

Pruebas diagnósticas

Precedente del thatcherismo (1979-1990)



«No Child Left Behind» (2001)

«Una ley para cerrar la brecha de rendimiento con rendición de cuentas, flexibilidad y elección, de manera que ningún niño quede atrás. »

<http://www.gpo.gov/fdsys/pkg/PLAW-107publ110/content-detail.html>

PUBLIC LAW 107-110—JAN. 8, 2002

115 STAT. 1425

Public Law 107-110
107th Congress

An Act

To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.

Jan. 8, 2002
[H.R. 1]

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

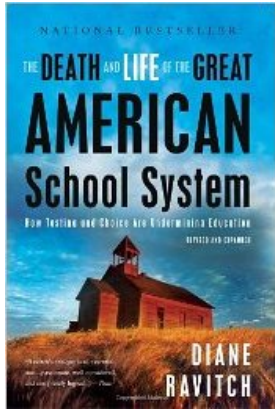
This title may be cited as the “No Child Left Behind Act of 2001”.

SEC. 2. TABLE OF CONTENTS.

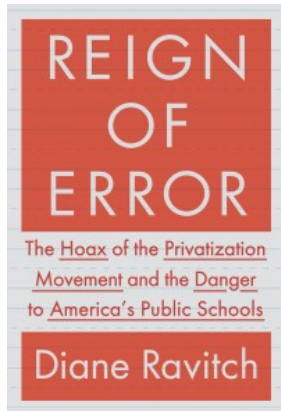
The table of contents for this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. References.
- Sec. 4. Transition.
- Sec. 5. Effective date.
- Sec. 6. Table of contents of Elementary and Secondary Education Act of 1965.

No Child Left Behind Act of 2001.
Education.
Inter-governmental relations.
20 USC 6301 note.



The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education (New York: Basic Books, 2010)



Reign of Error. The Hoax of the Privatization Movement and the Danger to America's Public Schools (New York: Vintage Books, 2013)

<http://dianeravitch.com>

<http://dianeravitch.net/>

NLCB was a punitive law based on erroneous assumptions about how to improve schools. It assumed that reporting test scores to the public would be an effective lever for school reform. It assumed that changes in governance would lead to school improvement. It assumed that shaming schools that were unable to lift test scores every year -and the people who work in them- would lead to higher scores. It assumed that low scores are caused by lazy teachers and lazy principals, who need to be threatened with the loss of their jobs. Perhaps most naively, it assumed that higher test scores on standardized tests of basic skills are synonymous with good education. Its assumptions were wrong. Testing is not substitute for curriculum and instruction. Good education cannot be achieved by a strategy of testing children, shaming educators, and closing schools.

Diane Ravitch: The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education, pp. 110-111.



The cardinal rule of psychometrics is this: a test should be used only for the purpose for which it is designed. The tests are designed to measure student performance in comparison to a norm; they are not designed to measure teacher quality or teacher "performance". Teaching is multifaceted and complex. Good teachers want students to participate in discussion and debate in the classrooms; they want students to be active and engaged learners and to take the initiative in exploring more than what was assigned. Can standardized, multiple-choice tests accurately reflect teacher quality? What students have learned may be gauged more accurately by their classroom work and by their independent projects -their essays, their research papers, and other demonstrations of their learning- than by their test scores.



Reign of Error. The Hoax of the Privatization Movement and the Danger to America's Public Schools (2013), p. 111.



And I want to say the goals behind No Child Left Behind were admirable, and President Bush deserves credit for that. Higher standards are the right goal. Accountability is the right goal. Closing the achievement gap is the right goal. And we've got to stay focused on those goals. But experience has taught us that, in its implementation, No Child Left Behind had some serious flaws that are hurting our children instead of helping them. Teachers too often are being forced to teach to the test. Subjects like history and science have been squeezed out. And in order to avoid having their schools labeled as failures, some states, perversely, have actually had to lower their standards in a race to the bottom instead of a Race to the Top. They don't want to get penalized? Let's make sure that the standards are so low that we're not going to be seen failing to meet them. That makes no sense.

<http://www.whitehouse.gov/photos-and-video/video/2011/09/23/president-obama-no-child-left-behind-flexibility> (min. 10:00 ...)

Para continuar con los clips de este curso, visite:

<http://links.uv.es/8npNjIR>

