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Law and Justice in Post-British Nigeria Nonso Okereafoezeke 2002 The roles of the native and the foreign English-style justice systems in the administration of law and justice in Nigeria, based on data from Nigeria's Igbo, are examined here. Okereafoezeke uses case studies to look at the nature of colonially imposed justice and the relationship between informal

and formal justice. He concludes that the imposed English-style justice system is incapable of dealing with Nigeria's social control problems because it does not anticipate and manage the wide range of issues that the native systems do.

Education Policy and Equal Opportunity in Japan Akito Okada 2011-12-30 In many societies today, educational aims or goals are commonly characterized in terms of "equality," "equal opportunity," "equal access" or "equal rights," the underlying assumption being that "equality" in some form is an intelligible and sensible educational ideal. Yet, there are different views and lively debates about what sort of equality should be pursued; in particular, the issue of equality of educational opportunity has served as justification for much of the postwar restructuring of educational systems around the world. The author explores different interpretations of the concept of equality of educational opportunity in Japan, especially as applied to post-World War II educational policies. By focusing on the positions taken by key actors such as the major political parties, central administrative bodies, teachers' unions, and scholars, he describes how their concepts have developed over time and in what way they relate to the making of educational policy, especially in light of Japan's falling birthrate and aging society.

The United States Government Manual 1994

Confirmation Hearing on the Nomination of Thomas B. Griffith, of Utah, to be Circuit Judge for the District of Columbia Circuit: Congressional Hearing

Communications Policy and the Political Process John J. Havick 1983 Communications Policy and the Political Process provides new research about the politics of determining communications policy. Chapters about the FCC, Congress, the executive branch, the Supreme Court, elections, and interest groups offer original research dealing with each of the various arenas in which communications policy is made. The book adds significantly to the published research about the communications policy process. Current issues in communications policy are reviewed and considered in the context of theories of policy making. Contributors to this volume also consider the power of special interest groups and the government in influencing and directing policy outcome.

The Social Studies Curriculum E. Wayne Ross 2012-02-01 This updated third edition contains new chapters on important issues—including race, gender, sexuality, and multiculturalism—affecting social studies education.

Explaining Local Policy Agendas Peter B. Mortensen 2022-02-12 Building on hundreds of thousands of systematically collected and content-coded local policy agenda observations, this book examines – theoretically and empirically - the policy agenda effects of four central aspects of any political system: the institutions that structure politics; the problems confronting the political system; the occurrence of regular and free elections; and the actors navigating the political system. Developing an explanatory model based on these four factors not only improves our understanding of the

determinants of the local policy agenda but also contributes to a further integration of local government research, policy agendas research, and the broader discipline of political science. The book may be of particular interest to scholars and students of comparative politics, agenda setting, public policy, and local government.

Research in Education 1974

Test Policy in Defense Bernard R. Gifford 1992 Bernard R. Gifford and Linda C. Wing Standardized testing has become a ubiquitous feature of American life. As a major source of information for reducing uncertainty in the allocation of merit based educational, training, and employment opportunities, testing affects the life chances of individuals. Moreover, testing influences the way in which our society judges itself and provides for our collective future. Test scores may determine a child's admission to kindergarten and promotion to the first grade. Most states award the high school diploma only if a student has passed a minimum competency test. Major institutions of higher education typically require applicants to supplement their records of academic achievement with scores on college admissions tests. In the labor market, as a condition of employment or assignment to training programs, more and more employers are requiring workers to sit for personnel selection tests. Additionally, it has become commonplace to use test scores to calibrate our national sociopolitical condition and our capacity to compete with other countries in the global economy. In short, with increasing frequency and intensity, scores on examinations that purport to be objective and precise measures of individual knowledge, abilities, and potential are playing a critical role in the opportunity marketplace. Similarly, test scores are exercising growing influence in assessments of our social and economic institutions and in policy decisions about the relative investments that should be made in each. In all these instantiations, test scores are at the center of high-stakes decision making about the future of individuals and of the nation itself.

