

National Assessments Of Educational Achievement

Developing Tests and Questionnaires for a National Assessment of Educational Achievement is the second in the National Assessments of Educational Achievement series. It is designed to help build capacity in carrying out technically adequate assessments of national levels of student achievement. It introduces readers to the activities involved in the development of achievement tests, and includes developing an assessment framework, writing multiple choice and constructed response type items, pretesting, producing test booklets, and handscoring items. A section on questionnaire construction feat.

Since 1969, the National Assessment of Educational Progress (NAEP) has been providing policymakers, educators, and the public with reports on academic performance and progress of the nation's students. The assessment is given periodically in a variety of subjects: mathematics, reading, writing, science, the arts, civics, economics, geography, U.S. history, and technology and engineering literacy. NAEP is given to representative samples of students across the U.S. to assess the educational progress of the nation as a whole. Since 1992, NAEP results have been reported in relation to three achievement levels: basic, proficient, and advanced. However, the use of achievement levels has provoked controversy and disagreement, and evaluators have identified numerous concerns. This publication evaluates the NAEP student achievement levels in reading and mathematics in grades 4, 8, and 12 to determine whether the achievement levels are reasonable, reliable, valid, and informative to the public, and recommends ways that the setting and use of achievement levels can be improved.

The National Assessments of Educational Achievement Series introduces readers to key concepts and issues related to assessments of student achievement levels. The first volume focuses on policy issues which should be addressed when designing and carrying out a national assessment. It features country case studies, and descriptions of major international and regional assessment programs. The remaining books in the series cover test development, sampling, data cleaning, statistics, report writing and using national assessment results to improve educational quality.

Using the Results of a National Assessment of Educational Achievement

Using the Results of a National Assessment of Educational Achievement: National Assessments of Educational Achievement Volume 5

Analyzing Data from a National Assessment of Educational Achievement

Assessing Student Learning in Africa

Evaluaciones nacionales del rendimiento académico Volumen 2

Monitoring the Nation's Educational Progress

Since the late 1960s, the National Assessment of Educational Progress (NAEP)--the nation's report card--has been the only continuing measure of student achievement in key subject areas. Increasingly, educators and policymakers have expected NAEP to serve as a lever for education reform and many other purposes beyond its original role. Grading the Nation's Report Card examines ways NAEP can be strengthened to provide more informative portrayals of student achievement and the school and system factors that influence it. The committee offers specific recommendations and strategies for improving NAEP's effectiveness and utility, including: Linking achievement data to other education indicators. Streamlining data collection and other aspects of its design. Including students with disabilities and English-language learners. Revamping the process by which achievement levels are set. The book explores how to improve NAEP framework documents--which identify knowledge and skills to be assessed--with a clearer eye toward the inferences that will be drawn from the results. What should the nation expect from NAEP? What should NAEP do to meet these expectations? This book provides a blueprint for a new paradigm, important to education policymakers, professors, and students, as well as school administrators and teachers, and education advocates.

This open access book describes and reviews the development of the quality control mechanisms and methodologies associated with IEA's extensive program of educational research. A group of renowned international researchers, directly involved in the design and execution of IEA's international large-scale assessments (ILSAs), describe the operational and quality control procedures that are employed to address the challenges associated with providing high-quality, comparable data. Throughout the now considerable history of IEA's international large-scale assessments, establishing the quality of the data has been paramount. Research in the complex multinational context in which IEA studies operate imposes significant burdens and challenges in terms of the methodologies and technologies that have been developed to achieve the stated study goals. The demands of the twin imperatives of validity and reliability must be satisfied in the context of multiple and diverse cultures, languages, orthographies, educational structures, educational histories, and traditions. Readers will learn about IEA's approach to such challenges, and the methods used to ensure that the quality of the data provided to policymakers and researchers can be trusted. An often neglected area of investigation, namely the consequential validity of ILSAs, is also explored, examining issues related to reporting, dissemination, and impact, including discussion of the limits of interpretation. The final chapters address the question of the influence of ILSAs on policy and reform in education, including a case study from Singapore, a country known for its outstanding levels of achievement, but which nevertheless seeks the means of continual improvement, illustrating best practice use of ILSA data.

