

HIGH-STAKES TESTING

High-stakes testing refers to assessments that have significant consequences for individuals or institutions based on their performance.

OVERVIEW

High-stakes tests typically carry high levels of importance and impact on factors such as student promotion, graduation, teacher evaluations, and school funding. The outcomes of high-stakes tests often determine the future opportunities and advancement of individuals, shaping their educational trajectory and career prospects.

PROS AND CONS

- **Pro:** A standardized measure of student achievement and accountability, ensuring consistent educational standards and identifying areas for improvement.
- **Con:** Can create undue stress and pressure, narrowing the focus of education and potentially leading to teaching to the test rather than fostering holistic learning.

The Impact Of High Stakes Testing On The Academic Futures Of Non Mainstream Students

Teacher Education and Practice



The Impact Of High Stakes Testing On The Academic Futures Of Non Mainstream Students:

The Impact of High-stakes Testing on the Academic Futures of Non-mainstream Students Gail Singleton Taylor, 2004 This book is about the impact of testing on the academic futures of students

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Tep Vol 17-N2 Teacher Education and Practice, 2004-12-03 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield

Educational Standards David L. Hudson, Alan Marzilli, 2007 The public education system in the United States has always been a pressing matter subject to continuous debate Sweeping educational reforms passed in 2001 sharply divided teachers and policy makers over the direction of our nation s schools This work explores both sides of the debate surrounding this critical issue

Indigenous Concepts of Education Berte van Wyk, D. Adeniji-Neill, 2014-08-20 Featuring in depth examinations of concepts of knowing learning and education from a range of cultures worldwide this book offers a rich theory of indigenous concepts of education their relation to Western concepts and their potential for creating education that articulates the aspirations of communities and fosters humanity for all learners

The Impact of Teacher's Perceptions and Pedagogical Practices on the Educational Experiences of Immigrant Students from the Commonwealth Caribbean Wendy P. Hope, 2005 This book offers educators who are increasingly faced with diverse multi cultural inclusive opportunity to find a place to start the process of revisionary pedagogical practices that validate and affirm the experiences of their students During the 1960 s the United States immigration laws were changed from one based on a quota system to a method that allowed for persons from virtually every country in the world to enter the United States as immigrants One of the by products of such a change in the laws was the increased numbers of persons entering the United States from the Caribbean Within this category a significant number of persons originated from the British Commonwealth Islands of Guyana Jamaica Trinidad and Tobago and Barbados among others Upon entrance into American schools these newly arrived immigrants have been often treated in the same manner as African American students There have been few accommodations made for culture or language differences despite the linguistic distance existing between the language they speak and that used in American schools as well as the cultural differences between the culture of home and school American This mishandling and incorrect assessment of immigrants from

the British Commonwealth Islands is most likely due to false assumptions made about the language they speak. Since English is the official language of these islands, the population of persons originating from them is assumed to consist of English speakers. Such assumptions do not reflect an understanding regarding the linguistic situation of the British West Indies. In these nations, English is most likely reserved for official domains in government and education, while a patois is most likely the language of home, church, and friends. The linguistic situation is further complicated by the many varieties of dialect that exist. These language varieties range from those that are not mutually intelligible by English speakers to other varieties with a linguistic distance closer to the English spoken in countries where English is the native language for a significant segment of the population. Students' skills are a by-product of the degree and quality of the education that they have received in their homeland. However, many have not attended school on a regular basis or have attended schools that are not well equipped or staffed, resulting in their not acquiring the necessary skills to do academic work in English as required in American schools. It is this population of students in a school located in Brooklyn, New York, that the study of teachers' beliefs, perceptions, and pedagogical practices and their impact on the educational experiences of newly arrived immigrant students from the Commonwealth Caribbean focuses upon. This is an insightful and thought-provoking examination of middle school students in the Buxton Intermediate School. The purpose of this study, as stated by the author, is to examine teachers' practices in working with immigrant students from the Commonwealth Caribbean in New York City public schools. Nonetheless, the study goes beyond its goal; informative but also necessary for every educator who is teaching in a community with a significant population of immigrants from the British West Indies or is teaching in a linguistically diverse environment. To reach its goal, Dr. Wendy Hope studied a class of newly arrived students from Jamaica, Guyana, Trinidad and Tobago, and Barbados, as well as other Caribbean islands. It was part of a transitional program. This was a self-contained class taught for most of the day by one teacher who was also a Caribbean native, Ms. Jackson. Nonetheless, students also went to other classes such as mathematics, gym, music, and careers, taught by other teachers. By examining the teaching practices of these educators who work with Caribbean students within this transitional program, issues of race, power, pedagogy, hegemony, cultural conflict, language, and more emerged to reveal that oftentimes well-intended and hard-working teachers employ approaches that are counterproductive to their goals, namely the education of their students. Two frameworks, one drawn from Henry Giroux's 1993 theory of Border Crossings and a second, Jim Cummins' 1993 theoretical framework for intervention, Empowering Minority Students, were employed. Both paradigms, although distinctively different, consider issues of power between students and teachers, schools, and the minority community, and institutional structures impacting negatively on students. Furthermore, pedagogical issues stemming from a dominant-subordinate relationship that include use of the minority students' language and culture are addressed. The study is beyond the purview of this introduction; a few of the questions addressed include: what is the role of the students' language and culture in the classroom? Is the culture and language of the students used as a vehicle to

