

Index

A

- Academic rationalism orientation, 21
- Accountability standards, 24; described, 24; frustration with, 199; mechanisms used for, 199
- Achievement tests, 10. *See also* High-stakes standardized tests; Student achievement
- ACT, 9
- Affect/dispositional learning targets, 34–35*fig*, 36*e*
- Airasian, P., 4
- Alibrandi, M., 181
- Allan, S. D., 144
- Alternative Grading Process, 108*e*
- Alternative (nontraditional) assessments, 4
- Ames, C., 162, 163
- Analytical rubric: described, 96–97, 99; elementary performance assessments in math, 98*t*; for practice on narrative essay, 97*t*. *See also* Holistic rubric
- Anderman, E. M., 162
- Anderson, L., 4, 79, 138
- Anecdotal data, 120–121*e*
- Apple, M. W., 20
- Aptitude tests, 9–10
- Archbald, D. A., 199, 201, 205, 206, 207
- Arter, J. A., 106, 134
- ASCD Yearbook*, 189
- Ascher, C., 199, 201, 205, 207
- Assessment Beliefs and Practices, 133*t*
- Assessment. *See* Classroom assessment
- Assessment tasks. *See* Classroom assessment tasks
- Assignments: distributions and trends of, 122–124, 123*fig*; patterns observed in quarter work, 123*fig*; teacher inferences and action plan based on, 124*t*
- Authentic assessment, 6

B

- “Back to basics” movements, 21
- Back to School Night experience, 10–11
- Bailey, J., 179, 188, 189, 190, 192
- Bakken, J., 137
- Beaker with big rocks demonstration, 15–16*fig*
- Beard, J. G., 10, 206
- Behavior-learning targets, 136*t*, 137–138
- Benchmarks: assessment using, 17; definition of, 23; establishment of, 23–25; used for high school world geography study, 32. *See also* Learning targets
- Best-work portfolios, 66–67, 70
- Besvinick, S. L., 20
- Black, P., 141, 142, 143, 210
- Bloom, B., 138
- Bodies of evidence, 118–119. *See also* Data
- Bond, L. A., 9, 206

Boud, D., 156
 Brandt, R., 165
 Brewer, W. R., 157
 Bridges, E. M., 154
 Brigham, E. J., 137
 Briscoe, C., 148
 Bronstein, P., 162
 Brookhart, S., 178, 188, 189
 Brophy, J., 161, 162
 Bruner, J., 37
 Burke, K., 54
 Busick, K., 184, 192
 Butler, K., 68
 Butler, R., 162
 Butler, S. M., 10, 70, 71, 135, 150, 151

C

Campbell, B., 155
 Canady, R. L., 180, 182, 184
 Cannell, J. J., 200
 Cannon, J., 86*e*, 87
 Carpenter, S., 202
 Carter, Coach, 60–61
 Cavallo, A.M.L., 167
 Chappius, J., 134
 Chappius, S., 134
 Cheating, 186
 Checklists: Grading Practices That Support Learning, 187*e*; Panel Discussion, 61–62*e*; rubrics, 99–100*e*, 101*t*
 Choral-reading exercises, 137–138
 Clarkson, X., 74
 Classroom assessment: comparing evaluation and, 2–3; Critique of the Assessment Environment survey on, 172–173*t*; definition of, 2, 78; examples traversing grade levels, 37*e*–41*e*; formative, 3, 195*e*–196; guides for scoring, 93–110; high-stakes standardized testing versus, 212*t*; language of, 3–11; to motivate students, 159–174, 183–184; PBL (problem-based learning) role in, 156–157; purposes of, 2–3; samples of