Assessment is a concept familiar across the field of education and is inherent to the work of professors, administrators, teachers, researchers, journalists, and scholars. A multifaceted and politically charged topic, assessment ranges from informal interactions with learners in classrooms to systematic high-stakes testing and examination. Written by a leading expert on assessment, this book situates the topic within the broader context of educational psychology

research and theory and brings it to a wider audience. With chapters on the fundamentals of assessment, explanations of its uses, and advice for best application, this concise volume is designed for any education course that includes assessment in the curriculum. It will be indispensable for student researchers and both pre- and in-service teachers alike.

Implementing a National Assessment of Educational Achievement

Primer on Large-Scale Assessments of Educational Achievement

Understanding IEA's Comparative Studies of Student Achievement

National Assessments of Educational Achievement Vol 2

Monitoring Educational Equity

The National Assessment of Educational Progress

This report examines the effects of both student and school characteristics on mathematics and science achievement levels in the third, seventh, and eleventh grades using data from the 1985-86 National Assessment of Educational Progress (NAEP). Analyses feature hierarchical linear models (HLM), a regression-like statistical technique that addresses the problem of students nested within schools by directly modeling within- and between-schools variation in achievement. Additionally, HLM allows examination of the impact of school characteristics on the relationship between student characteristics and achievement within schools. Following an executive summary, this report contains: (1) an introduction including information on the background and purpose of the study, a description of data sources and variables used in the analyses, and an outline of the methodological approach utilized; (2) a summary of the effects of school characteristics on mathematics achievement for each of the three grades with respect to the within-school model and the five between-school models; (3) a summary of the effects of school characteristics on science achievement for each of the three grades with respect to the within-school model and the five between-school models, enlarged with a comparison of mathematics and science results; (4) an extensive discussion of the findings in relation to methodological goals, grade level differences, school size, disassociation of socio-economic influences from race-ethnicity, tracking, gender differences, and teacher characteristics; and (5) appendices that include technical notes for the variables and the HLM methodology, descriptive statistics for selected characteristics, and supporting tables for the HLM results. In general, the school characteristics examined in the analyses provided better explanations for average achievement between schools than they did for the effects of gender, race-ethnicity, and socioeconomic status on achievement. (JJK) What are students learning? Throughout the world, governments striving to improve educational quality are turning to national assessments to provide this much-needed information in key curriculum areas. The capacity for carrying out national assessments has grown remarkably in recent years, but it has not been matched by widespread use of their findings. This book seeks to maximize an appreciation for the value of such data and to assist countries in exploiting the knowledge that national assessments yield. Using the Results of a National Assessment of Educational Achievement identifies the main factors affecting the use of national assessment findings. These include the political context in which an assessment is carried out, the nature of the assessment (census based or sample based), the assignment of accountability for the results, and the quality of assessment instruments. The book describes the type of information that the main report of a national assessment should contain, as well as other means of communicating findings to technical and nontechnical audiences. It outlines general considerations in translating national assessment results into policy and action, and examines specific procedures for using the data in policy making, educational management, teaching, and promoting public awareness. The topics addressed in this volume should be of interest to policy makers, educators, researchers, and development practitioners.

