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South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and, to a much lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

This book brings together a collection of research-based papers on current issues in early childhood mathematics education that were presented in the Topic Study Group 1 (TSG 1) at the 13th International Congress on Mathematical Education (ICME-13), held at the University of Hamburg in 2016. It will help readers understand a range of key issues that early childhood mathematics educators encounter today. Research on early childhood mathematics education has grown in recent years, due in part to the well-documented, positive relation between children's early mathematical knowledge and their later mathematics learning, and to the considerable emphasis many countries are now placing on preschool education. The book addresses a number of central questions, including: What is mathematical structural development and how can we promote it in early childhood? How can multimodality and embodiment contribute to early mathematics learning and to acquiring a better understanding of young children's mathematical development? How can children's informal mathematics-related experiences affect instruction and children's learning in different mathematics content areas? What is the role of tools, including technology and picture books, in supporting early mathematics learning? What are the challenges in early childhood mathematics education for teachers' education and professional development?

The basis for a major documentary, two leading experts sound an urgent call for the radical reimagining of American education so we can equip students for the realities of the twenty-first-century economy. "If you read one book about education this decade, make it this one" (Adam Braun, bestselling author and founder of Pencils of Promise). Today more than ever, we prize academic achievement, pressuring our children to get into the "right" colleges, have the highest GPAs, and pursue advanced degrees. But while students may graduate with credentials, by and large they lack the competencies needed to be thoughtful, engaged citizens and to get good jobs in our rapidly evolving economy. Our school system was engineered a century ago to produce a workforce for a world that no longer exists. Alarmingly, our methods of schooling crush the creativity and initiative young people really need to thrive in the twenty-first century. Now bestselling author and education expert Tony Wagner and venture capitalist Ted Dintersmith call for a complete overhaul of the function and focus of American schools, sharing insights and stories from the front lines, including profiles of successful students, teachers, parents, and business leaders. Their powerful, urgent message identifies the growing gap between credentials and competence—and offers a framework for change. Most Likely to Succeed presents a new vision of American education, one that puts wonder, creativity, and initiative at the very heart of the learning process and prepares students for today's economy. "In this excellent book...Wagner and Dintersmith argue...that success and happiness will depend increasingly on having the ability to innovate" (Chicago Tribune), and this crucial guide offers policymakers and opinion leaders a roadmap for getting the best for our future entrepreneurs.

The aim of this volume is to highlight the benefits and potential of using learner corpora for the testing and assessment of L2 proficiency in both speaking and writing, reflecting the growing importance of learner corpora in applied linguistics and second language acquisition research. Identifying several desiderata for future research and practice, the volume presents a selection of original studies, covering a variety of different languages. It features studies that present very thoroughly compiled new corpus resources which are tailor-made and ready for analysis in LTA, new tools for the automatic assessment of proficiency levels, and new methods of (self-)assessment with the help of learner corpora. Other studies suggest innovative research methodologies of how proficiency can be operationalized through learner corpus data. The volume is of particular interest to researchers in (applied) corpus linguistics, learner corpus research, language testing and assessment, as well as for materials developers and language teachers.

Parents had questions about the tests their children took at school. They considered them to be common sense questions. They posed them to the businesspeople, publishers, and politicians who championed tests. They also posed them to the school administrators, teachers, and union leaders who criticized them. This book examines the questions the parents posed, the answers they elicited, and the changes they prodded.

Illustrates the widespread applications of the Framework for Success in Postsecondary Writing, especially the eight habits of mind, in helping students to be successful not only in postsecondary writing courses but also in four arenas of life: academic, professional, civic, and personal.

This work presents the results of RILEM TC 237-SIB (Testing and characterization of sustainable innovative bituminous materials and systems). The papers have been selected for publication after a rigorous peer review process and will be an invaluable source to outline and clarify the main directions of present and future research and standardization for bituminous materials and pavements. The following topics are covered: - Characterization of binder-aggregate interaction - Innovative testing of bituminous binders, additives and modifiers - Durability and aging of asphalt pavements - Mixture design and compaction analysis - Environmentally sustainable materials and technologies - Advances in laboratory characterization of bituminous materials - Modeling of road materials and pavement performance prediction - Field measurement and in-situ characterization - Innovative materials for reinforcement and interlayer systems - Cracking and damage characterization of asphalt pavements - Recycling and re-use in road pavements This is the proceedings of the RILEM SIB2015 Symposium (Ancona, Italy, October 7-9, 2015).

This book brings a refreshing perspective to preparing students with disabilities and their families for all aspects of independent life. Many of the transitions experienced by younger children set the stage for future changes, yet do not receive the attention they deserve in the literature. This publication offers a strengths-based approach that includes philosophical perspectives and evidence-based practices to assist this vulnerable population with lifespan changes and challenges. Each chapter addresses transitional needs and their assessment, and relevant interventions from the perspectives of an application to schools, families and communities. Multicultural perspectives are integral to all these chapters. The book covers transition from: - home to early childhood education - early childhood education to primary school - primary school to secondary school - primary school to special settings - juvenile justice settings back into the community - school to work - school to further education or training - post-school settings to retirement. Lifespan Transitions and Disability: A holistic perspective is a necessary companion for postgraduate education students and researchers who have an interest in exploring the nature and context of special and inclusive education today.

Public School Laws of North Carolina is an ideal volume for North Carolina Education professionals, state education employees, and attorneys with an education law practice. This fully annotated and indexed edition was compiled for the North Carolina Education Community from the official General Statutes of North Carolina. It contains Chapter 115C, Elementary and Secondary Education, with a Table of Comparable Sections and numerous related statutes on a wide range of issues. No other North Carolina publication brings together such a broad range of relevant education law in a handy, easy-to-use format.

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