elementary, 7*e*; self-checklist on promoting learning through, 134*e*; shaping learning with, 159; summative, 3, 100*e*, 188–189, 195*e*–196; value of different types of, 1
 Classroom Assessment Cycle: beaker with big rocks scenario, 15–16*fig*; goals of, 166; integrating instruction with, 46; learning targets, 16–25; outside factors that affect the, 132; planning for, 15–16; revising feedback/instructional plans, 131–157; tracking and analyzing results, 113–127; unpacking learning targets, 25–30; using assessment to motivate students, 159–174
 Classroom assessment information: anecdotal data (observational data), 47–48, 120–121*e*; assignment distributions and trends, 122–124*t*, 123*fig*; data analysis of, 113–115, 114*fig*; examining cumulative, 117–118; examining individual student, 115–117; grade distributions, 121–122*fig*; on trends in performance, 118–120. *See also* Grades; Information; Rubrics
 Classroom assessment language: authentic assessment, 6; performance and product assessments methods, 5–6; quality assessment, 6–7; relevance, reliability, and validity, 10–11; selected versus constructed response, 4–5; tests, 7
 Classroom assessment methods: classroom activities versus, 6; classroom assessment tasks, 77–91*e*; constructed response, 4–5, 46–47; definition of, 78; instruction that fails to prepare for, 183; logs, journals, and notebooks, 63–66; performance, 5, 59–62*e*; portfolios, 66–74; product, 5, 51–59*t*; projects, 74–76
 Classroom assessment portfolios: assessment data from, 125; assessment utility of, 68, 70–71; design questions for using, 72–74; five types of, 66–68*fig*, 69*fig*; growth, 67, 68*fig*, 70, 118–119; issues involved in use of, 71–72; planning purpose, design, and assessment of, 71; purposeful definition of, 66
 Classroom assessment tasks: characteristics of quality, 85–89; definition of, 78; designing quality, 79;

- example of, 164*e*–165; grades derived from, 188; graphing activity worksheet, 91*e*; graphs for student interpretation, 90*e*; learning targets matched to, 79–80*t*, 81; planning template for, 81, 82*e*–83*e*, 84*e*–85; questioning guide for designing, 86*e*–88; scenario of, 77–78; scoring, 93–110; text-based assessment discourse groups, 84*e*
- Classroom environment/climate: differentiated, 144–146; enhancing student motivation, 170, 172; feedback as part of, 143–144; impact on learning, 132; learner centered, 147–149; PBL (problem-based learning), 154–157, 155*fig*
- Classroom Motivation Survey, 171*t*–172
- Cochran-Smith, M., 211, 212
- Cognitive apprenticeship teaching, 148–149
- Cognitive process orientation, 21
- Cognitive-learning target, 136*t*, 138
- Commission on Instructionally Supportive Assessment, 202
- Competencies: described, 25; goals of, 26–27
- Concept map, 54*fig*
- Constructed response assessments: comparison of selected and, 55*fig*; described, 4; manifested as products and performances, 51–52; when to use, 46–47
- Constructivism, 21
- Conventional classroom tests, 8
- Cordeiro, P., 155
- Corrigan, R. A., 18
- Covington, M. V., 162
- Criterion-referenced tests, 8–9
- Critical thinking skills, 20
- Critique of the Assessment Environment survey, 172–173*t*
- Cruikshank, K., 4
- Curriculum: comparison between new and traditional, 24*t*; definition of, 17; global transitions and changes in, 18*t*–20; hierarchy within North Carolina biology, 28*t*; learning targets and, 17; local level of changes, 22–23; orientations of, 21–22; standards-based, 21, 23–25, 41–42; understanding changing, 17–21; world geography, 32–34. *See also* Instructional strategies
- Curriculum orientations, 21–22
- D**
- Darling-Hammond, L., 199, 201, 205, 207
- Data: anecdotal (observational), 120–121*e*; bodies of evidence, 118–119; creating valid inferences from multiple sources of, 124–127*e*; grade, 107–108*e*, 121–122*fig*; student assignment, 122–124*t*, 123*fig*
- Data analysis: gathering student achievement data and, 113–115; process of, 114*fig*. *See also* Classroom assessment information
- Davey, L., 207
- Debate Self-Assessment Form, 61*t*
- The Dentist: An Assessment Story, 197–198
- Derived percentage scores, 203*t*
- Diagnostic assessment, 3
- Differentiated instruction, 144–146
- Direct instructional model, 136
- Discourse groups, 84*e*
- Discussion Matrix, 48*t*
- Dispositional/affect learning targets, 34–35*fig*, 36*e*
- Drake, L. D., 132
- Dunnivant, M., 29
- E**
- Educational theories, 146–147
- Edwards, C. H., 184, 185, 186
- Edwards, L., 184, 185, 186
- Eisner, E. W., 21
- Electronic data usage, 125–126
- Elizabeth City-Pasquotank School District (North Carolina), 209
- Elliot, E. C., 178, 179
- Ellis, A., 37
- Emancipatory interests, 152–153
- Evaluation, 2–3
- Ewell, P. T., 137
- Extrinsic motivation, 161–162