This book is about student success and how to support and improve it. It takes as its point of departure that we--as faculty, assessment directors, student affairs professionals, and staff--reflect together in a purposeful and informed way about how our teaching, curricula, the co-curriculum, and assessment work in concert to support and improve student learning and success. It also requires that we do so in collaboration with our colleagues and our students for the rich insights that we gain from them. Conversational in style, this book offers a wide variety of illustrations of how your peers are putting assessment into practice in ways that are meaningful to them and their institutions, and that lead to improved student learning. The authors provide rich guidance for activities ranging from everyday classroom teaching and assessment to using assessment to improve programs and entire institutions. The authors envisage individual faculty at four-year institutions and community colleges as their main audience, whether those faculty are focused on their own classes or support their colleagues through leadership roles in assessment. If you plan to remain focused on your own courses and students, you will find that those sections of this book will help you better understand why and how assessment leaders do what they do, which in turn will make your participation in assessment more engaging and increase your expertise in facilitating student learning. Because the authors also aim to strengthen connections between the curriculum and co-curriculum and include examples of co-curricular assessment, student affairs professionals and staff interested in doing the same will also find ideas in this book relevant to their work. Opening with a chapter on equity in assessment practice, so critical to learning from and benefitting our diverse students, the authors guide you through the development and use of learning outcomes, the design of assignments with attention to clear prompts and rubrics, and the achievement of alignment and coherence in pedagogy, curriculum, and assessment to better support student engagement, achievement and success. The chapter on using student evidence for improvement offers support, resources, and recommendations for doing so, and demonstrates exciting uses of student wisdom. The book concludes by emphasizing the importance of reflection in assessment practices--offering powerful examples and strategies for professional development--and by describing appropriate, creative, and effective approaches for communicating assessment information with attention to purpose and audience.

Reliability and Validity of International Large-Scale Assessment

Testing, Teaching, and Learning

Assessment in Transition

The Global Achievement Gap

The Science and Design of Educational Assessment

Assessing National Achievement Levels in Education

Implementing a National Assessment of Educational Achievement, the third volume in the five-part National Assessments of Educational Achievement series, focuses on practical issues in the implementation of a national assessment. These include the representation of key educational stakeholders, required personnel and facilities, and the sequence of administrative activities in implementing an assessment. Particular attention is focused on sampling, such as defining the population to be assessed, elements of sampling theory, and the selection of schools and students to take part in an assessment. Readers are guided through the selection of a sample by working on a set of concrete tasks presented in the text, using data files in an accompanying CD. One section of Volume 3 is devoted to typical tasks involved in preparing, validating and managing data. Users are expected to develop competence in data preparation skills by carrying out the practical exercises in the CD. They are also shown how to complete important pre-analysis steps such as compute survey weights, calculate means and their sampling errors, and how to deal with non-responses and oversize and undersize schools. This volume is intended primarily for teams who are responsible for conducting national assessments and graduate students interested in technical aspects of large-scale surveys.

The National Assessment of Educational Progress (NAEP), known as the nation's report card, has chronicled students' academic achievement in America for over a quarter of a century. It has been a valued source of information about students' performance, providing the best available trend data on the academic achievement of elementary, middle, and secondary school students in key subject areas. NAEP's prominence and the important need for stable and accurate measures of academic achievement call for evaluation of the program and an analysis of the extent to which its results are reasonable, valid, and informative to the public. This volume of papers considers the use and application of NAEP. It provides technical background to the recently published book, *Grading the Nation's Report Card: Evaluating NAEP and Transforming the Assessment of Educational Progress* (NRC, 1999), with papers on four key topics: NAEP's assessment development, content validity, design and use, and more broadly, the design of education indicator systems.

There is convincing evidence that carefully applied classroom assessments can promote student learning and academic self-regulation. These assessments include, but are not limited to, conversations with students, diagnostic test items, and co-created rubrics used to guide feedback for students themselves and their peers. Writing with the practical constraints of teaching in mind, Andrade and Heritage present a concise resource to help pre- and in-service teachers maximize the positive impacts of classroom assessment on teaching. *Using Formative Assessment to Enhance Learning, Achievement, and Academic Self-Regulation* translates work from leading specialists and explains how to use assessment to improve learning by linking learning theory to formative assessment processes. Sections on goal setting, progress monitoring, interpreting feedback, and revision of goal setting make this a timely addition to assessment courses.

