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Stages of Reading Development
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An Orientation Seminar for the Arab States on the Development of Learning Strategies for Post-literacy and Continuing Education in the Perspective of Lifelong Education, Hamburg, 28 October-8 November 1985
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United States. National Education Goals Panel
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title i of the improving america s schools act iasa of 1994 provides funds for schools with large concentrations of children from low income families a fundamental requirement is that children served by title i funds must be educated according to the same academic standards as all other students this handbook focuses on methods for developing performance standards in the aligned system of standards and assessments required by iasa title i the handbook aims to capture the best of current practice without relying solely on the published literature by drawing on the experiences of educators and recent research the first section chapters 1 4 defines performance standards in the context of an aligned education system and provides advice for developing a system of performance standards chapters introduce the idea of performance standards as a system provide background

about title i legislation and define terms related to performance standards the second section chapters 5 8 contains several state stories about initiating and developing performance standards and standards based assessment programs chapters focus on colorado maryland oregon and wyoming the third section chapters 9 10 contains the work of nationally recognized researchers in the field of assessment chapter 9 creating descriptions of desired student achievement when setting performance standards by craig n mills and richard m jaeger describes a method for developing performance standards chapter 10 setting performance standards on achievement tests meeting the requirements of title i by ronald k hambleton synthesizes research related to cutting scores most chapters contain references four appendixes present the instruments contains 16 figures and 4 tables sld

number of exhibits 12

this report summarizes the content and implementation strategies of the orientation seminar that the unesco institute for education uie has conducted to acquaint arab states with strategies for developing postliteracy and continuing education programs in a lifelong learning framework the first two sections outline the uie project on the development of learning strategies for postliteracy and continuing education and the conceptual and methodological aspects of the seminar provided next are synopses of the presentations addressing the following topics a global overview of literacy and postliteracy programs with special reference to the arab states literacy and postliteracy programs in the perspective of lifelong education coordination of postliteracy with other development concerns some curricular aspects of postliteracy and continuing education learning strategies for postliteracy and continuing education problems and issues of special significance for arab states evaluation of postliteracy and continuing education programs and study visits national and regional guidelines for further action are set forth the guide concludes with an evaluation of the seminar and a list of suggested follow up actions appendixes to this report include a daily time schedule and lists of countries where case studies have been conducted countries and regional organizations that have participated in the seminars on postliteracy and continuing education participants and documents presented during the conference mn

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