Negative Effects of Standardized Assessment-Driven Pedagogy

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The last decade has seen a sizable increase in the use of standardized assessments as a metric for educational outcomes in public education. These assessments, however, may act as an involution to education when employed as the sole or principal parameter in gauging criterion results for means of determining teacher effectiveness. We demonstrate that, in their contemporary use, standardized tests affect a deleterious sequence of repercussions that often entirely mask more critical focal points of education. By use of a longitudinal study ($n = 49$) over five years, we found that standardized tests led to negative rates of student involvement, increases in practitioner apathy, and prolongation of rectifying interventions of students who do not meet fundamental grade-level standards.

Keyword1 | Keyword2 | Keyword3

Abbreviations: SAM, self-assembled monolayer; OTS, octadecyltrichlorosilane

Introduction

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$$\frac{D\theta}{Dt} = \frac{\partial \theta}{\partial t} + u \cdot \nabla \theta = 0 \qquad [1]$$

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Results

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Simulations.

Simulation 1

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Simulation 2

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Real Data. Aliquam interdum pellentesque scelerisque. Sed tincidunt suscipit purus, id aliquet nulla vehicula quis. Duis sed nisl lorem. Vivamus erat ante, dignissim et aliquam vel, adipiscing vitae magna. Cras id dapibus metus. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Proin ut lectus ut nisi congue ullamcorper. Ut ac turpis ligula. Sed faucibus bibendum nunc eget gravida.

Discussion

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Materials and Methods

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Definition 1. *A bounded function θ is a weak solution of QG if for any $\phi \,\epsilon\, C_0^\infty(\mathbb{R}/_{\mathbb{Z}} \times \mathbb{R} \times [0,\varepsilon])$ we have*

$$\begin{aligned} &\int_{\mathbb{R}^+ \times \mathbb{R}/_{\mathbb{Z}} \times \mathbb{R}} \theta(x,y,t)\, \partial_t \phi\,(x,y,t) dy dx dt + \\ +\; &\int_{\mathbb{R}^+ \times \mathbb{R}/_{\mathbb{Z}} \times \mathbb{R}} \theta\,(x,y,t) u(x,y,t) \cdot \nabla\phi\,(x,y,t) dy dx dt = 0 \end{aligned} \quad [2]$$

where u is determined previously.

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Theorem 1. *If the active scalar θ satisfies the equation* **[2]**, *then φ satisfies the equation*

$$\begin{aligned} \frac{\partial\varphi}{\partial t}(x,t) \;=\; &\int_{\mathbb{R}/_{\mathbb{Z}}} \frac{\frac{\partial\varphi}{\partial x}(x,t) - \frac{\partial\varphi}{\partial u}(u,t)}{\left[(x-u)^2 + (\varphi(x,t) - \varphi(u,t))^2\right]^{\frac{1}{2}}} \\ &\chi(x-u, \varphi(x,t) - \varphi(u,t)) du \;+ \\ +\; &\int_{\mathbb{R}/_{\mathbb{Z}}} \left[\frac{\partial\varphi}{\partial x}(x,t) - \frac{\partial\varphi}{\partial u}(u,t)\right] \\ &\eta(x-u, \varphi(x,t) - \varphi(u,t)) du + Error \end{aligned} \quad [3]$$

with $|Error| \le C\,\delta|log\delta|$ where C depends only on $\|\theta\|_{L^\infty}$ and $\|\nabla\varphi\|_{L^\infty}$.

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Appendix

An appendix without a title.

Appendix: Appendix title

An appendix with a title.

ACKNOWLEDGMENTS. This work was partially supported by a grant from the Spanish Ministry of Science and Technology.

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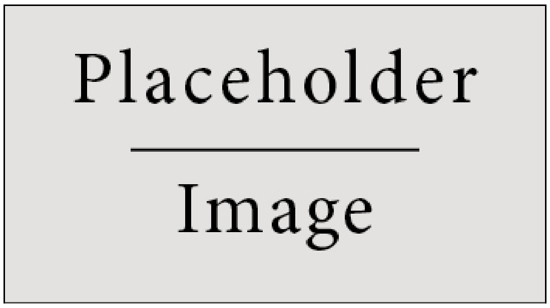

Fig. 1. Figure caption

Table 1. Table caption

Treatments	Response 1	Response 2
Treatment 1	0.0003262	0.562
Treatment 2	0.0015681	0.910
Treatment 3	0.0009271	0.296