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what the test measures, how it's structured, and how to budget your time in each section.

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comprehensive and
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on this important
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and proposals for
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public policy. A
stringent analysis of
achievements. This
book explores the
political,
socioeconomic,
psychological, and
educational factors
impacting
homelessness. The
pattern-matching
methodology used in
this study helps to
investigate the cause

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and effect
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relationship of
homelessness, upon
the academic
achievement of
school-age children.
The children's
achievements were
compared and
evaluated against
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scores. The data were
calculated in years

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and months to
analyze how much
deviation there was
from the district
mean scores on the
standardized
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word analysis,
vocabulary,
comprehension,
spelling, language
mechanics, language
expression,

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mathematics
computation, and
mathematics concepts

and

application. Makes
practical

recommendations The
findings of this study
reveal that

homelessness

adversely influences
academic

achievement as
measured by

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standardized test
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scores. The
consequences of
these findings for the
public schools mean
that school-age
homeless children
need special
educational services
to address their
developmental needs,
both while they are
homeless and after
they return to a

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stabilized home
environment. The
book al

This book provides
some common
background in child
development and
assists the provider of
child assessment
services to determine
appropriate
procedures to answer
questions and
investigate specific

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problems. It is
intended for graduate
students in child
clinical psychology
and school
psychology.

The GED and the Role
of Character in
American Life
The Effects of
Homelessness on the
Academic
Achievement of
Children

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Learning,
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Adjustment
Woodcock-Johnson
IV

Intellectual and
Neuropsychological
Assessment
Pathways to College
Access
*This book looks at
the ways that credit-*

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based transition programs (CBTPs) may help middle- and low-achieving students enter and succeed in college. It highlights promising practices used by CBTPs to help students who might have been considered non-college-bound

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*prepare for college
credit course work.
The book also*

*discusses the
challenges that
credit-based
transition programs
face when trying to
include such
students.*

*Steve N. Pisanos's
The Flying Greek is
both the classic tale*

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*of an immigrant's
bond with America
and an aerial*

*adventure. When
young Pisanos
arrived in the U.S. in
1938, he worked,
studied English, and
learned to fly. He
earned a private
pilot's license in
1941, and soon
after Germany*

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invaded Greece, he volunteered for the embattled British Royal Air Force. He served with the 268 and 71 Eagle Squadrons. The 71 Eagle Squadron was one of three Eagle squadrons comprised of U.S. volunteers. In 1942, he became a

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*naturalized U.S.
citizen while in
London, England.*

*He was the first
individual in
American history to
become a citizen
while outside the
U.S. border, and his
becoming a citizen
allowed him to be
commissioned a
second lieutenant in*

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*the U.S. Army Air
Forces. In riveting
detail, Pisanos*

*recounts his combat
record, from fighter
sweeps and bomber
escort missions to
dogfighting, flying
the Spitfire, the
P-47, and the P-51.
While flying a P-47
named Miss
Plainfield, he scored*

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*his first aerial victory
on May 21, 1943.*

*By January 1, 1944,
he had become an
ace. After his tenth
confirmed kill, he
crash-landed his
P-51 in France and
spent six months
with the French
Resistance,
successfully
evading capture.*

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Because of his exposure to the French operations, the Air Force could not risk his capture again, so he returned to the U.S. and became a test pilot at Wright Field where he also attended the Air Force's test pilot school. Despite

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*grave danger,
Pisanos set aside
his pride, fears, and
misgivings to help
achieve a greater
good. The Flying
Greek is an
entertaining and
remarkable journey
that will interest
historians and
aviation enthusiasts.
The achievement,*

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*schooling, and the
ethnic identities of
Asian American*

*students are among
the core areas in the
field of Asian
American education,
yet there is much
that remains to be
uncovered, verified,
contradicted, and
learned through
sound research,*

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*especially as the
Asian American
population rapidly
increases in size
and in the
diversification of its
characteristics. The
chapters in this
book deal present
cutting-edge work in
these three areas
and contain
innovative*

