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of atoms, types of**

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**model of understanding,  
which is based on the  
premise that people can  
demonstrate  
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variety of ways.  
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***there are many strategies  
for improving the  
educational process, we  
need a way to find out  
what works and what  
doesn't work as well.  
Educational assessment***

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*seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning greater expectations on*

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than ever before. We look  
to these assessment tools  
when documenting whether  
students and institutions  
are truly meeting  
education goals. But we***

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***must stop and ask a  
crucial question: What  
kind of assessment is most  
effective? At a time when  
traditional testing is  
subject to increasing  
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***suggests that new,  
exciting approaches to  
assessment may be on the  
horizon. Advances in the  
sciences of how people  
learn and how to measure  
such learning offer the***

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***hope of developing new kinds of assessments- assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and***

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*the progress of their  
learning. Knowing What  
Students Know essentially  
explains how expanding  
knowledge in the  
scientific fields of human  
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*measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment-what students know and how well they*



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***know it-as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these***

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assessment of student  
learning, Knowing What  
Students Know will be  
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and disgust for their  
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relations—is refracted  
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**WINNER OF THE CHICAGO  
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**York • Independent (U.K.) •  
Times (U.K.) • Publishers Weekly  
• Library Journal • Kirkus  
Reviews • Booklist • Globe and  
Mail Her name was Henrietta  
Lacks, but scientists know her as  
HeLa. She was a poor Southern  
tobacco farmer who worked the**

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**same land as her slave ancestors, yet her cells—taken without her knowledge—became one of the most important tools in medicine: The first “immortal” human cells grown in culture, which are still alive today, though she has been dead for more than sixty years.**

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**HeLa cells were vital for developing the polio vaccine; uncovered secrets of cancer, viruses, and the atom bomb's effects; helped lead to important advances like in vitro fertilization, cloning, and gene mapping; and have been bought**

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**and sold by the billions. Yet  
Henrietta Lacks remains virtually  
unknown, buried in an unmarked  
grave. Henrietta's family did not  
learn of her "immortality" until  
more than twenty years after her  
death, when scientists  
investigating HeLa began using**

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**her husband and children in research without informed consent. And though the cells had launched a multimillion-dollar industry that sells human biological materials, her family never saw any of the profits. As Rebecca Skloot so brilliantly**

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**shows, the story of the Lacks family—past and present—is inextricably connected to the dark history of experimentation on African Americans, the birth of bioethics, and the legal battles over whether we control the stuff we are made of. Over the decade**



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**it took to uncover this story,  
Rebecca became enmeshed in the  
lives of the Lacks  
family—especially Henrietta's  
daughter Deborah. Deborah was  
consumed with questions: Had  
scientists cloned her mother?  
Had they killed her to harvest her**

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**cells? And if her mother was so important to medicine, why couldn't her children afford health insurance? Intimate in feeling, astonishing in scope, and impossible to put down, *The Immortal Life of Henrietta Lacks* captures the beauty and drama of**

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**scientific discovery, as well as its human consequences.**

**Americans have long recognized that investments in public education contribute to the common good, enhancing national prosperity and supporting stable families,**

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**neighborhoods, and communities. Education is even more critical today, in the face of economic, environmental, and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult**

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**roles as citizens, employees,  
managers, parents, volunteers,  
and entrepreneurs. To achieve  
their full potential as adults,  
young people need to develop a  
range of skills and knowledge  
that facilitate mastery and  
application of English,**

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**mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management - often**

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**referred to as "21st century skills." Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century describes this important set of key skills that increase deeper learning, college and career readiness, student-**

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**centered learning, and higher order thinking. These labels include both cognitive and non-cognitive skills- such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to**



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**learn. 21st century skills also include creativity, innovation, and ethics that are important to later success and may be developed in formal or informal learning environments. This report also describes how these skills relate to each other and to**

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**more traditional academic skills and content in the key disciplines of reading, mathematics, and science. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century summarizes the findings of the research that investigates**

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**the importance of such skills to success in education, work, and other areas of adult responsibility and that demonstrates the importance of developing these skills in K-16 education. In this report, features related to learning these skills are**

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**identified, which include teacher professional development, curriculum, assessment, after-school and out-of-school programs, and informal learning centers such as exhibits and museums.**

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