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despite the advances in educational effectiveness theory and methodology in the last 20 years important questions and issues remain unresolved in particular existing theoretical frameworks of educational effectiveness are only able to describe the interrelationship among factors at the system school classroom and student levels and their cross level interdependency in a very general manner additionally although a large number of studies provide empirical evidence of the impact of single factors and factor constellations on student learning the embedding of the empirically identified results in theoretical models of educational effectiveness has to be carried out more systematically in order to develop more elaborated theories of educational effectiveness the aim of this book is to contribute to the advancement of educational effectiveness theory by discussing different strategies including alternative theoretical models to understand educational in effectiveness extending the methodology to analyze processes and mechanisms of educational in effectiveness analyzing differential effects of processes and instruments on educational in effectiveness carrying out complex multivariate analyses considering manifest and latent variables and combining theory and practice in real school situations taken together the strategies presented in this book make it clear that the advancement of educational effectiveness theory depends on the advancement of educational effectiveness methodology or in other words from theory to methodology and from empirical evidence back to theory this book was originally published as a special issue of school effectiveness and school improvement

achievement tests play an important role in modern societies they are used to evaluate schools to assign students to tracks within schools and to identify weaknesses in student knowledge the ged is an achievement test used to grant the status of high school graduate to anyone who passes it ged recipients currently account for 12 percent of all high school credentials issued each year in the united states but do achievement tests predict success in life the myth of achievement tests shows that achievement tests like the ged fail to measure important life skills james j heckman john eric humphries tim kautz and a group of scholars offer an in depth exploration of how the ged came to be used throughout the united states and why our reliance on it is dangerous drawing on decades of research the authors show that while ged recipients score as well on achievement tests as high school graduates who do not enroll in college high school graduates vastly outperform ged recipients in terms of their earnings employment opportunities educational attainment and health the authors show that the differences in success between ged recipients and high school graduates are driven by character skills achievement tests like the ged do not adequately capture character skills like conscientiousness perseverance sociability and curiosity these skills are important in predicting a variety of life outcomes they can be measured and they can be taught using the ged as a case study the authors explore what achievement tests miss and show the dangers of an educational system based on them they call for a return to an emphasis on character in our schools our systems of accountability and our national dialogue contributors eric grodsky university of wisconsin madison andrew halpern manners indiana university bloomington paul a lafontaine federal communications commission janice h laurence temple university lois m quinn university of

wisconsin milwaukee pedro l rodríguez institute of advanced studies in administration j
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the increasing involvement of the courts in standards based reform is one of the most important developments in education law since the courts became involved in desegregation this book explores how the courts growing role in educational policy impacts the standards based movement in areas such as school finance reform and the no child left behind act and explains how the courts role will change in the coming years

undergraduate students of the sociology of education education and society and education studies

the cliffstestprep series offers full length practice exams that simulate the real tests proven test taking strategies to increase your chances at doing well and thorough review exercises to help fill in any knowledge gaps cliffstestprep california high school exit exam english language arts can help you pass this critical competency exam necessary for high school graduation more and more high schools are requiring exit exams in order to ensure that all students graduate with a thorough knowledge of state standards in mathematics this easy to use cahsee english language arts preparation guide gives you that extra edge with three full length practice tests samples and strategies for all question types review of the california english language arts standards answers to common questions about the test analysis charts to help you spot your weaknesses including essay checklists this book will help you understand the types of questions that will test your knowledge of state standards for grades 8 and 10 in addition you ll hone your knowledge in all of the key subject areas such as word analysis discovering meaning reading comprehension understanding the main idea purpose and tone literary response and analysis understanding characters relationships fiction theme and poetry writing strategies finding and correcting errors writing conventions writing an essay with guidance from the cliffstestprep series you ll feel at home in any standardized test environment

the center on education policy cep has been studying state high school exit examinations since 2002 this is the sixth annual report on our comprehensive study of exit exams the information comes from several sources our survey of states that have mandatory exit exams interviews with state officials media reports state sites and case studies of eight districts in five states the report focuses on changes that have occurred over the past year in intervention strategies used to raise initial pass rates and remediation strategies used to raise cumulative pass rates efforts at both state and local levels and specifically those efforts that address achievement gaps reported findings examinations have a significant impact on american education particularly striking for students of color more than 75 of students of color are in states that require passage of exit exams 3 exit exams are aligned for the most part to grade 10 and 4 eighteen states reported that the purpose of the exit exam is to determine mastery of the state curriculum few reported that the purpose is to determine graduates readiness for entry level employment or post secondary education findings raise questions about the rigor of state standards and exit exams and highlight a need to reexamine the purpose of state exit exams the report concludes that the effectiveness of state exit exam intervention and

remediation strategies is largely unknown and many states do not have the capacity to evaluate these strategies states and school districts are investing significant time effort and resources toward increasing passing rates on these exams states should also develop methods to evaluate and determine the effectiveness of the various strategies they use more attention needs to be given to the impact that high school exit exams are having on curriculum and instruction research aimed at evaluating the effectiveness of high school exit exam policy as a tool for shaping and improving instruction and student performance especially for disadvantaged students should be undertaken a variety of methods to identify issues and collect information for this year s study including a detailed survey of states with current or planned high school exit exams analysis of local level work on exit exams conducted over the past five years review of major research conducted by others on exit exams and tracking important events related to exit exams the study focuses on mandatory exit exams and includes states that require students to pass not just take state exit exams to receive a high school diploma even if the students have completed the necessary coursework with satisfactory grades states in which the exit exams are a state mandate rather than a local option and states that are phasing in mandatory high school exit exams that meet the first two criteria individual state profiles are included contains 11 footnotes 2 boxes 1 figure and 13 tables

evidence is increasingly being demanded before education policy in canada is developed unfortunately all too often education research and policy proposals come from relatively isolated perspectives this volume arose from a project that brought together a diverse group of stakeholders as part of an ongoing effort to improve communications between relevant groups the authors focus on aspects of evidenced based decision making for education in the canadian context providing both survey articles and commentary topics include new and innovative provincial initiatives such as la carte de la d'favorisation au qu'bec and the alberta initiative for school improvement aisi major canadian large scale testing initiatives including the third international math and science survey timss the national student achievement indicators program saip and provincial testing programs are discussed and selected studies resulting from these programs are presented also included are overviews of currently relevant issues such as male female differences in test scores high school exit exams the causal impact of education on social assistance use and long term labour market outcomes teacher evaluations at universities and the optimal level of investment in education from an economic perspective contributors are from university education faculties and economics departments provincial government ministries of education and related agencies school boards and other related organizations such as the canadian teachers federation the council of ministers of education conseil sup'rieur de l' ducation au qu'bec and statistics canada reflecting canada portions of the book are in french and others are in english

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with standardized state mandated testing starting as early as the first grade and continuing through high school parents are concerned that their children may not be able to perform at grade level developed by professionals here is the first and only grade specific test preparation series geared toward parent and child including expert tips for optimizing children s test performances features information on how schools use standardized tests explanations of the types of questions found on standardized tests practice sections on necessary verbal and math skills exercises drills and a full length sample test with answers explained

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