Subject Index- Teacher Training in Measurement and Assessment Skills

Follow this and additional works at: https://digitalcommons.unl.edu/burosteachertraining


This Article is brought to you for free and open access by the Buros-Nebraska Series on Measurement and Testing at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Teacher Training in Measurement and Assessment Skills by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.
Subject Index

<table>
<thead>
<tr>
<th>A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>achievement targets in assessment terms., 32</td>
<td>paper-and-pencil assessment instruments, 33, 35, 130</td>
</tr>
<tr>
<td>American Association of Colleges for Teacher Education (AACTE), 42, 49, 135, 188, 201</td>
<td>performance assessments, 56, 56-57, 151</td>
</tr>
<tr>
<td>American Federation of Teachers (AFT), 42, 135, 201</td>
<td>personal communication, 35</td>
</tr>
<tr>
<td>assessment, 41</td>
<td>assessment training, 28</td>
</tr>
<tr>
<td>achievement targets, 32</td>
<td>associated risks, 30</td>
</tr>
<tr>
<td>to be assessed, 33</td>
<td>certification regulations, 28-29</td>
</tr>
<tr>
<td>classroom uses of, 32</td>
<td>rationale for teachers, 38</td>
</tr>
<tr>
<td>competencies, 31</td>
<td>reasons for neglect, 29</td>
</tr>
<tr>
<td>feedback, 200</td>
<td>quality of assessments, 30</td>
</tr>
<tr>
<td>inservice training, 195, 198</td>
<td>assessments</td>
</tr>
<tr>
<td>predictive uses of, 106</td>
<td>student, 22, 41-42, 58, 61</td>
</tr>
<tr>
<td>task demands of classroom, 28, 31</td>
<td>assigning grades, 64-67, 78, 83, 90, 92, 136, 149</td>
</tr>
<tr>
<td>the qualities of, 34</td>
<td></td>
</tr>
<tr>
<td>assessment competence standards of, 42</td>
<td></td>
</tr>
<tr>
<td>assessment literacy specific actions to promote, 38-40</td>
<td></td>
</tr>
<tr>
<td>assessment results, 32, 54, 57-58, 135</td>
<td>B</td>
</tr>
<tr>
<td>communicating of, 58</td>
<td>behavioral objectives, 110</td>
</tr>
<tr>
<td>feedback on, 37</td>
<td>beliefs about testing, 152-155</td>
</tr>
<tr>
<td>school improvement, 57</td>
<td></td>
</tr>
<tr>
<td>assessment tools observations of professional judgements performance assessments, 35</td>
<td>C</td>
</tr>
<tr>
<td>certification regulations for assessment training, 28</td>
<td>classroom assessment(s), 27-37, 39-40, 46, 53, 55, 65, 107, 135, 151,</td>
</tr>
<tr>
<td>classroom teachers standards for, 42, 135</td>
<td>classroom teachers</td>
</tr>
<tr>
<td>classroom uses of assessment., 32</td>
<td>classroom-based evaluation, 1, 19</td>
</tr>
</tbody>
</table>
classroom management, 205
communicating assessment results, 58
computer-managed instruction, 212-214
goals, 213
goal-setting, 213
context-dependent questions, 89
core academic courses, 79
critics of traditional grading, 70
curriculum
core academic courses, 79-81
general elective courses, 79-80
grading, 79-81
specialized courses, 79-80
curriculum-based assessment (CBA), 187, 211, 216
curriculum-based measurement (CBM), 211-214
monitoring academic skills, 211

determinism, 109, 113-114
deterministic, 94, 102, 109, 111
developmental objectives, 85E
educational level, 76-77, 85, 176
effective teaching, 203-205, 208
essay questions, 44, 149, 157, 161-163
ethical and legal issues, 59, 135
expectations of pupils, 152

failure, 87

general elective courses, 79
grade
failure, 75, -82-83, 87
grade assignment process, 81-84
grading, 6-8, 21, 37, 42, 46, 58, 63-79, 81-84, 90-92, 101, 110, 136, 138, 149, 151, 159, 190, 192, 204
grading practices, 63, 70, 75-76, 82, 84, 91-92, 110
grouping, 42, 47, 129, 134, 151

