Beyond Testing Towards A Theory Of Educational Assessment

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Beyond Testing (Classic Edition)-Caroline Gipps 2011-10-27 It is an exceptionally thoughtful assessment of, and I am (along with anyone else who broods about education) much in your debt. Jerome Bruner, personal communication with the authorWhen this award-winning book was originally published in 1994, the TES said: Beyond Testing is a refreshingly honest look at the dilemmas faci

What Makes a Good Primary School Teacher?-Caroline Gipps 2002-01-04 A fascinating account of the range of teaching, assessing and feedback strategies used by individual 'expert' teachers. The book describes: *the most common lesson patterns, why and when they are used *how teaching strategies are varied according to subjects *how assessment and feedback information can encourage pupils to learn *the differences in teaching seven year olds and eleven year olds

Reflective Practice in Geography Teaching-Ashley Kent 2000-12-22 Highly Commended Geographical Association Award 2002 'Has been judged as likely to make a significant contribution to geography' This book provides a comprehensive overview of contemporary thought and practice in teaching geography. It is designed to support continuing professional development and reflective practice in geography education by: encouraging a critical understanding of the literature and concepts; stimulating teachers to continue with personal and professional development; and providing professionally relevant knowledge, understanding, skills and values. Drawn from a wide range of eminent geographers and experienced practitioners, the authors cover: progress in geography - changing viewpoints; the geography curriculum - development planning and issues; and research and geography teaching - why and how research matters. This book is essential reading and a valuable resource, for student and practising teachers of geography at secondary school level, as well as for those responsible for continuing professional development and subject leadership.

Able, Gifted and Talented Underachievers-Diane Montgomery 2009-11-18 A practical guide to identifying gifted underachievers and enabling them to fulfil their potential, raising whole school standards. Extensive new content includes the latest best practice in addressing able underachievement. Explores the original Achievement Centre, St. Patrick's College, Dublin, Ireland Daniel L. Stufflebeam The Evaluation Centre, Western Michigan University, MI, USA Lorri A. Wingate The Evaluation Center, Western Michigan University, MI, USA Educational evaluation encompasses a wide array of activities, including student assessment, measurement, testing, program evaluation, school personnel evaluation, school accreditation, and curriculum evaluation. It occurs at all levels of education systems, from the individual student evaluations carried out by class room teachers, to evaluations of schools and districts, to district-wide program evaluations, to national assessments, to cross-national comparisons of student achievement. As in any area of scholarship and practice, the field is constantly evolving, a result of advances in theory, methodology, and technology; increasing globalization; emerging needs and pressures; and cross-fertilization from other disciplines. The beginning of a new century would seem an appropriate time to provide a portrait of the current state of the theory and practice of educational evaluation across the globe. It is the purpose of this handbook to attempt to do this, to sketch the international landscape of educational evaluation - its conceptualizations, practice, methodology, and background, and the functions it serves. The book's 43 chapters, grouped in 10 sections, provide detailed accounts of major components of the educational evaluation enterprise. Together, they provide a panoramic view of an evolving field.

Inclusive Education Across Cultures-Mithu Alur 2009-05-13 This comprehensive collection provides a global perspective on inclusive education. The existing literature delves into whether inclusive practice is about educating children with disabilities or children from diverse backgrounds. The articles in this compilation assert that it is both. Inclusive Education Across Cultures: Crossing Boundaries, Sharing Ideas brings together multiple perspectives to present a comprehensive overview of inclusive practice in different areas of inclusive education, ranging from policy initiatives to practices on the ground level, and advocating and creating awareness. The articles present examples that are explicitly disability-focused and at the same time present a vision of inclusion that is about societal reform. These articles provide a voice to the people living with disabilities and enable us to learn from their experiences. They not only provide theoretical information, but also connect theory and practice by discussing implemented models and practical resources. This work will be a valuable resource material for all those involved in the study of education, social work and psychology.

