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Collana	Wiley finance series
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Nota di contenuto	Create Your Own ETF Hedge Fund; Contents; Acknowledgments; About the Author; Introduction; Part One: Contemporary Investment Conditions; Chapter 1: Hobson's Choice; Chapter 2: ETFs- The New Investment of Choice; Chapter 3: The Rise of Hedge Funds; Chapter 4: A Convergence Story; Chapter 5: The Bullish Bias Gets a Makeover; Part Two: Strategies; Chapter 6: Market Neutral; Chapter 7: Global Macro; Chapter 8: Doing It Their Way; Chapter 9: Trading- Do I Have To?; Part Three: Hedge Funds for the Rest of Us; Chapter 10: Lower-Risk Global Macro Long/Short Strategies Chapter 11: Constructing Your Own ETF Hedge FundChapter 12: ETF Hedge Fund Portfolios; Chapter 13: Tools and Resources; Chapter 14: Eight Steps to Building Your ETF Hedge Fund; Index
Sommario/riassunto	Many investors are intrigued by the profit potential of today's hedge funds, but most feel like they're on the outside looking in, due to the

high investment requirements and complexity of these vehicles. Create Your Own ETF Hedge Fund allows you to break down these barriers and effectively operate within this environment. By focusing on the essential approaches of global macro long/short and aggressive growth, this book will help you create a fund that can take advantage of both bullish and bearish conditions across the globe.

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Titolo	Assessing national achievement levels in education // [edited by] Vincent Greaney and Thomas Kellaghan
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Nota di contenuto	CONTENTS; PREFACE; ACKNOWLEDGMENTS; ABBREVIATIONS; 1. INTRODUCTION; 2. NATIONAL ASSESSMENTS OF STUDENT ACHIEVEMENT; Box 2.1 Ethiopia: National Assessment Objectives; Box 2.2 Examples of Questions Addressed by Vietnam's National Assessment; Box 2.3 Main Elements of a National Assessment; Table 2.1 Differences between National Assessments and Public Examinations; 3. WHY CARRY OUT A NATIONAL ASSESSMENT?; Figure 3.1 The Achievement Gap in the United States for Nine-Year-Old Students: NAEP Reading Assessment, 1971-99 Figure 3.2 Percentages of Fourth Grade Students at or above

"Proficient" in Reading, NAEP 1992-20034. DECISIONS IN A NATIONAL ASSESSMENT; Box 4.1 Proposed NSC Membership in Sierra Leone; Table 4.1 Options for Implementing a National Assessment; Table 4.2 Advantages and Disadvantages of Census-Based Assessment to Hold Schools Accountable; Table 4.3 PIRLS Reading Comprehension Processes; Box 4.2 Examples of Multiple-Choice Items; Box 4.3 Examples of Open-Ended Items; Figure 4.1 Mean Percentage Correct Scores for Students' Mathematics Performance, by Content Area, Lesotho
 Table 4.4 Percentage Achieving Goal or Mastery Level by Grade, Connecticut, 2006Table 4.5 Bodies with Primary Responsibility for Decisions in a National Assessment; 5. ISSUES IN THE DESIGN, IMPLEMENTATION, ANALYSIS, REPORTING, AND USE OF A NATIONAL ASSESSMENT; 6. INTERNATIONAL ASSESSMENTS OF STUDENT ACHIEVEMENT; Table 6.1 Comparison of TIMSS and PISA; Table 6.2 Percentage of Students Reaching TIMSS International Benchmarks in Mathematics, Grade 8: High- and Low-Scoring Countries; Box 6.1 South Africa's Experience with International Assessments; 7. CONCLUSION; APPENDIX A. COUNTRY CASE STUDIES
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Sommario/riassunto

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.