teach or is it viewed as an obstacle in the learning process to what extent is the culture of these students included in the curriculum how much do teachers know about the culture of these students are parents of these students encouraged by teachers to be active participants in their children's education how do teachers see their role in relation to the transitional program where these students are housed for a significant portion of their daily schedules do teachers feel that different approaches should be used to teach these students observing of teachers it was concluded that little deviation from conventional teaching approaches was employed to teach these students despite teachers acknowledgement that these students were part of a transitional program and their level of English competency was substandard Furthermore it was found that parental involvement was something that teachers considered to fall under the responsibility of school officials rather than their responsibility In addition most teachers had little knowledge regarding how students were assessed and placed in the transitional program Furthermore most teachers admitted to working alone without much collaboration with any other of the teachers including the main teacher Ms Jackson the teacher in the self contained class who had these students for a significant segment of the day These findings a few of the many results yielded by this study stemmed from teachers who felt that they were good teachers with the best interest of their students in mind While examining the results yielded by this study a major concern regarding multicultural education emerged need to respond to racial linguistic ethnic and cultural diversity has been the advocacy of most schools of education In addition in reviewing the mission statements of five schools of education within the City University of New York issues of social justice acknowledgment and respect for what students bring with them to the classroom the need for collaboration among teachers and respect for the language and culture of students are a few of the many goals professed by these documents Nonetheless there exists a disparity between what schools of education are advocating and what is occurring in the classroom Thus other questions emerge regarding why such a divide exists between what is being taught and the actual practice of teaching Could it be that the efforts to address the needs of a diverse population is one that is not really dealt by all but just a few teacher trainers who truly believe in such an approach While these issues are beyond the purview of this study the fact that they have surfaced lends testimony to the fact that we as educators must look at what we are doing

Investigating the Reasons University Students in the South Central United States Have to Retake First-year English Composition Edith Sue Kohner Burford, 2004 The university Burford studies is in the southern tip of Texas and is called a Mexican university because it is in the Lower Rio Grande Valley Most of the students are Hispanic and most of the faculty is of Anglo Saxon European heritage The school has a history of a high rate of students repeating first year composition either because they did

Integrating Drama with Primary and Junior Education Agnes D. Walkinshaw, 2004 A sense of mystery surrounds the subject of drama within primary and junior education compounded by the assumption that the individual modalities of the experts in the field are exclusive rather than inclusive This has fostered obscurity and confusion as to what constitutes drama and indeed how drama

should be taught The direct consequence of such misconception and erroneous supposition is the beggared implication of drama However in an era of primary and junior education when the Arts generally and drama specifically are being given a dutiful nod at best it is of critical importance that a solution to this problematic predicament be established This work offers such knowledge by deconstructing the methodologies and philosophies of Winifred Ward Peter Slade Brian Way Dorothy Heathcote and David Hornbrook within the neutral framework of Aristotle s dictates for drama These pioneers from the field of drama within education exemplify individual unique and exclusive styles Traditionally they would have been considered as incompatible However an unbiased examination and analysis of their work exposes mutual concerns common threads as well as polemic opinions A defin

The Politics of English Second Language Writing Assessment in Global Contexts Todd Ruecker, Deborah Crusan, 2018-04-17 Reflecting the internationalization of the field of second language writing this book focuses on political aspects and pedagogical issues of writing instruction and testing in a global context High stakes assessment impacts the lives of second language L2 writers and their teachers around the world be it the College English Test in China Common Core aligned assessments in the U S English proficiency tests in Poland or the material conditions such as access to technology training and other resources affecting a classroom With contributions from authors working in ten different countries in a variety of institutional contexts the chapters examine the uses and abuses of various writing related assessments and the policies that determine their form and use Representing a diverse range of contexts methods and disciplines the authors jointly call for more equitable testing systems that consider the socioeconomic psychometric affective institutional and needs of all students who strive to gain access to education and employment opportunities related to English language proficiency

The British National Bibliography Arthur James Wells, 2006

Classroom Communication and Diversity Robert G. Powell, Dana L. Powell, 2015-09-16 Classroom Communication and Diversity provides a useful framework for helping both new and experienced teachers and instructors navigate the communication challenges in today s diverse classroom It encourages teachers to reflect on how their personal cultures influence their expectations regarding classroom communication This textbook is distinctive in its distillation of research from numerous sources to provide the best viewpoint and systems for focusing on the needs of the individual learner Dana L Powell and Robert G Powell draw on research in both the communication and education disciplines and provide useful strategies for improving teaching practices alongside theoretical models regarding diversity in the classroom Much of the information found in this text is also inspired by the authors direct experience in schools and from the experience they have gleaned from other first line instructors as well as from parents and children Among the many updates to this Third Edition are Expanded coverage of students with diverse needs Discussion on working effectively with parents Coverage of cultural influences and the impact of race and ethnicity on disciplinary actions Examination of the role of social media and its impact on instructional communication The increase of educational technology use Teachers and scholars in the communication and education fields

will find this text practical and valuable for their teaching efforts and it is appropriate for instructional communication courses in both disciplines Handbook of Research on Science Education Sandra K. Abell, Norman G.

