



# **Educational Testing and Measurement: Classroom Application and Practice**

*By Tom Kubiszyn, Gary D. Borich*



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This accessible resource equips educators with practical assessment strategies for today's challenges in measuring student progress. It details the national policy changes that have fostered the ongoing changes in general education and special education testing and assessment practices. The ninth edition integrates updated references, readings and examples to ensure a current look at the field. A new chapter introduces IDEIA, the RTI model, and the issues, controversies and implementation challenges and successes. Sections have also been added to multiple chapters to ensure the integration of the RTI model with the traditional content. Educators will be able to apply this information to meet today's challenges in measuring student progress.

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**Educational Testing and Measurement: Classroom Application and Practice** By Tom Kubiszyn, Gary D. Borich **Bibliography**

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### Editorial Review

#### From the Back Cover

Presenting abstract and sometimes difficult concepts and procedures in an accurate but accessible manner, Educational Testing and Measurement, Sixth Edition, includes recent and important developments in educational measurement and assessment. Important New Features of the Sixth Edition

- New! Chapter on portfolio assessment, complementing the existing chapter on performance assessment.
- New! Sidebars, along with suggestions embedded throughout the text, inform readers about the ways that PCs make educational assessment and measurement more effective and efficient.
- New! References to contemporary measurement trends have been tied to day-to-day decision making for the classroom teacher.
- Updated! Sections on diversity have been added to various chapters to illustrate the importance of careful consideration of language, culture, and ethnic diversity in classroom assessment practice.
- Updated! Several chapters introduce the impact of IDEA-97 on general education teachers.

#### About the Author

**Thomas Kubiszyn** is currently Professor of Educational Psychology at the University of Houston. He received his M.A and Ph.D. at the University of Texas at Austin, and he received his B.A. at the State University of New York at Buffalo.

**Gary Borich** is currently Professor of Educational Psychology at the University of Texas at Austin. His research areas include applied data analysis, program evaluation, and teaching effectiveness.

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