I
instruction, 42, 46-52, 54, 56-57, 60, 64, 68, 77, 81, 83, 85-86, 100, 104-105, 117, 122-123, 129, 136, 143-146, 149-150, 153, 158, 173, 175, 189-192, 199, 200, 205-217
instructional environments, 205
interpersonal dimensions of classroom assessment, 35-36
in-service training, 143, 146, 158, 170, 172
item-writing faults, 157

K
kinds of achievement targets to be assessed, 33

L
letter grades, 75, 85, 149-150, 172
training, 203
skills, 203
measurement and evaluation
formal training in, 144
measurement competencies needed by classroom teachers, 47, 138, 156
measurement instruction, 1, 3, 8-9, 11, 14, 19, 23, 45, 51, 198
mechanistic-reductionist schools, 100-101, 105, 107, 108
curriculum, 100-101
effective teaching, 103
instructional practices, 103
teachers purpose in assessing, 102
minimal vs. developmental objectives, 85-87
teachers purpose in assessing, 102
minimal vs. developmental objectives, 85-87
teachers purpose in assessing, 102
minimal vs. developmental objectives, 85-87

M
mathematics anxiety, 200
measurement
knowledge of, 49, 158, 176, 187, 193-195, 203
feedback
assessment results, 32

National Education Association (NEA), 42, 135, 201
National Teacher Examination (NTE), 29

nature of reality, 99
change, 109

observations of and professional judgments, 35
outcome-based education, 71-73
overreliance on test scores, 152

paradigm shift, 110-111, 114
parenting, 207
parents, 207
parent training, 203, 207-210, 217
strategies, 208
placement, 1, 3, 6, 8-9, 11, 14-15, 17-23, 27, 30-32, 38-42, 47, 134, 212
preparation of teachers, 2, 3, 9, 42, 53, 107, 120, 156, 204
rationale for, 38

question structure quality, 130
question writing skills, 142
question types, 150, 157, 159-171

school improvement, 57
scientific view, 109

scientific method, 109
specialized courses, 79
specific actions
to promote assessment literacy, 39
standardized testing, 200
standardized tests, 107, 189-192, 200
textbooks, 109
standards for classroom teachers, 42
standards of assessment competence, 42
student assessments, 41
student progress, 210
students as contributors to classroom assessment, 36
study efforts
standards for classroom teachers, 42
standards of assessment competence, 42
student assessments, 41
students as contributors to classroom assessment, 36
systematic assessment of outcomes associated risks, 30

task demands of classroom assessment, 31
teacher training, 27-32, 49, 51-52, 143, 146, 156-157, 161, 168, 171-175, 177, 188, 209
in assessment, 27
reasons for neglect, 29-31
testing, 42, 43
thinking skills, 86
traditional grading, 68
teacher effectiveness, 203-205, 207, 216
teacher preparation programs
course topics
attitudes, 190,
criterion-referenced, 187, 190
item analysis, 189
measurement theory, 191
norm-referenced, 187, 190
objectives, 190-191
reliability, 189-192
standardized tests, 189-192, 196
standardized test norms, 189
statistics, 189-191
teacher made tests, 191-192
test construction, 189-192
validity, 189-192
teacher training, 27-32, 49, 51-52, 143, 146, 156-157, 161, 168, 171-175, 177, 188, 209
in assessment, 27
teachers' attitude toward testing, 143
teachers' testing knowledge, 141
test
cognitive demands, 134
construction skills, 136, 156
feedback, 133
question arrangement, 133
support services, 142-143, 146, 172, 176
question difficulty, 133-134
test administration mechanics, 132
test question-writing guidelines
test specification tables, 131, 134, 153, 172
testing, 1-5, 8, 10, 13, 15, 17-18, 31, 38, 40, 42-45, 49-50, 60, 66, 85, 87-88, 101, 107, 110, 129-137, 140-146, 149-153, 156-163, 168-176, 188, 190-195, 200, 204
competencies, 129, 136-138, 141, 159
frequency of, 131-132
impact of, 129, 131, 171
thinking skills, 86, 134, 143
traditional grading, 68-74, 78, 83, 90-91
critics of, 70-74

U

University of Minnesota, 211

W

world-view, 98, 114, 116, 120, 122