



ASSESSING
ASSESSMENT

A FAIR TEST ?

Assessment, achievement and equity

CAROLINE GIPPS
AND PATRICIA MURPHY



Winner of the 1995 Standing Conference
for Studies in Education Award

Fair Test Assessment Achievement And Equity

L. H. Parker, L. Rennie, B. Fraser



Fair Test Assessment Achievement And Equity:

A Fair Test? C. V. Gipps, Patricia Murphy, 1994 How far is assessment fair In this evaluation of research from a wide range of countries the authors examine the evidence for differences in performance among gender and ethnic groups on various forms of assessment They explore the reasons put forward for these observed differences and clarify the issues involved The authors concern is that assessment practice and interpretation of results are just for all groups This is a complex field in which access to schooling the curriculum offered pupil motivation and esteem teacher stereotype and expectation all interact with the mode of assessment This analytical and comprehensive overview should be of interest to educators

Testing: Friend or Foe? Paul Black, 2002-01-04 Owing to daily work pressures and concerns many teachers have little opportunity for considering and furthering their understanding of different issues surrounding assessment Written in a user friendly jargon free style this text provides the reader with points of growth or change in the field of assessment Each chapter in the text ends with a section on questions exercises and further reading

High-Stakes Testing in Education Theo Eggen, Gordon Stobart, 2015-10-14 High stakes educational testing is a global phenomenon which is increasing in both scale and importance Assessments are high stakes when there are serious consequences for one or more stakeholders Historically tests have largely been used for selection or for providing a licence to practise making them high stakes for the test takers Testing is now also used for the purposes of improving standards of teaching and learning and of holding schools accountable for their students results These tests then become high stakes for teachers and schools especially when they have to meet externally imposed targets More recent has been the emergence of international comparative testing which has become high stakes for governments and policy makers as their education systems are judged in relation to the performances of other countries In this book we draw on research which examines each of these uses of high stakes testing The articles evaluate the impact of such assessments and explore the issues of value and fairness which they raise To underline the international appeal of high stakes testing the studies are drawn from Australia Africa the Caribbean Europe former Soviet republics and North America Collectively they illustrate the power of high stakes assessment in shaping for better or for worse policy making and schooling This book was originally published as a special issue of Assessment in Education

Principles Policy Practice The Newly Qualified Secondary Teacher's Handbook Kevan Bleach, 2013-12-16 Written to coincide with the introduction of Induction Standards for new entrants to the teaching profession this text aims to help to smooth the transition from theory and supervised teaching to independent reflexive practice It provides a combination of explanation challenge practical activities and authentic case studies The author acknowledges the importance of professional development during the induction year and advocates the gradual implementation and reinforcement of effective strategies for good teaching He also urges readers to develop the creative intuitive and natural born abilities that help to fashion their own individual teaching styles Though informed by the Induction Standards the aim of the book is to help teachers set

ambitious personal and professional expectations through which they will realize their full potential

Language Policies and the Politics of Language Practices Massimiliano Spotti, Jos Swanenberg, Jan Blommaert, 2022-04-03 This edited volume consists of chapters celebrating the career of scholar Sjaak Kroon who has produced ground breaking work in the field of ethnography of education immigrant minority language teaching and language politics The chapters cover the use of immigrant minority languages in education and the development of policies at all levels and across the globe in this sometimes over policed field It particularly focuses on language policy analysis in which both the top down institutional and the bottom up ethnographic dimensions are blended and in which globalization is the main macro perspective The chapters describe sensitive tools for investigating unravelling and understanding the grey space connecting formal language policies to informal politics and practices of language on the ground

Routledge International Companion to Education Miriam Ben-Peretz, Sally Brown, Bob Moon, 2004-04-28 The Routledge International Companion to Education aims to address the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium

Young Children Learning Tricia David, 1999-07-27 I particularly enjoyed Judith Roden s chapter Young Children Are Natural Scientists especially her thoughts on children s drawings which puncture some popular assumptions Times Educational Supplement Friday Magazine Tricia David an internationally recognised expert in early years education has brought together 11 tutors from Christ Church College Canterbury to encourage debate and disagreement It has some absorbing and helpful contributions which both bring forward the debate in early years education and also may cause readers to reappraise their own practice possibly as a result of disagreeing with one or other contributors International Journal of Early Years Education

Gender, Policy and Educational Change Sheila Riddell, Jane Salisbury, 2003-05-20 Gender equality has been a major educational theme for the past two decades and has become interwoven with other policy themes including those of marketisation and managerialism Contributors to this strong collection are key researchers in their fields and seek to address the following questions What patterns are discernible in the educational attainment of girls and boys over the past two decades To what extent are changes attributable to gender equality policies What form have gender equality policies taken in different parts of the UK What has been the impact of European equality policies How have gender equality policies been experienced by particular groups including pupils from ethnic minority and working class backgrounds This book aims to take an overall look at how significant have been the changes in experiences aspirations and culture of girls and boys and male and female teachers It explores how attempts to improve equal opportunities in education have fared and examines the tensions and contradictions in recent policies