Lederman, 2013-03-07 This state of the art research Handbook provides a comprehensive coherent current synthesis of the empirical and theoretical research concerning teaching and learning in science and lays down a foundation upon which future research can be built The contributors all leading experts in their research areas represent the international and gender diversity that exists in the science education research community As a whole the Handbook of Research on Science Education demonstrates that science education is alive and well and illustrates its vitality It is an essential resource for the entire science education community including veteran and emerging researchers university faculty graduate students practitioners in the schools and science education professionals outside of universities The National Association for Research in Science Teaching NARST endorses the Handbook of Research on Science Education as an important and valuable synthesis of the current knowledge in the field of science education by leading individuals in the field For more information on NARST please visit <http://www.narst.org> **Tep Vol 20-N1** Teacher Education and Practice, 2008-09-09 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield *Strengthening the African American Educational Pipeline* Jerlando F. L. Jackson, 2012-02-01 2008 CHOICE Outstanding Academic Title Focusing on pre K 12 schools higher education and social influences this book examines the following question What systemic set of strategies is necessary to improve the conditions for African Americans throughout the educational pipeline

English Education in Oman Rahma Al-Mahrooqi, Christopher Denman, 2018-07-02 This book explores an area that has been somewhat overlooked in the literature to date the current status and future trends of English education in Oman It offers a variety of theoretical and methodological approaches to the subject and explores areas of English education in Oman that have until now been little investigated It explores these issues from a variety of perspectives the professionalization of English teachers in the country the implementation of novel teaching methodologies curricula and assessment approaches into what are in many ways still very traditional education settings the integration of learner identity into English language instruction country and culture specific concerns with conducting research with Omani participants the strategic demands of building stronger links between education and workforce needs and developing learner autonomy and motivation

Emotions and English Language Teaching Sarah Benesch, 2017-02-17 Taking a critical approach that considers the role of power and resistance to power in teachers affective lives Sarah Benesch examines the relationship between English language teaching and emotions in postsecondary classrooms The exploration takes into account implicit feeling rules that may drive institutional expectations of teacher performance and affect teachers responses to and decisions about pedagogical matters Based on interviews with postsecondary English language teachers the book analyzes ways in which they negotiate tension theorized as emotion labor between feeling rules and teachers professional training and or experience in particularly challenging areas of teaching high stakes literacy testing responding to student writing plagiarism and attendance Discussion of this rich interview data offers an expanded and nuanced understanding of English language teaching one positing teachers emotion labor as a framework for theorizing emotions critically and as a tool of teacher agency and resistance

Brain-Friendly Strategies for Developing Student Writing Skills Anne Hanson, 2008-10-14 Aligned with core principles of effective instruction this resource provides brain compatible strategies reflection questions and cross curricular writing activities to boost students writing and achievement

History of Multicultural Education Volume 5 Carl A. Grant, Thandeka K. Chapman, 2013-10-23 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S The volumes reflect the tenets of multicultural education its history its present and individuals whose work has contributed significantly to equity and social justice for all citizens By collecting and providing a framework for key publications spanning the last 30 40 years this set provides a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society The volumes do not promote any one scholar s or group s vision of multicultural education but include conflicting ideals that inform multiple interpretations Each volume contains archival documents organized around a specific theme Conceptual Frameworks and Curricular Content Foundations and Stratifications Instruction and Assessment Policy and Governance Students and Student Achievement Teachers and Teacher Education The historical time line within each volume illustrates the progression of research and theory on its theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area

Invited Lectures from the 13th International Congress on Mathematical Education Gabriele Kaiser, Helen Forgasz, Mellony Graven, Alain Kuzniak, Elaine Simmt, Binyan Xu, 2018-02-05 The book presents the Invited Lectures given at 13th International Congress on Mathematical Education ICME 13 ICME 13 took place from 24th 31st July 2016 at the University of Hamburg in Hamburg Germany The congress was hosted by the Society of Didactics of Mathematics Gesellschaft f r Didaktik der Mathematik GDM and took place under the auspices of the International Commission on Mathematical Instruction ICMI ICME 13 the biggest ICME so far brought together about 3500 mathematics educators from 105 countries additionally 250 teachers from German speaking countries met for specific activities The scholars came together to share their work on the improvement of mathematics education at

all educational levels The papers present the work of prominent mathematics educators from all over the globe and give insight into the current discussion in mathematics education The Invited Lectures cover a wide spectrum of topics themes and issues and aim to give direction to future research towards educational improvement in the teaching and learning of mathematics education This book is of particular interest to researchers teachers and curriculum developers in mathematics education

La migración y los latinos en Estados Unidos Elaine Levine, 2008

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