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Autore	VanSledright Bruce
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Nota di contenuto	Cover; Assessing Historical Thinking and Understanding; Title Page; Copyright Page; Table of Contents; Preface; 1 The Need for New Assessments in History Education; 2 A Sociocultural Cognitive Model for Learning History; 3 Mapping Assessment Tasks to the Learning Model; 4 Interpreting Assessment Tasks; 5 Standards, Assessments, Testing, and Questions of Alignment; Appendix; Index
Sommario/riassunto	<P><EM>Assessing Historical Thinking and Understanding</EM> advocates for a fundamental change in how educators think about making sense of learners' developing cognition and understanding in history. Author Bruce VanSledright argues that traditional and typical standardized testing approaches are seldom up to the task of measuring the more complex understandings students are asked to attain, as they cannot fully assess what the student knows. Rather, he points forward along a path toward changes in learning, teaching, and assessing that closely aligns with the Common Core State Standards. He