

# Canadian Achievement Test Grade 2 Sample Papers

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Alberta Education Linda L. Murphy*

current information about tests and testing procedures is provided for school district staff particularly in districts without specially trained testing directors practical information is given  
about selecting and administering tests and about reporting results effectively this guide opens with a discussion of the basic principles of testing the various types of district level tests are  
described and different types of test scores are presented the advantages and limitations of certain types of tests and scores are reviewed the viewpoints of measurement experts on important  
issues in testing are expressed in the following chapters 1 common misuses of standardized tests eric gardner 2 preparing students to take standardized achievement tests william a mehrens 3  
matching your curriculum and standardized tests jane c conoley 4 using customized standardized tests paul l williams 5 interpreting test scores for compensatory education students gary  
echternacht and 6 working with the press allan hartman four additional discussions are appended finding information about standardized tests lawrence m rudner and kathryn dorko

organizations that provide test information ronald t c boyd putting test scores in perspective communicating a complete report card for your schools m kevin matter and major achievement tests and their characteristics northwest regional education laboratory names and addresses of major test publishers and a glossary of testing terms are also included sld

the present work reports on one phase of an inquiry carried on from 1924 to 1927 by the modern foreign language study and the canadian committee on modern languages working with subventions granted by the carnegie corporation of new york and under the sponsorship of the american council on education the two committees sought to explore as fully as circumstances permitted the situation of modern language teaching in the united states and canada in respect to enrollment standards of achievement the objectives organization materials and methods of instruction and the training of teachers the ultimate object of the investigation was to ascertain the conditions now prevailing in order to be able to draw conclusions for the future and to make suggestions for improvement in instruction as it was necessary to bring the inquiry to an end within a period of three years the committees were obliged to limit their activities in the main to the secondary schools and the corresponding levels of college instruction

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