The Nation's Report Card

Implementación de una evaluación nacional del rendimiento académico

Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need-and What We Can Do About It

Educational Assessment in Latin America

Research from the Evaluation of NAEP

National assessments of educational achievement

National Assessments of Educational Achievement, Volume 4 Analyzing Data from a National Assessment of Educational Achievement World Bank Publications

This volume provides step-by-step details on how to analyze data collected in a national assessment, with an introduction to statistical analyses normally carried out in these large-scale assessments, item and test analysis, and a CD contains with analysis software (IATA), exercises and supporting data files.

This collection presents educational assessment research from Latin America, adding to a relatively small but growing body of research considering educational assessment and evaluation issues in this large region. The predominance of Chile reflects its early highly centralized education system, and the fact that it adopted national testing before other Latin American countries. It was also an early participant in international assessment programmes. Other countries have followed the trend of implementing national testing, and to a lesser extent participating in international surveys. The complementary

development of technical expertise in quantitative research methods has enabled extensive analysis of the large data sets generated by these testing and assessment programmes. Taken together, the evidence reported provides a means not only of reviewing educational quality issues in Latin America, but also of facilitating comparisons that allow the context specificity of equivalent research conducted in western developed countries to be considered. The chapters in this book were originally published as a special issue of *Assessment in Education: Principles, Policy and Practice*.

Writing 2002

Mathematics 2000

Desarrollo de pruebas y cuestionarios para una evaluación nacional del rendimiento académico

Evaluation of the Achievement Levels for Mathematics and Reading on the National Assessment of Educational Progress

Evaluating NAEP and Transforming the Assessment of Educational Progress

School Effects on Educational Achievement in Mathematics and Science, 1985-86

Bestselling education expert Tony Wagner's groundbreaking manifesto on how to reform our schools and educate our children in the twenty-first century global economy. In *The Global Achievement Gap*, education expert Tony Wagner situates our school problems in the larger context of the demands of the global knowledge economy. He illustrates that even in our best schools, we don't teach the skills that matter most for the twenty-first century. Uncovering what motivates today's generation to excel in school and in the workplace, Wagner explores new models of schools that are inspiring students to solve tough problems and communicate effectively. An education manifesto for the 21st century, *The Global Achievement Gap* is a must-read for anyone interested in seeing our children and young people achieve their full potential, while contributing to a strong economy and vibrant democracy.

Disparities in educational attainment among population groups have characterized the United States throughout its history. Education is sometimes characterized as the "great equalizer," but to date, the country has not found ways to successfully address the effects of socioeconomic circumstances, prejudice, and discrimination that suppress performance for some groups. To ensure the pursuit of equity encompasses both the goals to which the nation aspires for its children and the mechanisms to attain those goals, a revised set of equity indicators is needed. Measures of educational equity often fail to account for the impact of the circumstances which students live on their academic engagement, academic progress, and educational attainment. Some of the contextual factors that bear on learning include food and housing insecurity, exposure to violence, unsafe neighborhoods, adverse childhood experiences, and exposure to environmental toxins. Consequently, it is difficult to identify when intervention is necessary and how it should be implemented. A revised set of equity indicators should highlight disparities, provide a way to explore potential causes, and point toward possible improvements. *Monitoring Educational Equity* proposes a system of indicators of educational equity and presents recommendations for implementation. This report also serves as a framework to help policy makers better understand and combat inequity in the United States' education system. Disparities in educational opportunities reinforce, and often amplify, disparities in outcomes throughout people's lives. Thus, it is critical to ensure that all students receive comprehensive supports that level the playing field in order to improve the well-being of underrepresented individuals and the nation.

