents, school leaders, policymakers, researchers, and students of educational history, policy, and politics.

With the Super Source teachers can integrate a hands-on approach to mathematics endorsed by the National Council of Teachers of Mathematics. Each 100-page volume is conveniently indexed so you can easily search for information and select lessons by topic, concept or skill. The series allows you to unearth the rich mathematical learning potential of manipulatives.

A helpful review guide for the 300,000 Texas high school freshmen who annually need to pass the exam in order to graduate Relevant to all Texas high school students needing to take the Biology end-of-course exam, this Quick Review includes practice problems and chapter-level reviews of topics comprising the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course Biology exam. Applying the proven Quick Review methodology to the STAAR EOC Biology, each chapter targets one of the five Reporting Categories that comprise the exam: Cell Structure and Function Mechanisms of Genetics Biological Evolution and Classification Biological Processes and Structures Interdependence within Environmental Systems Two practice tests with answers and explanations to every test question round out this book.

Concepts of Biology is designed for the single-semester introduction to biology course for non-science majors, which for many students is their only college-level science course. As such, this course represents an important opportunity for students to develop the necessary knowledge, tools, and skills to make informed decisions as they continue with their lives. Rather than being mired down with facts and vocabulary, the typical non-science major student needs information presented in a way that is easy to read and understand. Even more importantly, the content should be meaningful. Students do much better when they understand why biology is relevant to their everyday lives. For these reasons, Concepts of Biology is grounded on an evolutionary basis and includes exciting features that highlight careers in the biological sciences and everyday applications of the concepts at hand. We also strive to show the interconnectedness of topics within this extremely broad discipline. In order to meet the needs of today's instructors and students, we maintain the overall organization and coverage found in most syllabi for this course. A strength of Concepts of Biology is that instructors can customize the book, adapting it to the approach that works best in their classroom. Concepts of Biology also includes an innovative art program that incorporates critical thinking and clicker questions to help students understand--and apply--key concepts.

STEM Integration in K-12 Education examines current efforts to connect the STEM disciplines in K-12 education. This report identifies and characterizes existing approaches to integrated STEM education, both in formal and after- and out-of-school settings. The report reviews the evidence for the impact of integrated approaches on various student outcomes, and it proposes a set of priority research questions to advance the understanding of integrated STEM education. STEM Integration in K-12 Education proposes a framework to provide a common perspective and vocabulary for researchers, practitioners, and others to identify, discuss, and investigate specific integrated STEM initiatives within the K-12 education system of the United States. STEM Integration in K-12 Education makes recommendations for designers of integrated STEM experiences, assessment developers, and researchers to design and document effective integrated STEM education. This report will help to further their work and improve the chances that some forms of integrated STEM education will make a positive difference in student learning and interest and other valued outcomes.