Testing and Inclusive Schooling Bjorn Hamre, Anne Morin, Christian Ydesen, 2018-05-11 Testing and Inclusive Schooling provides a comparative perspective on seemingly incompatible global agendas and efforts to include all children in the general school system thus reducing exclusion With an examination of the international testing culture and the politics of inclusion currently permeating national school reforms this book raises a

critical and constructive discussion of these movements which appear to support one another yet simultaneously offer profound contradictions. With contributions from around the world, the book analyses the dilemma arising between reforms that urge schools to move towards a constantly higher academic level and those who practice a politics of inclusion leading to a greater degree of student diversity. The book considers the types of problems that arise when reforms implemented at the international level are transformed into policies and practices, firmly placing global educational efforts into perspective by highlighting a range of different cases at both national and local levels. *Testing and Inclusive Schooling* sheds light on new possibilities for educational improvements in global and local contexts and is essential reading for academics, researchers, and postgraduate students interested in international and comparative education, assessment technologies, and practices, inclusion, educational psychology, and educational policy.

Educational Psychology Tony Cline, Anthea Gulliford, Susan Birch, 2015-03-24. *Educational Psychology* Second Edition offers a comprehensive overview of how key advances in social, developmental, and cognitive psychology impact upon the role of educational psychologists working today. Written by leading researchers, the book also explores controversies and dilemmas in both research and practice, providing students with a balanced and cutting-edge introduction to both the field and the profession. Fully revised throughout, the new edition is written to encourage students to integrate their understanding of core psychological disciplines as well as to consider what evidence-based practice really means. Organized into two broad sections related to learning and behaviour, the book features a selection of vignettes from educational psychologists working in a range of contexts, as well as tasks and scenarios to support a problem-oriented approach to study. By integrating both research and everyday practice, the book is unique in engaging a critical appreciation of both the possibilities and limitations of educational psychology. It is the ideal book for any student wishing to engage with this important and evolving field of study.

Gender, Science and Mathematics L. H. Parker, L. Rennie, B. Fraser, 2012-12-06. Throughout the Western world, the relationship between gender, science, and mathematics has emerged as critical in a variety of contexts. In tertiary institutions, the study of gender issues frequently with reference to science and mathematics is of central significance to many disciplines. Gender studies are being offered as separate courses or parts of existing courses in preservice and postgraduate teacher education, women's studies, technology studies, and policy studies. In addition, in the broader context of education at all levels, from primary/elementary through to higher, concerned policy makers and practitioners frequently focus on the interaction of gender, science, and mathematics in their attempts to reform and improve education for all students. In all of these contexts, there is an urgent need for suitable texts both to provide resources for teachers and students and to inform policy makers and practitioners. This book has been developed specifically to meet this need. It is designed to be used throughout the world in a variety of tertiary courses and by policy makers concerned with activities which interface with the gender/science/mathematics relationship. It provides examples which illustrate vividly the rich field from which practitioners and policy makers in this area now can draw. Its

particular appeal will stem from its practical approach and creative future perspective the international renown of the authors and the generalisability of the recent research and thinking presented in each of the chapters **The**

RoutledgeFalmer Reader in Gender & Education Madeleine Arnot, Mairtin Mac An Ghaill, 2006-09-27 This new Reader brings together classic pieces of gender theory as well as examples of the sophistication of contemporary gender theory and research methodologies in the field of education Leading international gender researchers address current debates about gender power identity and culture and concerns about boys and girls schooling gender achievement patterns the boys education debate and gender relationships in the curriculum the classroom and youth cultures The Reader is divided into six sections which reflect contemporary concerns about Gender and Education Gender and Educational Theory Difference and Power Identity Work Knowledge and Pedagogy Reflexivity and Risk Gender and Citizenship A specially written Introduction from the editors both experts in feminist and masculinity research provides a much needed context to the current educational climate Undergraduates postgraduates and academics interested in education gender studies and women s studies will find this a stimulating and important resource The analysis of the gender dimensions of the curriculum teaching and alternative pedagogies also provide important insights for practitioners wishing to promote gender equality **From**

Rage to Hope Crystal Kuykendall, 2009-04-01 Get an authentic view of academic underachievement apathy and rage among America s Black and Hispanic youth Through a deeper understanding of the cultural backgrounds of these students you ll learn powerful strategies to deal with discipline problems as well as strategies for keeping parents involved Become an empowered Merchant of Hope armed with positive strategies for reaching these students *Making Formative Assessment*