Airline and Rail Service Protection Act of 1987 United States. Congress. Senate. Committee on Commerce, Science, and Transportation 1987

Strategy, Value and Risk J. Rogers 2009-09-18 Updated and revised, this second edition applies advanced financial analytics within a strategic framework that recognizes an environment where sustainable competitive advantage is a progressively more difficult task. Real Options offer the link to value and the strategic opportunities that lie in an increasingly dynamic landscape

The Oxford Companion to Comparative Politics Craig N. Murphy 2012-10-25 Fills a gap in scholarship on an increasingly important field within Political Science. Comparative Politics, the discipline devoted to the politics of other countries or peoples, has been steadily gaining prominence as a field of study, allowing politics to be viewed from a wider foundation

than a concentration on domestic affairs would permit.

The Oxford Handbook of U.S. Education Law Kristi L. Bowman 2021 This handbook is currently in development, with individual articles publishing online in advance of print publication. At this time, we cannot add information about unpublished articles in this handbook, however the table of contents will continue to grow as additional articles pass through the review process and are added to the site. Please note that the online publication date for this handbook is the date that the first article in the title was published online.

Equal Educational Opportunity Project Series United States Commission on Civil Rights 1997

Opportunity to Learn, Curriculum Alignment and Test Preparation Jaap Scheerens 2016-09-27 This book provides a review of the effectiveness of Opportunity to Learn (OTL) operationalized as the association between OTL and student achievement. In addition, it presents an elaborate conceptual map in which OTL is regarded as part of a larger concept of curriculum alignment. Major components of this framework are national goals and standards, school curricula, formative tests, textbooks, actual delivery of content as part of teaching, and summative tests and examinations. Alignment between educational goals, intended and implemented curricula, and educational outcomes is considered an important prerequisite for effective education. The expectation is that better alignment leads to better student performance. The concept of OTL is commonly used to compare content covered, as part of the implemented curriculum, with student achievement. As such it is to be seen as a facet of the broader concept of “alignment”. As it comes to enhancing OTL in educational policy and practice, proactive curriculum development is compared to a more retroactive orientation. Legitimate forms of test and examination preparation belong to this retroactive orientation, and are seen as favorable conditions for optimizing OTL. This book reviews the research evidence on the effects of OTL on student achievement by means of detailed descriptions of key-empirical studies, a review of meta-analyses, a “vote count” syntheses of 51 empirical studies, conducted between 1995 and 2015, and a secondary analysis based on TIMSS 2011, and PISA 2012 data. It concludes that the effect size of OTL, at about .30, is modest, but comparable in size to other effectiveness-enhancing conditions in schooling. The final chapter of the book provides suggestions for educational policy and practice to further optimize OTL. /div

The Paradoxes of High Stakes Testing Michael Russell 2009-02-01 As a nation, we spend more than \$1 billion a year on federally mandated educational tests that 30 million students must take each year. The country spends an additional \$1.2 billion on test preparation materials designed to help students pass these tests. While test mandates were put in place with good intentions, increasingly educational leaders and policy makers are questioning these test based reform efforts. Some question whether these programs are doing more harm than good. Others call for the development of more and better tests. Given the vast amount of resources our nation pours into testing, is it time we pay closer attention to these

testing programs? Is it time we hold the testing industry and policy makers accountable for the tests they make and use? Is it time we invest resources to develop new ways of testing our students? *The Paradoxes of High-Stakes Testing* explores these and other questions, as it helps parents, teachers, educational leaders, and policy makers better understand the complexities of educational policies that use tests as a lever for improving the quality of education. The book explores: >> how testing is used to enable teachers and schools to be more effective and improve student learning, >> why testing is so ingrained in the American psyche and why policy makers rely on testing policies to reform our educational system, >> what we can learn from a long history of test-based reform efforts that have occurred over centuries and across continents, >> what effects testing has on teaching and learning in our schools when it is used to solve political, social, or economic problems. Most importantly, the book describes several ways in which testing can be improved to provide more accurate and more useful measures of student learning. Many of these improvements capitalize on technology to provide teachers with more detailed, diagnostic information about student learning and measure skills that some leaders argue are essential for the 21st century work force. Exploring what is within reach is critical because current testing policies are hindering these improvements. Finally, given that testing is and will continue to be an integral part of our educational system, the book concludes that, like other sectors of our society, educational testing must be more closely monitored to ensure that high quality tests are used to measure student achievement and to minimize the negative effects that testing has on students, schools, and our society. Given the opportunity our nation has to rethink and redesign its testing policies, *The Paradoxes of High-Stakes Testing* presents a clear strategy to maximize the positive effects of educational testing.