F

Feedback: characteristics of effective, 142–143; cognitive apprenticeship teaching use of, 148–149; differentiated instruction response to, 144–146; instruction improved by good, 141*fig*–144; instructional strategies promoting, 135
 “Feedback spiral,” 157
 Feldman, A., 181
 Fisher, D., 170
 Florida competency exam, 10
 Florida Department of Education (FDOE), 70, 71
 Florida’s *Sunshine State Standards*, 24
 Flowcharts: for problem-based learning, 155*fig*; types of, 54, 55*fig*–56*fig*
 Formative assessment, 3, 195*e*–196
 Forster, G., 202
 Foundation for Advancements in Science & Education, 65
 Fraser, B., 170
 Friedman, S. J., 186, 189
 Frisbie, D. A., 190, 191

G

Gallagher, C., 208
 Gallagher, S. A., 155, 156
 Gardner’s Theory of Multiple Intelligences, 179
 Generalized rubric, 95–96
 Gieger Counter Lab flowchart, 55*fig*
 Ginsberg, G., 162
 Glasser, W., 165
 Glatthorn, A., 21, 22, 24
 Global transitions, 18*t*–20
 Goals: Classroom Assessment Cycle, 166; setting student expectations and, 31–42; student motivation enhanced by clear, 172
Good Morning, Miss Toliver (video), 65
 Grade 1 assessment example, 38*e*
 Grade 2 assessment example, 39*e*
 Grade 3 assessment example, 40*e*
 Grade 4 assessment example, 40*e*

Grade 5 assessment example, 41*e*
 Grade equivalents, 204*t*
 Grade level proficiency goals, 27–28
 Gradebook organization, 193–194*e*, 195*e*–196
 Grades: converting rubric scores to, 107–108*e*; distribution of, 121–122*fig*; issues in aligning instruction and, 182; issues in reporting test scores, 202–204*t*, 203*t*; negative effects of, 184–186; “Wad-ja-get” preoccupation with, 162; zero, 182, 189. *See also* Classroom assessment information; Rubrics; Student achievement
 Grading practices: characteristics of productive, 186–187*e*, 188–193, 192*t*; comparison of traditional and new, 179–180*t*; examining current, 194*e*; history of, 178–180; negative effects of counterproductive, 180–186; organizing gradebook to support productive, 193–194*e*, 195*e*–196. *See also* Teaching best practices
 Grading practices (counterproductive): 1: different grading scales, 180–181; 2: averaging to figure final grades, 181; 3: averages that include scores of zero, 182; 4: testing before teaching, 182; 5: instructional activities failing to prepare for assessment type, 183
 Grading practices (productive): applied to science measurement unit of study, 192*t*; checklist of practices supporting learning, 187*e*; derived from assessment tasks, 188; gradebook organization supporting, 193–194*e*, 195*e*–196; grades figured from summative assessments, 188–189; grades tied to achievement of standards, 186, 188; not overly penalizing for missing work, 189; reflecting student’s current achievement level, 190–193; sharing grading policies with students/parents, 189–190; standardized grading policies, 190
 Graphic organizers, 54
 Graphing Activity Worksheet, 91*e*

Graphs: for student interpretation of assessment tasks, 90*e*; types of, 56–57; used as assessment task, 78

