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Paper 1
covered in the first two terms of the year according to the CAPS curriculum. This means that the following will be examined:

In this new book, Dan Koretz, the US's leading expert in educational testing and measurement, openly names the failures caused by our testing policies. He documents some of the most egregious misuses and outright abuses of testing that have been imposed in the name of accountability, and he explains--and concretely illustrates--some of the most serious negative effects. Test-based accountability has led teachers to waste time on all manner of undesirable test preparation, for example, teaching children tricks to answer multiple-choice questions or ways to game the tests' scoring rubrics. Testing and test preparation have therefore

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displaced a sizeable share of actual instruction, in a school year that is already short by international standards. Test-based accountability has led to a corruption of the ideals of teaching. In an apparently increasing number of cases, it has led to manipulation of the tested population (for example, findings ways to keep low achievers from being tested) and outright cheating, some instances of which have led to criminal charges and even imprisonment. And it has created gratuitous and often enormous stress for educators, parents, and most important, students. Koretz is not arguing here that test-based accountability has been a total failure. There have been a few positive effects, but they are paltry compared to the varied and severe harms it has caused. Though the evidence of these failures has been accumulating for more than twenty years, it is routinely ignored--in the design of educational programs, in

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Paper 2
public reporting of educational "progress," and in decisions about the fates of schools, students, and educators. Dan Koretz has written this book so that the evidence can no longer be overlooked.

- Solved Board Examination Paper 2020 along with CBSE Marking Scheme from 2016 to 2019 for in-depth study.
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- Detailed answers have been provided wherever necessary for clarity of concepts
- Hybrid edition for Digital Learning

Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice.

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Paper 2

Focussing its discussion within the context of mathematics education, it argues that while research-generated insights can have beneficial effects on learning and teaching, the question of how these effects are to be generated and sustained is far from evident. The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice. In the first part of the book, four teams of researchers use different methodologies while analysing the same corpus of data, collected in a South African mathematics classroom. In the second part, each of these teams makes a specific proposal about what can be done and how so that its research-generated insights have a tangible, beneficial impact on what is happening in mathematical classrooms. Combining two discourses – that of researchers speaking to one another, and that of researchers

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communicating their insights to those responsible for educational practice – the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education, educational research and classroom practices. This book will be key reading for postgraduates, researchers and academics in education and particularly in the areas of mathematics education, education research, teacher education and classroom practice. It will also appeal to teacher educators, practitioners and undergraduate students interested in educational research.

The author draws on scientific studies of tests and their uses to show how standardized achievement tests must play a central role in improving achievement in K-12 schools. He explains the central considerations in developing and evaluating

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Paper 2 tests and tells how tests can best be best used, covering such topics as using tests for student incentives, paying teachers for performance, and using tests in efforts to attain new state and national standards.

Maryland School Law Deskbook is a concise and accessible guide written by experienced education law attorneys, and published in cooperation with the Maryland Association of Boards of Education (MABE). It offers current and authoritative information on legal issues facing schools within the context of state and federal education law. This is the essential desk reference for school administrators, school board members, superintendents, education professionals, and attorneys. The Deskbook includes 16 chapters on key topics such as:

- Local School Board Roles and Responsibilities
- State Role in Education
- Federal Role in Education
- Budget and

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Paper 2 • School Facilities, Student Transportation, and Health and Safety • Employee Relations and Rights • Employee Discipline and Dismissal • No Child Left Behind Act • Tort, Liability and Insurance Issues • Student Attendance, Instruction, and Records • Student Discipline/Search and Seizure • Student Speech, Press and Dress • Church/State Relations and Equal Access Act • Student Classifications and Diversity Issues • Educating Students with Disabilities • Public Charter Schools and Public School Alternatives The eBook version of this title features links to Lexis Advance for further legal research options.

South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and,

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Paper 2
to a much lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

Peterson's Private Secondary Schools 2014-15 is a valuable resource to help parents and students evaluate and choose

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from more than 1,100 schools in the United States, Canada, and throughout the world. Featured institutions include independent day schools, special-needs schools, and boarding schools-including junior boarding schools for middle school students. Profiles offer detailed information on areas of specialization, location/setting, affiliation, accreditation, tuition and aid availability, student body, faculty, academic programs, athletics, computers and campus technology, and admission information. Dozens of in-depth descriptions and displays offer photos of students and school campuses, as well as essential information to help parents find the right private secondary school for their child. Extra Summer Programs section offers additional details on fascinating summer opportunities at private secondary schools.