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*perspectives, new
qualitative
quantitative data,
and discussions of
the implications of
findings for
educational policies,
practices, and
programs. These
chapters cover such
specific topics as
academic
achievement gaps*

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*between Asian
American and White
students,
contemporary
school experiences
of Southeast Asians
and of
undocumented
Asian American
students,
perspectives on
teaching immigrant
and refugee*

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*students, and the
development of
ethnic identities.*

*This work is
authored by well-
known higher
education faculty as
well as emerging
scholars. Overall,
this material
represents a
valuable, timely, and
useful contribution*

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*to the literature on
Asian Americans
that will be of*

*interest to faculty,
administrators,
policymakers,
researchers, and
students.*

*Achievement tests
play an important
role in modern
societies. They are
used to evaluate*

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*schools, to assign
students to tracks
within schools, and
to identify*

*weaknesses in
student knowledge.
The GED is an
achievement test
used to grant the
status of high school
graduate to anyone
who passes it. GED
recipients currently*

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account for 12 percent of all high school credentials issued each year in the United States. But do achievement tests predict success in life? The Myth of Achievement Tests shows that achievement tests like the GED fail to

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*measure important
life skills. James J.
Heckman, John Eric*

*Humphries, Tim
Kautz, and a group
of scholars offer an
in-depth exploration
of how the GED
came to be used
throughout the
United States and
why our reliance on
it is dangerous.*

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Drawing on decades of research, the authors show that, while GED recipients score as well on achievement tests as high school graduates who do not enroll in college, high school graduates vastly outperform GED recipients in terms

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*of their earnings,
employment
opportunities,
educational
attainment, and
health. The authors
show that the
differences in
success between
GED recipients and
high school
graduates are
driven by character*

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skills. Achievement tests like the GED do not adequately capture character skills like conscientiousness, perseverance, sociability, and curiosity. These skills are important in predicting a variety of life outcomes. They can

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*be measured, and
they can be taught.*

*Using the GED as a
case study, the
authors explore
what achievement
tests miss and show
the dangers of an
educational system
based on them.*

*They call for a
return to an
emphasis on*

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*character in our
schools, our
systems of
accountability, and
our national
dialogue.*

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Assessment with
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Recommendations,
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Academic Title for

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arrangement, and
authority of this
work reflect the
thorough, in-depth
approach of the
entire editorial
and publishing
team . . .

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Advancing current thought and models in the field, this work provides an unparalleled attempt to approach this important subject from many perspectives. Moreover, each

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research methods,
biographies,
coping . . . this is
an essential
addition to
graduate and
research
collections."

—Library Journal
Professional
counseling
involves helping

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clients,
individually or in
groups, or as
couples and
families, deal with
various career,
vocational,
educational, and
emotional
problems.

Whether
performed by

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psychologists,
psychiatrists,
social workers,
psychiatric nurses,
or counselors,
thousands of
professionals
throughout the
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services to fellow human beings to help them address and resolve the various problems of living that exceed their coping resources and social support. The Encyclopedia of Counseling

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to learn about
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demonstrates that there are many paths to solving a problem, and sometimes problems have more than one solution. The author presents real-world problems—problems

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that require active learning in a method similar to how archaeologists explore an archaeological find: they carefully uncover the site, slowly revealing more and more of the structure.

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through selecting appropriate measures, integrating data from a variety of sources, and using the results to plan and evaluate effective interventions and learning experiences.

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studies illustrate
key facets of
assessing diverse
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over 100
instruments.