Testing Regimes, Accountabilities and Education Policy Bob Lingard 2017-10-02 Around the globe, various kinds of testing, including high stakes national census testing, have become meta-policies, steering educational systems in particular directions, and having great effects on schools and on teacher practices, as well as upon student learning and curricula. There has also been a complementary global aspect to this with the OECD's PISA and IEA's TIMSS and PIRLS, which have had impacts on national education systems and their policy frameworks. While there has been a globalized educational policy discourse that suggests that high stakes standardised testing will drive up standards and enhance the quality of a nation's human capital and thus their international economic competitiveness, this discourse still manifests itself in specific, vernacular, path dependent ways in different nations. High stakes testing and its effects can also be seen as part of the phenomenon of the 'datafication' of the world and 'policy as numbers', linked to other reforms of the state, including new public management, network governance, and top-down and test-based modes of accountability. This edited collection provides theoretically and empirically informed analyses of these developments. This book was originally

published as a special issue of the Journal of Education Policy.

Test Policy and Test Performance Bernard R Gifford 1989-05-31

Proceedings of the ... ETS Invitational Conference 1989

Encyclopedia of Religion in American Politics George Kurian 1999 Today, such issues as abortion, capital punishment, sex education, racism, prayer in public schools, and family values keep religion and politics closely entwined in American public life. This encyclopedia is an A-to-Z listing of a broad range of topics related to religious issues and politics, ranging from the religious freedom sought by the Pilgrims in the 1620s to the rise of the religious right in the 1980s.

Political Psychology Jon A. Krosnick 2016-11-10 In recent decades, research in political psychology has illuminated the psychological processes underlying important political action, both by ordinary citizens and by political leaders. As the world has become increasingly engaged in thinking about politics, this volume reflects exciting new work by political psychologists to understand the psychological processes underlying Americans' political thinking and action. In 13 chapters, world-class scholars present new in-depth work exploring public opinion, social movements, attitudes toward affirmative action, the behavior of political leaders, the impact of the 9/11 attacks, and scientists' statements about global warming and gasoline prices. Also included are studies of attitude strength that compare the causes and consequences of various strength-related constructs. This volume will appeal to a wide range of researchers and students in political psychology and political science, and may be used as a text in upper-level courses requiring a scholarly and contemporary review of major issues in the field.

Hiring Practices of the U.S. Postal Service United States. Congress. House. Committee on Government Operations.

Government Information, Justice, and Agriculture Subcommittee 1989

Test Policy and the Politics of Opportunity Allocation: The Workplace and the Law Bernard R. Gifford 2012-12-06 Bernard R. Gifford In the United States, the standardized test has become one of the major sources of information for reducing uncertainty in the determination of individual merit and in the allocation of merit-based educational, training, and employment opportunities. Most major institutions of higher education require applicants to supplement their records of academic achievements with scores on standardized tests. Similarly, in the workplace, as a condition of employment or assignment to training programs, more and more employers are requiring prospective employees to sit for standardized tests. In short, with increasing frequency and intensity, individual members of the political economy are required to transmit to the opportunity marketplace scores on standardized examinations that purport to be objective measures of their and potential. In many instances, these test scores are the abilities, talents, only signals about their skills that job applicants are permitted to send to prospective employers. THE NATIONAL COMMISSION ON TESTING AND PUBLIC

POLICY In view of the importance of these issues to our current national agenda, it was proposed that the Human Rights and Governance and the Education and Culture Programs of the Ford Foundation support the establishment of a "blue ribbon" National Commission on Testing and Public Policy to investigate some of the major problems as well as the untapped opportunities created by recent trends in the use of standardized tests, particularly in the workplace and in schools.

The Political Economy of Private Saving in the U.S. Franklin G. Mixon 2002-09-01 Using theoretical and empirical approaches from the economics and political science disciplines, this book examines the social opportunity costs of American public policy towards national saving. The primary focus of the text is on the institutional arrangements of the U.S. Social Security system, as they relate to Americans' decisions to save and invest, and to interest groups' decisions to lobby Congress for political privileges. The book presents statistical evidence suggesting that the social opportunity costs of U.S. policy in this area are enormous. Lower bound estimates put the loss in private savings, due to savers' decisions to substitute Social Security for private retirement plans, at approximately \$349 billion dollars annually. When the lobbying costs associated with efforts to redistribute the money in the Social Security Trust Fund are included, this figure rises by perhaps as much as \$15 billion. The results and discussion in this work should serve as a useful addition to the policy debates in this area.

