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All the richness of the wild is seen through the poet's eye. Here are poems from Hawk in the Rain, Wodwo, Wolfwatching, Lupercal and River as well as from Adam and the Sacred Nine, their juxtaposition highlighting the variety of the natural world and of Hughes's poetry about it.

School improvement is an increasingly complex field with developments in policy, research, practice and language making it difficult to get a complete picture. Leading authors David Woods and Tim Brighouse pull together the approaches, characteristics and technical terms needed for

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busy school leaders, teachers, governors and parents to quickly get to grips with current approaches and best practice. Combining their extensive experience of school improvement in action, they provide an authoritative and up-to-date overview of the field and easy access to the wide range of information, ideas and practices on making schools the best they can be. A comprehensive A-Z introduces the characteristics, approaches and language of school improvement ranging from appreciative enquiry to zero tolerance. Quotations, case studies and 'butterflies' (little ideas with big impact) illustrate the entries and bring them to life through the experiences of real schools. They include discussion of key debates and controversies to stimulate discussion and guided reading by topic to help with further

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research.

The second edition of the Handbook of Test Development provides graduate students and professionals with an up-to-date, research-oriented guide to the latest developments in the field. Including thirty-two chapters by well-known scholars and practitioners, it is divided into five sections, covering the foundations of test development, content definition, item development, test design and form assembly, and the processes of test administration, documentation, and evaluation. Keenly aware of developments in the field since the publication of the first edition, including changes in

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technology, the evolution of psychometric theory, and the increased demands for effective tests via educational policy, the editors of this edition include new chapters on assessing noncognitive skills, measuring growth and learning progressions, automated item generation and test assembly, and computerized scoring of constructed responses. The volume also includes expanded coverage of performance testing, validity, fairness, and numerous other topics. Edited by Suzanne Lane, Mark R. Raymond, and Thomas M. Haladyna, *The Handbook of Test Development*, 2nd edition, is based on the revised Standards for Educational and Psychological Testing, and is appropriate for graduate courses and seminars that deal with test development and usage, professional testing services and credentialing

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agencies, state and local boards of education, and academic libraries serving these groups.

Pass on the Baton is about Southwest Academy, a high school community that mirrors the larger society. It is a story of a patriotic repairman, Desmond Odu, who combined hard work, selfless love and devotion to duty in his strides to improve his classroom constituency. How Teacher Desmond and his crew surmounted the obstacles ready to thwart their noble intentions are strands with which this stimulating story is written. The story celebrates good leadership and motivated followers in their transformation strides to a better future. In this fast-paced, humorous, entertaining and romantic school classic, the author brings to life dream

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characters - the expectation of a society yearning for direction.

In all parts of Asia, households devote considerable expenditures to private supplementary tutoring. This tutoring may contribute to students' achievement, but it also maintains and exacerbates social inequalities, diverts resources from other uses, and can contribute to inefficiencies in education systems. Such tutoring is widely called shadow education, because it mimics school systems. As the curriculum in the school system changes, so does the shadow. This study documents the scale and nature of shadow education in different parts of the region. Shadow education has been a major phenomenon in East Asia and it has far-reaching

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economic and social implications.

It is 1998. The South African Truth and Reconciliation Commission is trying to make sense of over thirty years of human rights violations. In London, Lally, a white South African émigré, goes to dinner with Pim - a long-forgotten childhood friend - and his latterday English family. For Lally, adult existence has by choice remained transient, uprooted; a life of little consequence estranged from its own origins. But it is becoming clear that history will reach out, even to the inconsequential, and for Lally to seek out the truths of the child she must breach the hermetic safety of adult refuge. Moving between contemporary London and the rural South Africa of twenty years earlier, *The Beneficiaries* traces both

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the young woman's search for knowledge and self in a society that disallows individuality and the older woman's journey beyond apathy and disillusionment towards the renewal of vitality and hope. Exploring the shifting relations between memory, forgetting and denial, when the truth comes in many versions, and the inexorability of memory as the most merciless personal truth, *The Beneficiaries* is ultimately about the possibility of healing, in a nation and a human soul.

Living in a "perfect" world without social ills, a boy approaches the time when he will receive a life assignment

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from the Elders, but his selection leads him to a mysterious man known as the Giver, who reveals the dark secrets behind the utopian facade.

High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-

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level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education

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agencies responsible for student selection, and to professionals at development organizations. “This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as “the diploma disease” takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog.” Angela W. Little, Professor Emerita, Institute of Education, University College London “This book is very well structured and written

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and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings.†? Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning “I am sure that *Public Examinations Examined*, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations.†? Victor Bolotov, Distinguished Professor, Higher School of Economics,

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National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

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