The Fuller School
is one of the six
elementary

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schools in
Gloucester,
Massachusetts, a
small urban
community known
for shipbuilding
and fishing. Fuller
students come
from a wide range
of socioeconomic
backgrounds
(from public

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housing facilities to affluent families) and a variety of ethnic groups (including Italian, Hispanic and Vietnamese). With its diverse population, the Fuller School represented an excellent

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environment to
test the use of
Multiple

Intelligences (MI)
as a foundation
for its curriculum.
This study aimed
to examine one of
the ten objectives
of the FIRST
Schools and
Teacher Program

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Grant: "To improve student achievement on standardized tests" by using "multiple intelligences instruction." The results of the California Achievement Test/5 (CAT/5)

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given at grade 5
tended to show no
differences

between students
in the MI and the
traditional school
program. Although
no association
between CAT/5
outcomes and the
MI treatment were
found, two report-

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card outcomes at the sixth grade-level--Math and Physical Education--and an interaction of Program-type with Home-language on Music were found to be significant. By and large, the

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magnitude of these differences was not large enough to conclude that the MI treatment was effective in producing larger standardized test scores than students in the non-MI program.

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Yet, considering
that the MI
program

emphasizes
different kinds of
activities and
more diverse
ways of learning
and provides an
alternative to the
traditional
classroom, this

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result of no
differences
between

programs can be
thought of a
success for the MI
community.

Participants in the
MI program
performed just as
well as those who
had been in the

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traditional program. This case study is unusual because public schools rarely assigned their students randomly to experimental programs through a lottery process. Although students

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were randomly
assigned to MI and
traditional

classrooms,
accounting for
several additional
demographic
variables in the
students' personal
and family
background
helped to

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characterize the
differences in
student

performance in
language,
mathematics,
social studies,
science, arts,
physical
education, and
music. Educators
should find the

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results

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encouraging, even
with no

differences in test
scores and

grades, because
this indicates that
MI approaches are
competitive with
traditional ones.

These findings
shed new light on

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the application of MI and, given the growth in its use, provides a much-needed comparison for those interested in implementing it as one component of educational reform.

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course, "The
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incorporates a
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help students
prepare for the
AP exam, plus
more simulations

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and statistical
thinking help,
and instructions

for the TI-89
graphic
calculator."

Cheating on
Tests is the
first book to
offer a
comprehensive
look at this
pervasive and
weighty problem.

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It is organized
around seven
major

objectives:
introduce and
define the
problem of
cheating and
document the
extent of its
occurrence;
catalog and
present
information on

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the methods used
to cheat on
tests; provide
information on
methods useful
for preventing
cheating;
describe methods
used to detect
cheating once it
has occurred;
synthesize what
is known about
predispositions,

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correlates, and cultural differences in cheating; summarize legal issues related to cheating; and illustrate ways in which individuals and institutions respond to cheating.

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practice tests
to prepare
students for
various
standardized
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Tests, the Iowa
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Skills, the
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achievement of
children of
military

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personnel to
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impact on said
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Graders of
Deployed and
Nondeployed
Parents
How To Do It,
Detect It, and
Prevent It

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*The United States
Social Security
Administration
(SSA) administers
two disability
programs: Social
Security Disability
Insurance (SSDI),
for disabled
individuals, and
their dependent
family members,
who have worked
and contributed to*

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*the Social Security
trust funds, and*

*Supplemental
Security Income
(SSSI), which is a
means-tested
program based on
income and
financial assets for
adults aged 65
years or older and
disabled adults and
children. Both
programs require*

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*that claimants
have a disability
and meet specific
medical criteria in
order to qualify for
benefits. SSA
establishes the
presence of a medi-
cally-determined
impairment in
individuals with
mental disorders
other than
intellectual*

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disability through the use of standard diagnostic criteria, which include symptoms and signs. These impairments are established largely on reports of signs and symptoms of impairment and functional limitation.

Psychological

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*Testing in the
Service of
Disability*

*Determination
considers the use
of psychological
tests in evaluating
disability claims
submitted to the
SSA. This report
critically reviews
selected
psychological
tests, including*

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symptom validity
tests, that could
contribute to SSA
disability
determinations.

The report
discusses the
possible uses of
such tests and
their contribution
to disability
determinations.

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Testing in the

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discusses testing norms, qualifications for administration of tests, administration of tests, and reporting results. The recommendations of this report will

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