Social Context Reform Paul Thomas 2014-06-20 Currently, both the status quo of public education and the "No Excuses" Reform policies are identical. The reform offers a popular and compelling narrative based on the meritocracy and rugged individualism myths that are supposed to define American idealism. This volume will refute this ideology by proposing Social Context Reform, a term coined by Paul Thomas which argues for educational change within a larger plan to reform social inequity—such as access to health care, food, higher employment, better wages and job security. Since the accountability era in the early 1980s, policy, public discourse, media coverage, and scholarly works have focused primarily on reforming schools themselves. Here, the evidence that school-only reform does not work is combined with a bold argument to expand the discourse and policy surrounding education reform to include how social, school, and classroom reform must work in unison to achieve goals of democracy, equity, and opportunity both in and through public education. This volume will include a wide variety of essays from leading critical scholars addressing the complex elements of social context reform, all of which address the need to re-conceptualize accountability and to seek equity and opportunity in social and education reform.

Equality Transformed Herman Belz 1990 A quarter-century after the enactment of the 1964 Civil Rights Act, its legacy remains controversial. The statutory language intended to ensure equal opportunity to all individuals is now interpreted as

authorizing both public and private employers to adopt preferential policies that benefit designated groups based on race and gender. Much the same transformation has occurred in federal contract programs: President Kennedy's executive order that required equal employment opportunity is now understood as mandating minority hiring with numerical goals tantamount to quotas. Herman Belz's "Equality Transformed: A Quarter-Century of Affirmative Action" traces this transformation of equality and how it was brought about by courts, regulatory agencies, and activists. The early champions of civil rights sought to eradicate impediments to advancement for the downtrodden; the ultimate aim was to create a truly colorblind society. Over the years, this goal, while still professed, became even more elusive. Preferences, goals, and timetables - "temporary" means for the attainment of a nondiscriminatory society - seemed to undermine that noble quest. "Equality Transformed" provides a textured history of affirmative action and its effects upon race relations and our democratic, egalitarian ideals. In recent years, under the impetus of the Reagan Justice Department, the Supreme Court has backed away, however hesitantly, from its earlier sympathy towards race-conscious remedies and preferential treatment. Belz's analysis of recent Supreme Court cases and their antecedents allows us to better understand both the tensions in our society and the fury that the Court has triggered with its recent civil rights pronouncements. Belz makes a strong case for hewing to a forward-looking rather than a backward-looking approach to eradicating discrimination. Anyone interested in the history, law, theory, or morality of affirmative action in employment will find "Equality Transformed" invaluable.

Code of Federal Regulations 1989 Special edition of the Federal Register, containing a codification of documents of general applicability and future effect ... with ancillaries.

Politics In Northern Ireland Rick Wilford 2018-02-02 Despite the staggering number of books related to the Northern Ireland political arena, most of the literature concentrates on only a few dimensions of the conflict and especially on constitutional policy and the on-going search for a resolution of the antagonisms. This original textbook, the first of its kind, serves as a comprehensive examination of the subject by exploring these topics and other important dimensions of politics which have been overlooked and undervalued. Politics in Northern Ireland is written by a team of distinguished academics, drawn from both within and outside Northern Ireland. It adopts the analytic tools of political science and brings a comparative perspective to bear on the politics of Northern Ireland. Early chapters examine the historic sources of conflict, analyze the period since the outbreak of the modern troubles, and discuss the differences between the communities. The book then examines the nature of parties, elections, and elective assemblies, before focusing on policy matters, such as fair employment, policing, and gender. In the concluding chapter, contributors consider relations with the Republic of Ireland and discuss events as current as today's headlines, including the historic breakthrough in negotiations,

the referendums, and the Assembly elections. The result is a well-rounded core text designed for the classroom, as well as for those interested in learning more about different facets of politics in Northern Ireland.