Greene, J. P., 202

Growth portfolio, 67, 68*fig*, 70, 118–119

Grundy, S., 149, 150, 152, 153

Guide to President Bush's FY 2006 Education Agenda Website, 201

Guild, P. B., 146, 147, 151, 154

Guillot, M., 113

Guskey, T. R., 178, 179, 185, 188, 189, 190, 191, 192

H

Hallinger, P., 154

Haney, W., 199, 200, 201

Hardin, B., 209

Health Occupations Curriculum (North Carolina), 24

Hierarchy of needs theory (Maslow), 165

High-stakes standardized tests: advantages of, 199–200; classroom assessment versus, 212*t*; criticisms of large-scale, 202; The Dentist scenario on unfair, 197–198; described, 7–8; “gambling” terminology of, 212; historic development of, 178; issues in reporting scores, 202–208; learning affected by strategies for using, 208–212; primary advantage of using, 199–200; purposes behind large-scale, 200–202. *See also* Achievement tests; Tests

Holistic rubric: checklist to provide feedback on, 99–100*e*; described, 96–97, 99; sample holistic writing, 99*t*. *See also* Analytical rubric

Holman, J., 148

Hotchkiss, P. R., 180, 182, 184

Howe, R. W., 18, 19, 20

I

ID₂ Research Group, 132

Information: exponential expansion of, 18–19; global shifts in, 17–18*t*. *See also* Classroom assessment information

Information society, 19

Inhelder, B., 167

Instructional strategies: for application/process learning target, 136*t*, 138, 140–141; for behavior learning target, 136*t*, 137–138; cognitive apprenticeship teaching, 148–149; for cognitive learning target, 136*t*, 138, 191; considering “learning criteria” in, 191; differentiated, 144–146; direct instructional model, 136; enhancing student motivation, 166–169; identifying and using effective, 135–136; issues in aligning grades and, 182; Question Quilt example of, 138, 139*e*; scientific learning cycle used as, 167–170; Seminary Plan example of, 140*e*; summary of, 136*t*; that fail to prepare for assessment method, 183. *See also* Curriculum; Teaching best practices

Intrinsic motivation, 162

IQ (intelligence test), 9

IRC (individual reading conference), 45, 121*e*, 144–145*t*

IRC-Teacher Notes, 145*t*

J

Jailall, J., 21, 22, 24

Johnson, M., 152

Jones, B., 209

Jones, G., 209

Journal of Teacher Education, 211

Journals: described, 64; establishing guidelines for, 65; math, 65; scoring rubric for, 106

Joyner, J., 37, 38, 39, 40, 41, 91, 98, 105

K

Kallick, B., 157

Kendall, J. S., 23, 25, 27

Kindergarten assessment example, 37*e*

Kirschenbaum, H., 178

Knowledge learning targets, 32, 36*e*

Kohn, A., 160, 162, 166, 185, 186, 199, 200, 205, 207, 208

Krathwohl, D., 4

Krieger, J., 19, 20

Kropf, A., 181

L

Lacy, M. J., 132

Lakoff, G., 152

Lawson, T., 61

Lazarus, M., 10, 201

Learner-centered environment, 147–149

Learning: checklist of grading practices supporting, 187*e*; cycle of scientific, 167–169*e*, 168*fig*; grades as undermining process of, 185; high-stakes testing strategies affecting, 208–212; impact of classroom environment on, 132; PBL (problem-based), 154–157, 155*fig*; self-checklist on promoting assessment for, 134*e*; shaping through assessment, 159; whole person, 154–157

Learning Activity sheets, 71

Learning criteria issues, 91

Learning Takes Place, 141*fig*

Learning targets: assessment tasks matched to, 79–80*t*, 81; curricular hierarchy for world geography strand, 35*fig*; curriculum, 17; disposition/affect, 34–35, 36*e*; example of oral fluency, 28–29*t*; importance of setting, 16–17; instructional strategies to fit particular, 135–141, 191; knowledge and understanding, 32, 36*e*; national standards used as, 26–28*t*; perimeter question, 29–30*fig*; product development, 34, 36*e*; reasoning, 32–33, 36*e*; to set student expectations, 31–36*e*; skill, 33, 36*e*; summary of types, 36*e*; understanding changing curriculum for, 17–21. *See also* Benchmarks