Curriculum, Syllabus Design, and Equity-Allan Luke 2013 Curriculum scholars and teachers working for social justice and equity have been caught up in acrimonious and polarizing political debates over content, ideology, and disciplinary knowledge. At the forefront in cutting through these debates and addressing the practical questions involved, this book is distinctive in looking to the technical form of the curriculum rather than its content for solutions. The expert contributors, all leading international scholars, advance a unified, principled approach to the design of curriculum and syllabus documents that aims for high quality/high equity educational outcomes and enhances teacher professionalism with appropriate system prescription. Stressing local curriculum development capacity and teacher professional responses to specific community and student contexts, this useful, practical primer identifies and unpacks definitions for curriculum, syllabus, the school subject, and informed professionalism; presents key principles of design; discusses a range of approaches; and offers clear, realistic guidelines for the tasks of writing curriculum documents and designing official syllabi and professional development programs at system and school levels. Providing a foundational structure for syllabus design work, Curriculum, Syllabus Design, and Equity is relevant for teachers, teacher educators, and curriculum policy workers everywhere who are engaged in the real work of curriculum writing and implementation. Educational Assessment on Trial-Andrew Davis 2015-02-26 What purpose does educational assessment serve? Are the same instruments suitable for different purposes? How much trust can we place upon the outcomes of educational assessment? The subject of educational assessment is much discussed and much misunderstood. Policymakers assert its importance to quality in education and its essential role in ensuring accountability for public education, and the results of educational assessment are thought to be of such vital interest to society that they are often made public knowledge. This approachable text explores the philosophical issues underlying these debates and how they impact on public educational policy. Two leading educators well-known for their work on educational assessment offer different perspectives on the value of exams and tests for a flourishing system of education, while the editor, Gerard Lum, comments on the strengths and weaknesses of the arguments.

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comprehension and review. New! Two-color design helps to organize the information more clearly for students. Chapter 10 focuses on assessment and includes extended discussion of rubrics with additional examples, as well as a new section on electronic portfolios. Chapter 9 has been revised to include a focus on cooperative learning and other strategies brought back from the Sixth Edition of Classroom Teaching Skills. Chapter 8 focuses on issues of behavior management in the classroom, including parental involvement and the role of record-keeping in resolving behavioral issues. Chapter 7: Teaching and Learning with Technology, has been completely updated. Among the topics covered are the "Digital Divide"—using personal digital assistants in and outside of the classroom, micro media and simulation technology, and new productivity tools for teachers. The opening chapters have an increased emphasis on decision making, teaching models, and determining one's own teaching goals.

Evaluating Authentic Assessment-Harry Torrance 1995 This work provides an overview of issues, problems and empirical evidence from a variety of developments in assessment in England and Wales, including National Assessment, public examinations at 16+ and post-compulsory schooling National Vocational Qualifications (NVQs).

Reflective Teaching in Secondary Education-Andrew Pollard 1997 This book is intended to provide flexible and comprehensive support for school-based and school-focused teacher education, in a wide range of circumstances. It is an excellent resource for students, teachers, mentors and tutors, and can be used in almost any form of professional development activity. The book is full of Practical Activities and Notes for Further Reading. It is a comprehensive and innovative handbook which deals with every significant aspect of secondary school teaching.

Understanding Assessment and Qualifications in Post-compulsory Education-Kathryn Ecclestone 2003 The structure of Britain's qualifications system is almost impenetrable after so many changes, even to professionals. This guide clarifies different principles, purposes and practices and points to other literature and research that might be useful to professionals who have to make sense of it.

Enhancing Quality in Assessment-Wynne Harlen 1994-07-28 This challenging book is essential reading for teachers, teacher-educators, policymakers, and all those involved in the assessment of pupils and students. Its publication is motivated by the contributors' concern at the accelerating return to formal assessment procedures in National Tests and examinations, and at the downgrading over recent years of assessments made by teachers. The contributors believe that formal assessment is the reverse of what is needed for the valid assessment of progress in abilities, such as solving problems, handling information, and being adaptable, interactive and reflective.

Changing Our Schools-Louise Stoll 1996 With this book, the authors aim to assist people inside and outside schools to bring about positive change by helping them to define the purposes behind change, the processes needed to achieve change, and the results which they should expect.

Taught Bodies-Clare O'Farrell 2000 This book is an interdisciplinary exploration of the different ways the body is taught. It details the meticulous training and shaping of the body in a diversity of settings, ranging from the school, university, and workplace to the theatre, cinema, art gallery, and bedroom. What kind of body does all this teaching aim to produce? How should bodies behave in relation to themselves and others? How far are bodies educated in ways of which we are not even aware? These are just a few of the questions posed by the authors in this lively collection.

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