To improve their education systems, countries around the world have increasingly initiated national largescale assessment programs and participated in international or regional large-scale assessment studies for the first time. Well-constructed large-scale assessments provide credible information on student achievement levels, which, in turn, can promote better resource allocation to schools, more effective education service delivery, and improved learning outcomes. The World Bank developed this *Primer on Large-Scale Assessments of Educational Achievement* as a firststop resource for those wanting to understand how to design, administer, analyze, and use the results from these assessments of student achievement. The book addresses frequently asked questions from people working on large-scale assessment projects and those interested in making informed decisions about them. Each chapter introduces a stage in the assessment process and offers advice, guidelines, and country examples. This book also reports on emerging trends in large-scale assessment and provides updated information on regional and international large-scale assessment programs. DIRK HASTEDT, Executive Director of the International Association for the Evaluation of Educational Achievement (IEA) "A special feature of this publication is that it not only gives an overview of technical specifications, but also includes examples from around the world of countries that are conducting large-scale assessments, what they found, and how the results were used. With this perspective, *The Primer on Large-Scale Assessments of Educational Achievement* is an excellent and easy-to-read publication to get a comprehensive overview of large-scale assessments and how and why they are conducted." SILVIA MONTOYA, Director of UNESCO Institute for Statistics (UNESCO UIS) "If you are responsible for learning assessment in a country and are searching for a comprehensive, yet readable guide on large-scale assessment, this is your book. Extremely well structured and written, this primer is easy to follow, and it points clearly and concisely. It is an excellent resource that explores the steps for a good large-scale assessment with examples from international large-scale assessment programs." ANDREAS SCHLEICHER, Director for the Directorate of Education and Skills and Special Advisor on Education Policy to the Organization for Economic Cooperation and Development's (OECD) Secretary-General "Many countries have joined international educational assessments to benchmark quality, equity, and efficiency in their education systems. But what does it take to design and implement those efforts well and to draw value from this to help students learn better, teachers teach better, and schools to work more effectively? This *Primer on Large-Scale Assessments of Educational Achievement* helps policy makers and their technical teams to find answers to these questions." ANDREI VOLKOV, Director of the Institute for Public Strategy, Moscow School of Management SKOLKOVO "In 2008, when the Russia Education Aid for Development (READ) Program was launched, we determined its main goal as the improvement of the quality of basic education. Today, the READ Program keeps setting trends as the largest Russian initiative promoting educational assessment. Approaches developed within the READ Program, from building institutional and expert capacity to influencing educational reforms, have proven their efficacy in many countries. The *Primer on Large-Scale Assessments of Educational Achievement* brings together in a practical format the best practices, experience and case studies in conducting assessments under the READ Program. An especially important feature of the book is its integrated capacity building component, which makes it a practical tutorial ready for use in different cultural contexts. Through this book, we hope that our collective experience gathered during READ will be widely shared, bringing us closer to achievement of the Sustainable Development Goal on education." development Goal on Education."

Insider Research Perspectives

Accelerating Academic Achievement

A Guide for States and School Districts

Public Examinations Examined

Grading the Nation's Report Card

Nation's Report Card

This title reviews four aspects of educational assessment: public examinations, national assessment, international assessment, and classroom assessment, and offers suggestions for using different forms of assessment to enhance student learning.

Desarrollo de pruebas y cuestionarios para una evaluación nacional del rendimiento académico es el segundo de esta serie diseñada para ayudar a desarrollar la capacidad de llevar a cabo evaluaciones técnicamente adecuadas de los niveles nacionales de rendimiento estudiantil. Presenta a los lectores las actividades ligadas al desarrollo de las pruebas de rendimiento académico, e incluye el desarrollo de un marco de evaluación, la redacción de ítems de tipo opción múltiple y respuesta construida, la realización de pruebas previas, la producción de cuadernillos de prueba y la calificación manual de los ítems. Una parte dedicada a la elaboración de los cuestionarios describe el diseño de los mismos, la redacción de las preguntas, la codificación de las respuestas y la vinculación del cuestionario con los datos de puntuación de la prueba. La parte final expone el desarrollo de un manual de administración de la prueba, la selección de administradores de las pruebas y los contactos con las escuelas muestreadas. El CD de acompañamiento contiene ejemplos de ítems procedentes de pruebas nacionales e internacionales, cuestionarios de muestra y manuales administrativos. El libro debe servir de recurso útil para todos aquellos interesados en las evaluaciones educativas, especialmente el personal dedicado a la realización de evaluaciones nacionales de rendimiento estudiantil.

