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A captivating snapshot of standardized testing in early childhood

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- 1) The argument for identification of children's developmental problems using test scores is not based on current performance, but on the expectation that this performance reflects some unfavorable future outcome unless action is taken – (this dissertation)
- 2) A degree of coherence (i.e. stability) between assessed behavior and target behavior is required to validate the use of assessment results in any decision-making process – (this dissertation)
- 3) While the Cito pupil monitoring system tests provides some information about individual children's future scores, scores are too unstable to make solid decisions based on one or two test administrations or to meaningfully interpret individual growth between test scores – (this dissertation)
- 4) Test developers should explicitly state how and with what purpose test scores can be interpreted and evaluate the limitations of an instrument with regards to these interpretations. – (this dissertation)
- 5) Although tests from the Cito pupil monitoring system can be used to provide a global estimate of a child's performance rank in the population, tying this rank to a criterion that determines risk status leads to arbitrary and objectionable decisions. – (this dissertation)
- 6) Interindividual comparisons of educational performance are more likely to be destructive for the educational process than helpful, especially when below average scores are seen as problematic. – (this dissertation)
- 7) It is nearly impossible to maintain representative norms on a test that is used repeatedly, while simultaneously encouraging test users to avoid low norm scores. – (this dissertation)
- 8) 'The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor' – Campbell (1979, p. 85)
- 9) 'The pressure to produce simple indicators of educational output is clearly antithetical to the possibilities of developing (...) methods of assessment which would underpin rather than undermine good teaching' – Torrance (1997, p. 329)
- 10) 'Test-curriculum alignment is a reciprocal process. That is, once the test is chosen that best fits the curriculum, the practiced curriculum is adjusted further in response to the test.' – Shepard (1990, p. 18)