Learning teams, 165

Lehmann, I. J., 9, 201, 203, 204

Lewin, L., 75, 76

Likert scale report card, 70

Logs: described, 63–64; example of reading, 64*e*

Long, D., 70, 74

Lutz, M. V., 19

M

Madaus, G., 199, 200, 201

Madison, D., 140

Maehr, M. L., 162

Marek, E. A., 167

Marshall, P., 151

Marx, G., 18, 20, 21

Marzano, R. J., 23, 25, 27, 32, 135, 147, 189, 190

Maslow, A., 165

Maslow's hierarchy of needs, 165

Mastropieri, M. A., 137

Math journals, 65

Matrix: discussion, 48*t*; of planet characteristics, 59*t*

Mayer, R., 4

McColskey, W., 47, 166, 167, 170, 172, 184, 192, 208, 209, 210

McMillan, J. H., 182, 189

McMunn, N., 2, 27, 28, 29, 37, 38, 39, 40, 41, 48, 50, 86, 91, 98, 105, 208, 209, 210

McNeil, L. M., 206, 207

McTighe, J., 32, 106

Meece, J., 166, 167, 170, 172

Mehrens, W. A., 9, 201, 203, 204

Memorabilia portfolios, 67, 70

Merrill, M. D., 132

Metaphors (teaching), 150–151, 152*e*

Middleton, W., 155, 178, 179

Minority students, 206

Mnemonic devices, 137

Multiple Intelligences theory, 179

N

Napier, R., 178

A Nation at Risk (1983), 199

National Association for Research in Science Teaching, 170

National Center for History in Schools History Standard Project (Kendall and Marzano), 25

National Council of Teachers of Mathematics (NCTM), 202

National Science Education Standards (NRC), 26

- NCDPI (North Carolina Department of Public Instruction), 26, 27, 32, 60, 116
- NCLB (No Child Left Behind), 208
- Newmann, F. M., 199, 201, 205, 206, 207
Newsweek, 60
- Nitko, A. J., 189, 190
- Norm-referenced test, 8–9
- North Carolina's *Health Occupations Curriculum*, 24
- Notebooks, 65–66
- NRC (National Research Council), 26
- O**
- Observations (teacher), 47–48, 120e–121e
- O'Connor, K., 179, 180, 186, 188, 189, 190, 192
- Ohanian, S., 206
- “Organizational folders,” 125
- O'Sullivan, R., 47
- Other category-learning targets, 136t, 141
- P**
- Parent Press* (magazine), 113, 114, 115, 124
- Parents, 189–190
- “Partial Degradation of a Six-Carbon Sugar, Utilizing Protein Inclusions,” 6
- Payne, D. A., 10, 204
- PBL (problem-based learning), 154–157, 155fig
- Percentile ranks, 203t
- Performance assessment: Checklist for Panel Discussion, 61–62e; Debate Self-Assessment Form, 61t; described, 5, 59–60
- Perimeter question learning target, 29–30fig
- Personal relevance orientation, 22
- Photo alums, 67
- Piaget, J., 167
- Pickering, D., 32, 135, 147
- Pintrich, P., 4
- Planet Characteristics Matrix, 59t
- Planning Template for Quality Task Design, 82e–83e
- Plans for Student 3 for Next Quarter, 127e
- Pollock, J., 135, 147
- Pop quizzes, 182
- Popham, W. J., 210
- Portfolios. *See* Classroom assessment portfolios
- Practical interests, 153
- Prather, J. P., 19, 20, 21
- Pratt, J. A., 132
- Prince William County Schools (Virginia), 136
- Problem-based learning (PBL), 154–157, 155fig
- Problem-solving instruction, 20–21
- Product assessments: concept map, 54fig; as constructed response assessments, 51–52; described, 5; flowcharts, 54–55fig, 56; graphs, 56–57; matrices, 59t; tables, 57t–58t; types of simple, 52–59; Venn diagrams, 54, 55fig; webs, 54
- Product development learning targets, 34, 36e
- Proficiency portfolio, 68
- Projects: assessment use of, 74; common pitfalls of, 75–76; definition of, 74; school level characteristics, 75
- Promotion portfolio, 68
- Protheroe, N., 114
- Q**
- Quality assessment, 6–7
- Question Quilt, 138, 139e
- Questioning assessment approach, 48, 50
- R**
- Raths, J., 4
- Raw scores, 203t
- Reagan, H., 27, 28, 29, 48, 50, 86, 144–145
- Reasoning learning targets, 32–33, 36e
- Reflective practitioners: students as, 151–154; teachers as, 149–151
- Rosenthal, H., 156
- Roth, W. M., 148
- Rubric formats: checklist for designing, 99–101, 100e; essay prompt with partial rubric showing criteria, 103e; generalized or task specific, 95–96; holistic or analytical, 96–99t; poorly designed, 100, 101t

