



item writing book is needed, one that provides comprehensive coverage of both types of items and of the validity theory underlying them. This book is an outgrowth of the author's previous book, *Developing and Validating Multiple-Choice Test Items*, 3e (Haladyna, 2004). That book achieved distinction as the leading source of guidance on creating and validating selected-response test items. Like its predecessor, the content of this new book is based on both an extensive review of the literature and on its author's long experience in the testing field. It is very timely in this era of burgeoning testing programs, especially when these items are delivered in a computer-based environment. Key features include ... Comprehensive and Flexible – No other book so thoroughly covers the field of test item development and its various applications. Focus on Validity – Validity, the most important consideration in testing, is stressed throughout and is based on the Standards for Educational and Psychological Testing, currently under revision by AERA, APA, and NCME Illustrative Examples – The book presents various selected and constructed response formats and uses many examples to illustrate correct and incorrect ways of writing items. Strategies for training item writers and developing large numbers of items using algorithms and other item-generating methods are also presented. Based on Theory and Research – A comprehensive review and synthesis of existing research runs throughout the book and complements the expertise of its authors.

This volume showcases the efforts of real teachers using the teaching events from real middle school classrooms. Included is the work of eight hard-working middle school teachers who are convinced that the form and function of genre is a way to teach writing across the middle school curriculum. Each chapter contains sample lessons, protocols, classroom instructional materials, and assessment tools to provide middle school teachers with an approach to explore rigorous expository writing instruction in their own classrooms.

Communicating with Data aims to help students and researchers write about their insights in a way that is both compelling and faithful to the data

The European Conference on e-Learning was established 17 years ago. It has been held in France, Portugal, England, The Netherlands, Greece and Denmark to mention only a few of the countries who have hosted it. ECEL is generally attended by participants from more than 40 countries and attracts an interesting combination of academic scholars, practitioners and individuals who are engaged in various aspects of e-Learning. Among other journals, the Electronic Journal of e-Learning publishes a special edition of the best papers presented at this conference.

Shows parents how to help their children with a wide variety of school projects ranging from the simple to the complex.

The research examined two teachers teaching their favorite unit, parts of other familiar units, graphing, and student inquiry. Four main types of data were gathered: (1) observations of teachers' instruction, (2) interviews and meetings with the teachers, (3) curricular artifacts, and (4) questionnaires and other written material. The study took place over a seven-month period. This is the only book on the market that focuses specifically on content area reading for the middle grades. The third edition of this unique resource has been thoroughly updated to include the most current research in the field of Middle School Literacy. Unlike most texts that ignore the middle school reader, this book addresses the issues that affect middle school students and teachers and their experiences with literacy instruction. Readable and teacher friendly, *Reading and the Middle School Student* provides not only a strong research base, but also practical teaching strategies for teachers in all of the content areas. This book is designed to be a companion book to Rycik and Irvin *Teaching Reading in the Middle Grades* which focuses on reading in English/Language arts classes. This book focuses on content area reading instruction. Take a Glimpse Inside the Third Edition: A wealth of current student examples of strategies for middle grade students for instant use in the classroom. New issues and trends facing adolescent literacy including policy and position statements and federal action. New ELL emphasis in every chapter outlining specific strategies that can be used by middle school teachers with their English language learners. Unique focus on classroom implementation of literacy integrated with content area instruction. About Your Authors: Judith L. Irvin is currently a Professor at Florida State University and serves as the Executive Director of the National Literacy Project. She has written and edited numerous books, chapters, and articles on adolescent literacy. Douglas R. Buehl is a reading specialist at Madison East High School and District Adolescent Literacy Support Teacher, Madison, Wisconsin. He is Past President of the IRA Secondary Reading Interest Group and has published numerous articles on adolescent literacy. Barbara J. Radcliffe is an eighth grade reading/language arts teacher at Fairview Middle School in Tallahassee, Florida. Barbara also teaches Teaching English in the Middle School and Teaching Reading in Secondary English at Florida State University.

*Making Connections in Elementary and Middle School Social Studies, Second Edition* is the best text for teaching primary school teachers how to integrate social studies into other content areas. This book is a comprehensive, reader-friendly text that demonstrates how personal connections can be incorporated into social studies education while meeting the National Council for the Social Studies' thematic, pedagogical, and disciplinary standards. Praised for its "wealth of strategies that go beyond social studies teaching," including classroom strategies, pedagogical techniques, activities and lesson plan ideas, this book examines a variety of methods both novice and experienced teachers alike can use to integrate social studies into other content areas. "Built around eight themes - examining the role of the individual, understanding point of view, assessing the impact of rhetoric, finding patterns in the past, writing analytically, connecting current events to historical precedents, igniting passion through research, and exploring ethics and morals - *Making History Mine* offers young adolescents a window to the wider world. This comprehensive volume gives teachers and students a solid framework for exploring and understanding history, including how to analyze primary source documents, extrapolate themes, and detect bias in a historian's argument." -- Back cover.