State education departments and school districts face an important challenge in implementing a new law that requires disadvantaged students to be held to the same standards as other students. The new requirements come from provisions of the 1994 reauthorization of Title I, the largest federal effort in precollegiate education, which provides aid to "level the field" for disadvantaged students.

Testing, Teaching, and Learning is written to help states and school districts comply with the new law, offering guidance for designing and implementing assessment and accountability systems. This book examines standards-based education reform and reviews the research on student assessment, focusing on the needs of disadvantaged students covered by Title I. With examples of states and districts that have track records in new systems, the committee develops a practical "decision framework" for education officials. The book explores how best to design assessment and accountability systems that support high levels of student learning and to work toward continuous improvement. Testing, Teaching, and Learning will be an important tool for all involved in educating disadvantaged students—state and local administrators and classroom teachers.

National Assessments of Educational Achievement, Volume 4

International Large-Scale Assessments in Education

Developing Tests and Questionnaires for a National Assessment of Educational Achievement

National Assessments of Educational Achievement

Advancing Assessment for Student Success

Análisis de los datos de una evaluación nacional del rendimiento académico es el cuarto de cinco volúmenes de la serie Evaluaciones nacionales del rendimiento académico. Otros volúmenes han descrito los procedimientos de una evaluación hasta llegar a la fase de preparación de los datos para su análisis estadístico, el tema del presente volumen. Los análisis precisos que se lleven a cabo dependerán de las necesidades de información de los responsables políticos y los gestores educativos. En la mayoría de las evaluaciones nacionales, estas necesidades tienen que ver con la calidad del aprendizaje estudiantil, los factores relacionados con el aprendizaje, las cuestiones de equidad, y en algunos casos, la transformación de los resultados educativos con el paso del tiempo. El volumen 4, que consta de dos partes, explica detalladamente los pasos necesarios para el análisis de los datos recopilados en una evaluación nacional. La 1.ª parte ofrece una introducción general a los análisis estadísticos llevados a cabo normalmente en las evaluaciones a gran escala, midiendo la tendencia central y la dispersión de los puntajes de los alumnos, así como las relaciones entre variables. La 2.ª parte describe el programa IATA (Item and Test Analysis), que utiliza la Teoría Clásica de las Pruebas y la Teoría de Respuesta al ítem para establecer escalas sobre las que determinar los puntajes de los alumnos. Se describe en detalle los pasos del análisis de las administraciones de las pruebas piloto y las pruebas definitivas. Un CD complementario contiene ejercicios especialmente diseñados y ficheros de datos de respaldo para ambas partes del volumen. Este libro será de interés para los especialistas en evaluaciones en gobiernos nacionales, regionales y locales, instituciones de investigación y universidades.

This book explores the often controversial international large-scale assessments (ILSAs) in education and offers research-based accounts of international testing as a social practice. Assessment exercises, such as the Organisation for Economic Co-operation and Development's Programme for International Student Assessment (PISA), produce comparable international statistics and rankings on educational performance, and are influential practices that shape educational policy on a global scale. The chapters in this volume, written by expert researchers in the field, take the reader behind the scenes to document a broad range of ILSA practices – from the recruitment of countries into ILSAs, to the production and performance of large-scale testing, and the management, media reception and use of test data. Based on data that is only available to expert researchers with inside access, the international case study material includes examples from Australia, Ecuador, Germany, Japan, Mexico, Norway, Russia, Scotland, Slovenia, Sweden, the UK and the USA. The volume provides important insights for teachers, researchers and policy-makers who use and study assessment data and who wish to evaluate its significance for educational policy and practice.

This book focuses on the practical tasks involved in running a large-scale national assessment program. Part I gives an overview, Part II a methodology to select a representative student sample, Part III how to clean and manage data, and Part IV useful pre-analysis steps such estimates, survey weights, and similar.