Rubrics: advantages and disadvantages of, 94–95; assessing quality of, 108–109*t*; converting scores to grades, 107–108*e*; described, 93–94; exemplars for math assessment, 105*e*; formats for, 95–101*t*; how to design, 101–108*e*. *See also* Classroom assessment information

Ruiz, R., 206

Ruize-Primo, M., 84

S

Sadowski, M., 202

St. Germain, C., 113

SAT (Scholastic Aptitude Test), 8, 9

Science Observational Tool, Preassessing Measurement Skills, 120*e*

Scientific learning cycle: described, 167–168*fig*; used in chemistry instruction, 168–169*e*

Scoring guides. *See* Rubrics

Scrapbooks, 67

Scruggs, T. E., 137

Selected-response assessments, 4

Self-Assessment: My Progress in Reading, 49*e*

Self-worth theory, 162–164

Seminar Plan (Dolly Madison), 140*e*

SERVE Regional Educational Laboratory, 1, 209

SERVE Senior Project Report (2003), 60

Sesame Street data table, 58*t*

Shavelson, R. J., 84

Sher, B. T., 155

Shoemaker, B. J., 75, 76

Simon, S. B., 178

Skill targets, 33

Skills portfolio, 67, 70

Social adaptation orientation, 22

Social reconstruction orientation, 22

Squares and Rectangles flowchart, 56*fig*

Standardized tests, 7–8

Standards: accountability, 24, 199; as achievement assessment, 17, 25–26; challenge of teaching, 41–42; definition of, 23; establishing educational, 23–25; grades tied to achievement of,

186, 188; for grading policies, 190; national, 26–27*t*; NCDPI (North Carolina Department of Public Instruction), 26–27

Standards-based curriculum, 21, 23–25, 41–42

Stanford-Binet test, 9

Star Trek: The Next Generation (TV show), 150–151

Starch, D., 178, 179

Stepien, W. J., 155, 156

Stiggins, R. J., 31, 34, 52, 134, 186, 188, 191

Strickland, J., 184, 185, 206

Strickland, K., 184, 185, 206

Student achievement: data analysis process on, 113–115, 114*fig*; gathering evidence on, 45, 47; grades reflecting current level of, 190–193; grades tied to standards and, 186, 188; self-worth theory on, 162; standards used to assess, 17, 25–26; triangulating evidence on, 45–46. *See also* Achievement tests; Grades

Student achievement assessment: Discussion Matrix, 48*t*; performance assessments, 5, 59–62*e*; product assessments, 5, 52–59; questioning used in, 48, 50; student-teacher dialogues used in, 50–51; summary of methods and approaches to, 51*t*; teacher observations for, 47–48

Student Assessment Conference Form: Fifth Grade, 117*e*

Student expectations: challenge of teaching standards as part of, 41–42; determined by standards traversing grade levels, 37*e*–41*e*; using learning targets to set, 31–36*e*