TEACHING STRATEGIES: A GUIDE TO

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EFFECTIVE INSTRUCTION, now in its tenth edition, is known for its practical, applied help with commonly used classroom teaching strategies and tactics. Ideal for anyone studying education or involved in a site-based teacher education program, the book focuses on topics such as lesson planning, questioning, and small-group and cooperative-learning strategies. The new edition maintains the book's solid coverage, while incorporating new and expanded material on InTASC standards, a new chapter on teaching in the inclusive classroom, and an up-to-date discussion of assessment as it relates to inclusion. The text continues to be supported by a rich media package anchored by TeachSource Video Cases, which bring text content to life in actual classroom situations. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

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Dueck demonstrates that politicians are a core part of the education system ' s problem because of their predilection for siding with power structures in society, namely unions and teachers rather than the clients of their services—the students.

In July 2010, the Massachusetts Board of Elementary and Secondary Education (BESE) voted to adopt Common Core's standards in English language arts (ELA) and mathematics in place of the state's own standards in these two subjects. The vote was based largely on recommendations by Commissioner of Education Mitchell Chester and then Secretary of Education Paul Reville, and on the conclusions in three studies comparing the state's standards with Common Core's, all financed directly or indirectly by the Bill & Melinda Gates Foundation, and all issued by organizations

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that are among the primary boosters of Common Core (Achieve, Inc., Thomas B. Fordham Institute, and Massachusetts Business Alliance for Education).

Nevertheless, annual state testing for school and district accountability continued as part of the Massachusetts Comprehensive Assessment System (MCAS) mandated by the 1993 Massachusetts Education Reform Act (MERA). To accommodate the adoption of Common Core's standards, tests were based on both the old standards and an annually increasing number of Common Core's standards until 2015, when all of the pre-Common Core standards in ELA and mathematics were archived, and the MCAS tests were presumably only Common Core-based. After the vote to adopt Common Core's standards in 2010, the state joined the testing consortium called Partnership for Assessment of Readiness for College and Careers (PARCC), funded by

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the United States Department of Education (USED) to develop common tests for its member states (about 25 initially), but with the costs for administering the tests to be borne by the states and local school districts. Since 2011, PARCC has been developing tests that BESE is expected to vote to adopt in the late fall of 2015 as the state's official Common Core-based tests in place of Common Corebased MCAS tests. (Indeed, the commissioner of education and his staff at the Department of Elementary and Secondary Education (DESE) have been implementing a transition to PARCC tests for several years.) BESE's official vote will be guided, again, by the recommendations of the same commissioner of education (who now also chairs PARCC's Governing Board), the current Secretary of Education James Peyser, and the conclusions reached in "external" studies comparing PARCC and MCAS tests as well as in about 20 studies

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directly authorized by PARCC. Two of the external studies are listed in the state's 2015 application to the USED for a waiver from No Child Left Behind Act requirements and are by organizations that had originally recommended adoption of Common Core. One, issued by the Massachusetts Business Alliance for Education in February 2015, claims that PARCC tests predict college readiness better than MCAS tests did. A second, to be completed by the Fordham Institute and a partner, is to be issued in time for BESE's vote. A third, issued in mid-October 2015 by Mathematica Policy Research (and requested by the state's Executive Office of Education) claims both tests are equally predictive of college readiness, although its report has major shortcomings. This White Paper will be a fourth external report on the question BESE's vote will address; it is motivated by our interest in providing an analysis of how

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MCAS and PARCC assess reading and writing. Much less national attention has been paid to Common Core-based assessments of reading and writing than of mathematics, yet reading and writing skills are just as important to readiness for college and career as is mathematics. This White Paper's central recommendation is that Massachusetts use a testing system for K-12 that is much less costly, more rigorous academically, and much more informative about individual student performance, and with much less instructional time spent on test preparation and administration, than the current PARCC tests. Both the PARCC tests and the current MCAS tests in grade 10 are weak, albeit for different reasons, and neither indicates eligibility for a high school diploma, college readiness, or career readiness. In essence, the authors recommend that BESE reject the PARCC assessment system and vote for the MCAS

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Paper 1
system but on the condition that the responsibility for developing and administering K-12 standards and tests be assigned to an organization in Massachusetts independent of DESE and the state's education schools. This organization must focus squarely on providing the best possible content standards from disciplinary experts in the arts, sciences, and engineering throughout the state and be capable of providing oversight of high school standards and tests. If carried out, these recommendations would ensure the legacy and future promise of MERA. The following are appended: (1) Critique of Criteria for Evaluating Common Core-Aligned Assessments, (2) Links to Public Hearings and Other Sources of Public Comment on MCAS or PARCC, and (3) A Randomly-Chosen Test Item Used on the 2014 Grade 10 MCAS Math Test. Also provided are additional recommendations, an about the

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Paper 2
authors section, and endnotes.

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