Assessment of Student Achievement

Supporting Learning by Creating Connections Across Assessment, Teaching, Curriculum, and Cocurriculum in Collaboration With Our Colleagues and Our Students

Evaluaciones nacionales del rendimiento académico Volumen 4

National Assessment of Educational Progress

Knowing What Students Know

Using Formative Assessment to Enhance Learning, Achievement, and Academic Self-Regulation

This is the final report of the National Academy of Education's Panel on the Evaluation of the National Assessment of Education (NAEP) Progress Trial State Assessment. In this report, the Panel considers philosophical, technical, and policy issues concerning the NAEP in the immediate future and in the long term. The high technical quality of the NAEP assessment and its independence from unwarranted influences and political pressures have enabled the NAEP to monitor trends in educational achievement reliably since its inception in 1969. In recent years, the NAEP has expanded the number of students it assesses and has undergone substantial changes in content, design, and administration. Taken together, these changes have produced complexities that threaten the entire program. This report suggests ways in which the NAEP should broaden its conceptualization, assessment, and reporting. It asserts that educational achievement must be redefined in terms of what students need to know and be able to do for the 21st century and that education conditions must be created to support this vision of achievement. The fundamental purposes of the NAEP should be to inform the public and policy makers about student achievement trends in the nation and the states and to stimulate democratic debate about how to improve education. It is important that NAEP standards be set in defensible ways. Details are provided for a program of innovation and research that will require substantial planning before the reauthorization of the NAEP in 1998. These chapters are included: (1) "The Central Purpose of the National Assessment of Educational Progress"; (2) "What Should NAEP Measure?"; (3) "Measuring Achievement"; (4) "Informing the Nation"; (5) "Connecting to the Larger Network of Education Information"; and (6) "Planning for the Long Term." (Contains 7 figures and 43 references.) (SLD)

High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. "This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as "the diploma disease" takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog." Angela W. Little, Professor Emerita, Institute of Education, University College London "This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings." Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning "I am sure that Public Examinations Examined, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations." Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

Data from 20 years (1970-90) of the National Assessment of Educational Progress (NAEP) are summarized. The NAEP represents the nation's only ongoing assessment of the academic achievement of American students. Its assessments of educational achievement of students in grades 4, 8, and 12 are presented as "The Nation's Report Card". Chapter 1 of this report contains information about the students' competency in subject matter across the curriculum and their ability to use their minds well. Chapters 2 and 3 include information about the trends across time related to the performance of elementary school, middle school, and secondary school students in higher-order reasoning, problem solving, and communication skills as well as information about the academic achievement of minority students. Chapter 4 summarizes information about background variables related to education. In general, the data indicate that the educational performance of U.S. students is low and not improving. It is estimated that more than half of the nation's elementary through high

school students are unable to demonstrate competency in challenging subject matter in English, mathematics, science, history, and geography. Fewer than half of all U.S. students appear to be able to use their minds well. Although considerable progress has been made in closing the performance gaps among different racial/ethnic and gender groups, the gaps still remain too large to meet the nation's objective of close parallels between the performance of minority students and the student population as a whole. Much that research has identified as effective in improving education is still not being implemented in the nation's schools. Nineteen tables and five figures summarize NAEP data. (SLD)

Evaluaciones nacionales del rendimiento académico Volumen 3

A Summary of Findings from 20 Years of NAEP

Análisis de los datos de una evaluación nacional del rendimiento académico

Education is a hot topic. From the stage of presidential debates to tonight's dinner table, it is an issue that most Americans are deeply concerned about. While 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 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 educational assessment than ever before. We look to these assessment tools when documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is most effective? At a time when traditional testing is subject to increasing criticism, research 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 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 the progress of their learning. Knowing What Students Know essentially explains how expanding knowledge in the scientific fields of human learning and educational 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 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 new kinds of assessments are presented, and examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-based approach to assessment of student learning, Knowing What Students Know will be important to education administrators, assessment designers, teachers and teacher educators, and education advocates.