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Converge"; "Making Sense of Conceptual Frameworks"; "Our  
 Conceptual Framework: What We Value"; "Assessment Options";  
 "Records of Training Completed"; "Tests and Exam Scores";  
 "Observations of Performance"; "Portfolios of Assessable Artifacts";  
 "Job-Related Tasks and Work Sample Products"; "K-12 Student  
 Work Samples"; "Wrap-Up"; "Activity #1.1: What's Happening in  
 Your State and School?"  
 "Activity #1.2: Questionnaire for Faculty Views on Competency  
 Assessment"; "Activity #1.3: Assessment Beliefs about Beliefs about  
 Assessment"; "Activity #1.4: Assessment Options"; "Chapter 2 -  
 Portfolios: To Be or Not to Be? That is the Question!"; "The Portfolio:  
 Panacea or Pandora's Box?"; "Portfolios as Certification Tests:  
 Lessons from Standards and History"; "Assessment Illiteracy,  
 Paradigm Shifts, and Conflicting Purposes"; "The Conflict of Formative  
 vs. Summative Assessment"; "The Conflict of Program Approval vs.  
 Accreditation"  
 "The Conflict of Regulatory vs. Professional Perspectives"; "The Conflict  
 of Freedom vs. Accountability"; "The Conflict of Constructivism vs.  
 Positivism"; "Recommendations for Use of Portfolios in Accountability  
 Contexts"; "Ten Recommendations for Assessment System Design";  
 "A Recommended, Standards-Based Model"; "Overview of  
 Competency Assessments Aligned with Teacher Standards (CAATS)  
 Model"; "CAATS Step 1: Define Purpose, Use, Propositions, Content,  
 and Other Contextual Factors"; "CAATS Step 2: Develop a Valid  
 Sampling Plan"  
 "CAATS Step 3: Create or Update Tasks Aligned with Standards and  
 Consistent with the Sampling Plan"

## Sommario/riassunto

This comprehensive five-step model for measuring teacher knowledge  
 and skills helps teacher educators and school administrators prepare  
 fair, valid, and reliable assessments of teacher performance.