Student mastery assessment, 5–6

Student motivation: addressing motivational needs, 173–174; Classroom Motivation Survey on, 171*t*–172; description of, 160–165; enhancing student, 166–172; issues in grading that discourage, 183–184; learning teams to aid with, 165; myths of, 160; self-worth theory on, 162–164

Student Reading Profiles, 126*fig*

Students: cheating by, 186; Classroom Motivation Survey for, 171*t*–172; defining expectations of,

- 31–42; interests pursued by, 152–153; IRC (individual reading conference) with, 45, 121*e*, 144–145*t*; as reflective practitioners, 151–154; test construction issues and minority, 206; using assessment to motivate students, 159–174, 183–184
- Student-teacher dialogues, 50–51
- Summative assessment: described, 3; gradebook format for, 195*e*–196; grades figured from, 188–189; questions to think about for, 100*e*
- Sunshine State Standards* (Florida), 24
- T**
- Tables, 57*t*–58*t*
- Task specific rubric, 95–96
- Tasks. *See* Classroom assessment tasks
- Teacher beliefs/practices: assessment of, 133*t*; overview of, 132–135; self-checklist for promoting assessment for learning, 134*e*
- Teacher Inferences and Action Plan, 124*t*
- Teacher-as-action-research role, 149–151
- Teachers: assessment questioning by, 48, 50; Classroom Motivation Survey for, 171*t*–172; data gathering/analysis by, 113–115, 114*fig*; defining student expectations, 31–42; dialogues between students and, 50–51; high-stakes testing and retainment of, 208; impact of beliefs and practices of, 132–135; IRC (individual reading conference) by, 45, 121*e*, 144–145*t*; observations by, 47–48, 120*e*–121*e*; performance assessments by, 59–62; as reflective practitioner and decision maker, 149–151; simple product assessments by, 52–59; summary of assessment methods/approaches by, 51*t*
- Teaching best practices: environment is learner centered, 147–149; metaphors for teaching, 150–151, 152*e*; students as reflective practitioners, 151–154; teacher as reflective practitioner and decision maker, 149–151; theories on, 146–147; whole person is educated, 154–157. *See also* Grading practices; Instructional strategies
- Teaching metaphors, 150–151, 152*e*
- Technical interests, 153
- Technology orientation, 22
- Test score reporting: impact on teacher retainment, 208; issues in statistical methods, 205–206; issues in test construction, 206–207; overview of, 202–204*t*, 203*t*; poor performing students seen as liabilities, 208
- Tests: conventional classroom, 8; definition of, 7; given prior to teaching, 182; norm-referenced versus criterion-referenced, 8–9. *See also* High-stakes standardized tests
- Texas Assessment of Academic Skills, 207
- Text-based assessment discourse groups, 84*e*
- Three Cs, 162, 163
- Tobias, S., 65
- Tobin, K., 148, 150
- Tomlinson, C. A., 144
- Tomlinson, T., 162
- TQE (total quality education), 22
- Triangulation, 45
- Troug, A. L., 189
- U**
- U.S. Army slogan, 9
- U.S. Congress Office of Technology Assessment, 7
- V**
- Vallance, E., 21
- Venn diagrams, 54, 55*fig*
- Verdi* (Cannon), 86*e*, 87
- Vocabulary-building exercises, 137–138
- W**
- “Wad-ja-get” preoccupation, 162
- Waltman, K. K., 190, 191
- Webs (concept maps), 54
- Wechsler Intelligence Scale for Children, 9
- Westheimer, F. H., 19
- Whole person education, 154–157
- Wiggins, G., 88, 143, 188

Wiliam, D., 141, 142, 143, 210

Williams, A., 74

Williamson, J., 27, 28, 29, 48, 50, 86

Winters, M., 202

Wittrock, M., 4

Workman, D., 155

Worksheet analysis data, 125

World geography study, 32–34

Wright, R. G., 181

Y

Yager, R. E., 19

Z

Zero grades, 182, 189