State Postsecondary Education Research Kathleen M. Shaw 2007 This is an opportune time for researchers in higher education to examine policy via cross-state comparative analyses. Momentous court, legislative and policy developments that impact state-level higher education policy are emerging at a rapid rate. The states have emerged as postsecondary policy innovators in the areas of student financing, institutional accountability, and student access. Following political scientists' "rediscovery" of states as units of analysis - because they constitute unique "natural laboratories" for testing theory and hypotheses about political behavior and policy adoption dynamics - this book introduces this perspective as an increasingly important tool for researchers in higher education. This book provides an in-depth examination of the challenges and opportunities inherent in conducting cross-state higher education policy research. The authors of each chapter use their individual research projects to demonstrate the array of methodological, theoretical, analytical, and political challenges inherent in conducting comparative state-level policy research. Among the innovative methods described is the use of pooled cross-sectional time-series analytic techniques and event history analysis - now widespread within the disciplines of economics and political science - to shift the unit of analysis from the state to the state-year, thus expanding greatly both the statistical power of the models being tested and the data-demands of those models. The goal is to introduce comparative state-level postsecondary policy research to a broader audience, and to contribute to discussions of both the challenges and the importance of this approach to higher education policy research. The book is intended as a resource for researchers in higher education policy and as a text for higher education policy courses. It may also appeal to scholars of educational policy as well as higher education policymakers.

Politics of Immigration A. M. Babkina 2001 Politics of Immigration - Current Issues & Future Directions

Policy Perspectives on Educational Testing Bernard R. Gifford 2012-12-06 America faces a crisis in education and its accompanying effects on the nation's economic and social life. Educators and policy makers need to document the extent of this crisis, to gauge its potential impact, and to develop educational strategies that would boost achievement; this has turned the spotlight on educational assessment - the procedures, practices, and tools that educators use to measure the progress of students, both as individuals and groups. This book deals with a range of issues within the field of educational assessment, with an emphasis on those issues that have sparked the public policy debate in recent years. Much of this volume concerns itself with the impact of testing on various subgroups of the population - blacks, Hispanics, young children, and children considered to be of 'below average' ability. Taken together, the contributions to this volume represent a broad range of views on differential test performance. (This book is part of the subseries of books based on

the Ford Foundation's National Commission on Testing and Public Policy. Previous titles in this program include Gifford & Wing/Test in Defense, Gifford & O'Connor/Changing Assessments, Gifford/Test Policy and the Politics of Opportunity Allocation, and Gifford/Test Policy and Test Performance.)

Regulatory Program of the United States Government United States. Office of Management and Budget 1987

Test Policy in Defense Bernard R. Gifford 2012-12-06 Bernard R. Gifford and Linda C. Wing Standardized testing has become a ubiquitous feature of American life. As a major source of information for reducing uncertainty in the allocation of merit based educational, training, and employment opportunities, testing affects the life chances of individuals.

Moreover, testing influences the way in which our society judges itself and provides for our collective future. Test scores may determine a child's admission to kindergarten and promotion to the first grade. Most states award the high school diploma only if a student has passed a minimum competency test. Major institutions of higher education typically require applicants to supplement their records of academic achievement with scores on college admissions tests. In the labor market, as a condition of employment or assignment to training programs, more and more employers are requiring workers to sit for personnel selection tests. Additionally, it has become commonplace to use test scores to calibrate our national sociopolitical condition and our capacity to compete with other countries in the global economy. In short, with increasing frequency and intensity, scores on examinations that purport to be objective and precise measures of individual knowledge, abilities, and potential are playing a critical role in the opportunity marketplace. Similarly, test scores are exercising growing influence in assessments of our social and economic institutions and in policy decisions about the relative investments that should be made in each. In all these instantiations, test scores are at the center of high-stakes decision making about the future of individuals and of the nation itself.

