de-testing + de-grading schools

AUTHENTIC ALTERNATIVES
TO ACCOUNTABILITY
AND STANDARDIZATION
EDITED BY JOE BOWER
AND P.L. THOMAS

New introduction by RICK WORMELI

REVISEDEDITION

Linda McNeil

De-testing and De-grading Schools Joe Bower, Paul Lee Thomas, 2013 This edited volume brings together a collection of essays that confronts the failure of testing and grading and then offers practical and detailed examinations of implementing at the macro and micro levels of education teaching and learning free of the weight of testing and grading **De-grading Schools** Joe Bower, P. L. Thomas, 2013 Standards and Accountability in Schools, 2012 This volume in the point counterpoint Debating Issues in American Education reference series tackles the topic of standards and accountability in schools Chapters explore such varied issues as assessment of students of teachers basic skills testing high stakes exams NCLB and its legacy pay for performance standard vs alternative teacher certification and more **Pencils Down** Wayne Au, Melissa Bollow Tempel, 2012 This powerful collection from the groundbreaking Rethinking Schools magazine takes high stakes standardized tests to task Despite overwhelming evidence that the tests are invalid ways to measure teaching and learning and continuing signs of their unjust effects on students and teachers reformers and policymakers continue to force high stakes tests into the public schools Through articles that provide thoughtful and emotional critiques from the frontlines of education Pencils Down deconstructs the damage that standardized tests wreak on our education system and the human beings that populate it Better yet it offers visionary forms of assessment that are not only more authentic but also more Grading Education Richard Rothstein, 2008-12-14 Yes we should hold public schools democratic fair and accurate accountable for effectively spending the vast funds with which they have been entrusted But accountability policies like No Child Left Behind based exclusively on math and reading test scores have narrowed the curriculum misidentified both failing and successful schools and established irresponsible expectations for what schools can accomplish Instead of just grading progress in one or two narrow subjects we should hold schools accountable for the broad outcomes we expect from public education basic knowledge and skills critical thinking an appreciation of the arts physical and emotional health and preparation for skilled employment and then develop the means to measure and ensure schools success in achieving them Grading Education describes a new kind of accountability plan for public education one that relies on higher quality testing focuses on professional evaluation and builds on capacities we already possess This important resource Describes the design of an alternative accountability system that would not corrupt education as does NCLB and its state testing systems Explains the original design of NAEP in the 1960s and shows why it should be revived Defines the broad goals of education beyond math and reading test scores and reports on surveys to confirm public and governmental support for such goals Relates these broad goals of education to the desire for accountability in education 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 Failing Our Kids Kathy Swope, Barbara Miner, 2000 Contains over fifty articles in which parents community activists teachers students and researchers discuss the use and misuse of standardized testing in schools providing an overview of the testing craze views from the classroom a look at testing and race and suggested alternatives Sense of Test-Based Accountability in Education, 2002 This book was written in response to school policymaking s growing emphasis on testing During the 1990s a number of states implemented educational accountability systems that assigned consequences for students teachers or schools on the basis of student test scores The 2001 reauthorization of the Elementary and Secondary Education Act the No Child Left Behind NCLB act of 2001 makes such test based accountability a requirement for all 50 states The goal of the law is to ensure that all children have a fair equal and significant opportunity to obtain a high quality education and reach at a minimum proficiency on challenging state academic achievement standards and state academic assessments The purpose of this book is to help educators and educational policymakers understand test based accountability so they can use it effectively in the service of this goal States have considerable flexibility in developing their accountability systems so long as those systems have at their core an appropriate feedback mechanism Data on student achievement are collected annually and compared with a specific target Failure to attain the target leads to successively harsher sanctions for schools including ultimately reconstitution success leads to recognition and financial rewards when combined with greater flexibility from federal regulations and parental options to obtain supplemental educational services or move students from less successful schools these test based incentives are supposed to lead to improvement for all schools

Contradictions of School Reform Linda McNeil,2002-09-11 Parents and community activists around the country complain that the education system is failing our children They point to students failure to master basic skills even as standardized testing is widely employed in efforts to improve the educational system Contradictions of Reform is a provocative look into the reality for students as well as teachers of standardized testing A detailed account of how student improvement and teacher effectiveness are evaluated Contradictions of Reform argues compellingly that the preparation of students for standardized tests engenders teaching methods that vastly compromise the quality of education

The Unintended Consequences of High-stakes Testing M. Gail Jones, Brett D. Jones, Tracy Y. Hargrove, 2003 To understand how high stakes accountability has influenced teaching and learning this book looks at the consequences that high stakes tests hold for students teachers administrators and the public and demonstrates the negative effects of such testing on nontested subjects minority students and students with special needs

Adopting the Beat of Term: An Mental Symphony within **De Testing And De Grading Schools Authentic Alternatives To Accountability And Standardization Counterpoints**

In a world used by screens and the ceaseless chatter of fast conversation, the melodic beauty and mental symphony produced by the prepared term often diminish into the backdrop, eclipsed by the persistent sound and disturbances that permeate our lives. Nevertheless, set within the pages of **De Testing And De Grading Schools Authentic Alternatives To Accountability And Standardization Counterpoints** a marvelous fictional value overflowing with fresh feelings, lies an immersive symphony waiting to be embraced. Constructed by an outstanding composer of language, this fascinating masterpiece conducts readers on a psychological journey, well unraveling the hidden tunes and profound impact resonating within each cautiously crafted phrase. Within the depths of the emotional assessment, we will explore the book is key harmonies, analyze their enthralling writing model, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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