

1. Record Nr.	UNINA9910962694603321
Titolo	Defending standardized testing // edited by Richard P. Phelps
Pubbl/distr/stampa	Mahwah, N.J., : L. Erlbaum Associates, 2005
ISBN	1-4106-1259-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (360 p.)
Altri autori (Persone)	PhelpsRichard P
Disciplina	371.26/2
Soggetti	Achievement tests - United States Education - Standards - United States Educational accountability - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Contents; Foreword; Introduction and Overview; 1 Persistently Positive: Forty Years of Public Opinion on Standardized Testing; 2 High-Stakes Testing: Contexts, Characteristics, Critiques, and Consequences; 3 The Rich, Robust Research Literature on Testing's Achievement Benefits; 4 Some Misconceptions About Large-Scale Educational Assessments; 5 The Most Frequently Unasked Questions About Testing; 6 Must High Stakes Mean Low Quality? Some Testing Program Implementation Issues; 7 Whose Rules? The Relation Between the ""Rules"" and ""Law"" of Testing 8 Teaching For the Test: How and Why Test Preparation is Appropriate 9 Doesn't Everybody Know That 70% is Passing?; 10 The Testing Industry, Ethnic Minorities, and Individuals With Disabilities; 11 A School Accountability Case Study: California API Awards and the Orange County Register Margin of Error Folly; 12 Leave No Standardized Test Behind; Appendix A: Polls and Surveys That Have Included Items About Standardized Testing: 1954 to Present; Appendix B: Some Studies Revealing Testing Achievement Benefits, by Methodology Type; Author Index; Subject Index
Sommario/riassunto	The education reform movement of the past two decades has focused on raising academic standards. Some standards advocates attach a testing mechanism to gauge the extent to which high standards are actually accomplished, whereas some critics accuse the push for

standards and testing of impeding reform and perpetuating inequality. At the same time, the testing profession has produced advances in the format, accuracy, dependability, and utility of tests. Never before has obtaining such an abundance of accurate and useful information about student learning been possible. Meanwhile, the American pu