Testing Hispanic Students in the United States 2000

Equal Educational Opportunity Project Series: Equal educational opportunity and nondiscrimination for students with limited English proficiency, federal enforcement of Title VI and Lau v. Nichols United States Commission on Civil Rights 1997

Does Local Government Matter? Elaine B. Sharp 2012 Asks and answers hard questions about the consequences of local government programs for democracy

Policy Issues in Employment Testing Linda C. Wing 2012-12-16 Linda C. Wing and Bernard R. Gifford How should a society committed to the ideas of individual merit, equal opportunity, and the free marketplace allocate scarce educational and employment opportunities? How can that society draw distinctions fairly and justifiably among people competing against each other for the same opportunity? These are among the central questions of a democracy. How a society

answers them reveals a great deal about its values and its priorities, and determines a great deal about its future course. In recent decades, we have placed the standardized pencil-and-paper test at the center of these fundamental questions about the nature of opportunity allocation in American life. In more and more areas of our lives-schools, employment, the military-we rely upon the standardized test to rank or classify people, and to assure ourselves that we have done so fairly. The papers gathered here were prepared at the invitation of the National Commission on Testing and Public Policy. (The editors of this volume were involved in the commission from its inception in 1987 until shortly after the publication of its major public report in 1990-Bernard Gifford as Chair and Linda Wing as Associate Director. 1) Each chapter focuses on an aspect of employment testing-a topic that could hardly 1 POLICY ISSUES IN EMPLOYMENT TESTING 2 be more in need of calm deliberation and reasoned discussion than it is today.

Integrating Cognitive and Rational Theories of Foreign Policy Decision Making A. Mintz 2016-04-30 There are two dominant approaches to political decision making in general and foreign policy decision making in particular: rational choice and cognitive psychology. The essays here introduce and test the poliheuristic theory of decision making that integrates elements of both schools. The poliheuristic theory is able to account for the outcome and the process of decisions, and integrates across levels of analysis (individual, dyad, and group). The collection focuses on both elements of the theory itself and also looks at how the theory can be used to better understand political decisions that were made in the past.

Opportunity to Learn, Curriculum Alignment and Test Preparation Jaap Scheerens 2016-08-30 This book provides a review of the effectiveness of Opportunity to Learn (OTL) operationalized as the association between OTL and student achievement. In addition, it presents an elaborate conceptual map in which OTL is regarded as part of a larger concept of curriculum alignment. Major components of this framework are national goals and standards, school curricula, formative tests, textbooks, actual delivery of content as part of teaching, and summative tests and examinations. Alignment between educational goals, intended and implemented curricula, and educational outcomes is considered an important prerequisite for effective education. The expectation is that better alignment leads to better student performance. The concept of OTL is commonly used to compare content covered, as part of the implemented curriculum, with student achievement. As such it is to be seen as a facet of the broader concept of "alignment". As it comes to enhancing OTL in educational policy and practice, proactive curriculum development is compared to a more retroactive orientation. Legitimate forms of test and examination preparation belong to this retroactive orientation, and are seen as favorable conditions for optimizing OTL. This book reviews the research evidence on the effects of OTL on student achievement by means of detailed descriptions of key-empirical studies, a review of meta-analyses, a "vote count" syntheses of 51 empirical studies, conducted between

1995 and 2015, and a secondary analysis based on TIMSS 2011, and PISA 2012 data. It concludes that the effect size of OTL, at about .30, is modest, but comparable in size to other effectiveness-enhancing conditions in schooling. The final chapter of the book provides suggestions for educational policy and practice to further optimize OTL. /div

Test Policy and Test Performance: Education, Language, and Culture Bernard R. Gifford 2012-12-06 Bernard R. Gifford

In the United States, the standardized test has become one of the major sources of information for reducing uncertainty in the determination of individual merit and in the allocation of merit-based educational, training, and employment opportunities. Most major institutions of higher education require applicants to supplement their records of academic achievements with scores on standardized tests. Similarly, in the workplace, as a condition of employment or assignment to training programs, more and more employers are requiring prospective employees to sit for standardized tests. In short, with increasing frequency and intensity, individual members of the political economy are required to transmit to the opportunity marketplace scores on standardized examinations that purport to be objective measures of their abilities, talents, and potential. In many instances, these test scores are the only signals about their skills that job applicants are permitted to send to prospective employers. THE NATIONAL COMMISSION ON TESTING AND PUBLIC POLICY In view of the importance of these issues to our current national agenda, it was proposed that the Human Rights and Governance and the Education and Culture Programs of the Ford Foundation support the establishment of a "blue ribbon" National Commission on Testing and Public Policy to investigate some of the major problems, as well as the untapped opportunities, created by recent trends in the use of standardized tests, particularly in the workplace and in schools.