Work Kathy Hall, Winnifred Burke, 2004-04-16 Hall and Burke acknowledge that formative assessment is hard work But they make clear that the benefits far outweigh the disadvantages They neatly divide it into bite sized chapters with each building neatly on the one before this book is easily accessible to the reader BJET This book explains and exemplifies formative assessment in practice Drawing on incidents and case studies from primary classrooms it describes and analyses how teachers use formative assessment to promote learning It argues the case for formative assessment with reference to sociocultural perspectives on learning and it examines this in the context of current assessment policy Themes addressed in the various chapters include feedback the power and roles of learners and teachers in formative assessment self and peer assessment and sharing success criteria with learners Individual chapters explore formative assessment in literacy numeracy art science and history In addition there are two chapters on formative assessment in the early years Making Formative Assessment Work provides teachers student teachers teacher educators and researchers with a sophisticated grasp of issues in formative assessment and how they relate to the improvement of pupil learning **Boys and Literacy** Trisha

Maynard, 2004-11-23 In recent years the issue of boys and literacy namely that they are worse at it compared to girls has become a key area of interest to all those concerned with the education of our children This book highlights the key factors

causing this divide and discusses the implementation of new strategies to overcome it which have been the result of extensive qualitative research made by the author Trisha Maynard reports case study findings of a primary school whose staff wanted to explore and improve boys attitudes towards and attainment in literacy and in particular their difficulties with writing The book highlights issues concerning the reading and writing of stories what teachers understand by good story writing and the importance of teachers exploring boys and girls difficulties with literacy by themselves It provides significant insight into boys difficulties with writing as well as informing teachers how to find out about children s attainment

Promoting Inclusive Practice Lani Florian, Richard Rose, Christina Tilstone, 2002-09-11 Current policy demands that mainstream schools seek to include pupils with special educational needs This book takes a close look at how exactly this aim can be achieved by examining the various parts of the educational process The book discusses the practicalities of inclusive education the gap between inclusive policy and practice a re configured role for special schools how the process of inclusion will develop beyond the classroom Individuals who have learning difficulties are increasingly finding their place in non specialist schools This book considers the ways in which society can continue to support the process of inclusion as full time education leads on to employment and independent living The text reflects current developments in thinking and practice and brings together a broad range of expertise and experience it brims with enthusiasm for a positive approach that leads on to practical success

Learning for Life in the 21st Century Gordon Wells, Guy Claxton, 2008-04-15 United by the belief that the most significant factor in shaping the minds of young people is the cultural setting in which learning takes place the twenty eminent contributors to this volume present new thinking on education across the boundaries of school home work and community

EBOOK: Assessing Children's Mathematical Knowledge Barry Cooper, Mairead Dunne, 1999-12-16 this work is highly relevant to the proliferation of accountability measures worldwide James Scheurich and Douglas Foley In many countries the lives of teachers and children are increasingly dominated by programmes of national testing of mathematics and other subjects In England the majority of the items in such tests have set mathematical tasks in every day situations such as shopping This requires children to make decisions about whether to use or not their own every day knowledge and experience in their problem solving Some children are likely to have a better feel for this game than others Assessing Children s Mathematical Knowledge draws on the analysis of national curriculum test data from more than 600 children of 10 11 and 13 14 years of age as well as in depth interviews with 250 of these as they attempt to solve test problems in order to explore the nature of the difficulties children experience with realistic items The book shows by comparing test and interview data that many children as a consequence of their confusion over the requirements of realistic test items fail in tests to demonstrate mathematical knowledge and understanding that they actually possess The book also explores whether this problem of invalid measurement is equally spread across children from different social backgrounds and across the sexes The book will be of interest to academics and teachers studying for advanced degrees in mathematics

education sociology of education and educational assessment Reflective Learning and Teaching in Primary Schools Alice Hansen, Adrian Copping, Nick Clough, Mike Pezet, Peter Dudley, Lisa Murtagh, Elizabeth Gowing, Helen Davenport, Emma McVittie, 2012-05-18 Trainee teachers are expected to demonstrate reflective practice in many ways throughout their course Unlike other texts this book takes a focused look at what primary trainees need to know and offers specific and details guidance on how to be meaningfully reflective in learning and teaching Examining reflection as a tool for both teachers and children this text considers how teachers can encourage the children they teach to be reflective in their own learning and how this can improve learning and teaching Chapters on lesson study and reflective journals offer practical guidance and a chapter on using children's voice as a tool for reflection explores this popular topical theme Case studies and activities are included to help the reader relate theory to practice and all chapters are linked to the 2012 Teachers Standards About the Transforming Primary QTS series This series reflects the new creative way schools are beginning to teach taking a fresh approach to supporting trainees as they work towards primary QTS Titles provide fully up to date resources focused on teaching a more integrated and inclusive curriculum and texts draw out meaningful and explicit cross curricular links

Inside the Primary Classroom Maurice J. Galton, 1999 In recent years primary education has been the subject of continuing debate with questions of standards and their apparent decline being raised with alarming regularity Central in informing these debates has been the ORACLE study of groupwork in primary classrooms Published during the 1980s the study described in detail the daily life of the primary classroom the teaching styles used by teachers and the responses of pupils That research has now been replicated with over two thirds of the schools originally studied being revisited using the same tests and observation instruments This book presents the findings of this second round of research and is therefore unique in being able authoritatively to document the changes or lack of them in primary education and teaching practice over the last twenty years

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