

## *High Stakes Accountability Implications For Resources And Capacity Pb Research*







### **High Stakes Accountability Implications For**

High Stakes Accountability: Implications for Resources and Capacity (Research in Education Fiscal Policy and Practice) [Jennifer King Rice, Christopher Roellke] on Amazon.com. \*FREE\* shipping on qualifying offers. In this third volume of Research in Education Fiscal Policy and Practice, editors Jennifer King Rice and Christopher Roellke have assembled a diversity of research studies focused on ...

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High-Stakes Test-Based Accountability Policies: Problems and Pitfalls. In 1993, the Massachusetts Board of Education approved a policy advisory for circulation to all school districts in Massachusetts. Entitled "School Account-ability and Indicator Systems: Implications for Policy Making in Massachusetts," the policy advisory presented...

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High Stakes Accountability Implications for Resources and Capacity. Edited by: Jennifer King Rice, University of Maryland Christopher Roellke, Vassar College A volume in the series: Research in Education Fiscal Policy and Practice.Editor(s): Jennifer King Rice, University of Maryland.Christopher Roellke, Vassar College. Published 2009

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Legal Implications: Accountability, High-Stakes Testing, and the Courts. For about a hundred years, high-stakes standardized tests have been used to sort and track students in the United States. The use of tests was spurred early on by the racist eugenics movement to affirm its belief that one race was intellectually superior to another (Sacks, 1999).

### **Examining the Myth of Accountability, High-Stakes Testing ...**

The implications of high-stakes tests on school districts, teachers and students are increasing in magnitude. Valencia et al (2002) affirm "state-mandated achievement tests are heavily used to hold districts, schools, teachers and students accountable for meeting specific standards of academic performance.

**The Implications High Stakes, State-mandated Academic ...**

tions for accountability measures based on test scores and the use of those measures for both teacher evaluation and education research. Thus, a relevant question is whether current accountability measures can still function for these purposes if there were to be a reduction in standardized testing.

**The Implications of Reduced Testing for Teacher Accountability**

Accountability: High-Stakes Testing for Students with Disabilities. This Module presents information on legal requirements and accommodations for testing students with disabilities, in addition to highlighting considerations for interpreting performance data for this population (est. completion time: 2 hours). Work through the sections of this Module in the order presented in the STAR graphic above.

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