Well known for its detailed and practical explanations of reading, writing, and study strategies, *SECONDARY SCHOOL LITERACY INSTRUCTION* is required reading for all non-literacy teaching majors. Its motivational pedagogy especially appeals to pre-service teachers, who quickly realize that the text will help them improve their students' progress. Two hallmark chapters on content area teaching have brought this text wide acclaim for its unique application of literacy and study skills in all secondary subject areas. The text also is recognized for its proven pedagogy, including *Meeting the Challenge*, which puts ideas into classroom practice, and *Focus on English Language Learners* and *Focus on Struggling Readers*, which highlight important applications for these special needs learners in easy-to-locate sections in each chapter. Available with InfoTrac Student Collections <http://goengage.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Presents a collection of articles on such topics as planning, budgets, collection development, facilities, circulation, and technology.

Outlines a four-year writing program for elementary-grade students that combines traditional and alternative methods, in a guide for parents and teachers that shares specific steps for helping children to write with skill and confidence.

The premise that writing is a socially-situated act of interaction between readers and writers is well established. This volume first, corroborates this premise by citing pertinent evidence, through the analysis of written texts and interactive writing contexts, and from educational settings across different cultures from which we have scant evidence. Secondly, all chapters, though addressing the social nature of writing, propose a variety of perspectives, making the volume multidisciplinary in nature. Finally, this volume accounts for the diversity of the research perspectives each chapter proposes by situating the plurality of terminological issues and methodologies into a more integrative framework. Thus a coherent overall framework is created within which different research strands (i.e., the sociocognitive, sociolinguistic research, composition work, genre analysis) and pedagogical practices developed on L1 and L2 writing can be situated and acquire meaning. This volume will be of particular interest to researchers in the areas of language and literacy education in L1 and L2, applied linguists interested in school, and academic contexts of writing, teacher educators and graduate students working in the fields of L1 and L2 writing.

A common misconception is that professors who use popular culture and fantasy in the classroom have abandoned the classics, yet in a variety of contexts—high school, college freshman composition, senior seminars, literature, computer science, philosophy and politics—fantasy materials can expand and enrich an established curriculum. The new essays in this book combine analyses of popular television shows including *Buffy the Vampire Slayer*; such films as *The Matrix*, *The Dark Knight* and *Twilight*; *Watchmen* and other graphic novels; and video games with explanations of how best to use them in the classroom.

With experience-based anecdotes and suggestions for curricula, this collection provides a valuable pedagogy of pop culture.

With age-appropriate, inquiry-centered curriculum materials and sound teaching practices, middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them. *Resources for Teaching Middle School Science*, developed by the National Science Resources Center (NSRC), is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8. The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards. This completely new guide follows on the success of *Resources for Teaching Elementary School Science*, the first in the NSRC series of annotated guides to hands-on, inquiry-centered curriculum materials and other resources for science teachers. The curriculum materials in the new guide are grouped in five chapters by scientific area--Physical Science, Life Science, Environmental Science, Earth and Space Science, and Multidisciplinary and Applied Science. They are also grouped by type--core materials, supplementary units, and science activity books. Each annotation of curriculum material includes a recommended grade level, a description of the activities involved and of what students can be expected to learn, a list of accompanying materials, a reading level, and ordering information. The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide. The criteria reflect and incorporate goals and principles of the National Science Education Standards. The annotations designate the specific content standards on which these curriculum pieces focus. In addition to the curriculum chapters, the guide contains six chapters of diverse resources that are directly relevant to middle school science. Among these is a chapter on educational software and multimedia programs, chapters on books about science and teaching, directories and guides to science trade books, and periodicals for teachers and students. Another section features institutional resources. One chapter lists about 600 science centers, museums, and zoos where teachers can take middle school students for interactive science experiences. Another chapter describes nearly 140 professional associations and U.S. government agencies that offer resources and assistance. Authoritative, extensive, and thoroughly indexed--and the only guide of its kind--*Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers, school administrators, teacher trainers, science curriculum specialists, advocates of hands-on science teaching, and concerned parents.

Hushed figures wading by the dark of night through infested swamps, scurrying through the densest woods, silently creeping to the next way station in a long journey that could take them to dignity, freedom, and self-determination. The edge-of-your-seat adventures of fugitive slaves fascinate students and engage them in the story of the Underground Railroad. *In Pursuit of Freedom* shows you how to turn that student interest into a multifaceted history experience. As a social reform movement and an act of political subterfuge, the Underground Railroad responded to the moral crises of its day yet also wrought ethical dilemmas of its own. Beginning with a detailed overview of American slavery and the abolitionist movement, William Kashatus puts the Railroad into context, distinguishing history from mythology while opening rich moral and ethical questions for consideration. By examining the times hands on through social studies disciplines like geography, economics, civics, ethics, and Constitutional law, students develop their own interpretation of the Railroad and express it through reading, writing, reflection, and projects. Kashatus also offers a wide variety of hands-on methods that bring the Underground Railroad to vivid life, including how to: teach with source documents and photographs write local-history research papers think critically about the ethical questions surrounding the Railroad perform in-class dramas decode slave songs. Go beyond your textbook's facile depiction of the Underground Railroad, energize your teaching of antebellum history with *In Pursuit of Freedom*, and watch as your students make a journey of their own-into knowledge of the past, empathy for the people of another time, and a love of historical inquiry.

List of members in 15th-

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