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Autore	Darling-Hammond Linda <1951->
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Nota di contenuto	Beyond the Bubble Test: How Performance Assessments Support 21st Century Learning; Copyright; Contents; Acknowledgments; The Authors; Chapter 1: Introduction: The Rationale and Context for Performance Assessment; The Need for Performance Assessments; The Return of Performance Assessment; The Challenges for New Assessments; The Purpose of This Book; Part 1: Through a Looking Glass: Performance Assessment Past, Present, and Future; Chapter 2: Looking Back: Performance Assessment in an Era of Standards-Based Educational Accountability; Arguments for Performance Assessment Defining Performance AssessmentConstructed Response versus Selected Response; Elements of Performance Assessment; Types of Performance Assessments; Classifying Based on Stimulus Materials and Response Options; Classifying Based on Content Knowledge and Process Skills; Classifying Based on Subject Field; Portfolio Assessments; Recent History of Performance Assessment in Large-Scale Testing; The Appeal of Performance Assessment; Vermont Portfolio Assessment Program; Kentucky Instructional Results Information System; Maryland School Performance Assessment Program Washington Assessment of Student LearningCalifornia Learning Assessment System; NAEP Higher-Order Thinking Skills Assessment Pilot; Summary; Research Findings; Technical Quality; Impact of

Assessment Initiatives; Current Examples of Large-Scale Performance Assessments; Collegiate Learning Assessment; National Assessment of Educational Progress; National Occupational Competency Testing Institute; Performance Assessments of Teachers; Performance Assessment in the Context of Standards-Based Accountability; How Performance Assessments May Be Best Used; The Problem of High Stakes; Recommendations

Chapter 3: Where We Are Now: Lessons Learned and Emerging DirectionsA Context for Considering Performance Assessment; Building on Current State Performance Assessment Models; Connecticut; New Jersey; New York State; Washington; New England Common Assessment Program; Promising and Emerging Assessment Practices; College and Work Readiness Assessment; The College Readiness Performance Assessment System; Ohio Performance Assessment Pilot Project; Lessons Learned from Current and Emerging Performance Assessments; Task Quality; Technical (Measurement) Quality A Proposal for New State Systems of AssessmentOn-Demand Component; Curriculum-Embedded Performance Component; A New Approach to Validity; Conclusion; Chapter 4: Reaching Out: International Benchmarks for Performance Assessment; Finland; Sweden; England; Australia; Victoria; Queensland; Singapore; Hong Kong; International Baccalaureate Diploma Program; Conclusion; Part 2: Advances in Performance Assessment: Assessing and Supporting Learning; Chapter 5: Performance Assessment: The State of the Art; Design of Performance Assessments; Goals of Performance Assessments

Cognitive Theories in the Design of Performance Assessments

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#### Sommario/riassunto

Educators are unhappy with the current assessments and their focus on low-level skills like recalling and restating facts rather than higher-order skills such as problem-solving and analyzing and synthesizing information. This book examines performance assessment as an alternative to the current high stakes standardized testing system in theUnited States. A must-have resource for those interested in the current research of performance assessment in the 21st century, this book will help educators accurately assess the benefits and possibilities for adopting performance assessments nation

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