MISSING THE MARK: TESTING AND STUDENT RETENTION pdf

1: Retention Notifications - Blackboard FAQ

A new conceptual model of student retention was developed and evaluated for first-year retention and for second-year retention of students at an urban, mid-western commuter university.

Critics charge that the high-stakes assessments inflict anxiety on students and teachers, turning classrooms into test-preparation factories instead of laboratories of meaningful learning. Research in cognitive science and psychology shows that testing, done right, can be an effective way to learn. Taking tests can produce better recall of facts and a deeper understanding than an education devoid of exams. Tests being developed to assess how well students have met the Common Core State Standards show promise as evaluations of deep learning. In schools across the U. Their appearance means it is testing time, and tests are big, important, excruciatingly unpleasant events. Bain has lively blue eyes, a quick smile, and spiky platinum hair that looks punkish and pixieish at the same time. After displaying the question on a smartboard, she pauses as her students enter their responses on numbered devices known as clickers. In the always polarizing debate over how American students should be educated, testing has become the most controversial issue of all. Yet a crucial piece has been largely missing from the discussion so far. Research in cognitive science and psychology shows that testing, done right, can be an exceptionally effective way to learn. Taking tests, as well as engaging in well-designed activities before and after tests, can produce better recall of factsâ€”and deeper and more complex understandingâ€”than an education without exams. What Bain is doing in her classroom is called retrieval practice. The practice has a well-established base of empirical support in the academic literature, going back almost yearsâ€”but Bain, unaware of this research, worked out something very similar on her own over the course of a year career in the classroom. McDaniel is a psychology professor at Washington University in St. McDaniel had started to describe to Bain his research on retrieval practice when she broke in with an exclamation. He went on to explain to Bain that what he and his colleagues refer to as retrieval practice is, essentially, testing. Retrieval practice does not use testing as a tool of assessment. Rather it treats tests as occasions for learning, which makes sense only once we recognize that we have misunderstood the nature of testing. Its mental representation becomes stronger, more stable and more accessible. Why would this be? It makes sense considering that we could not possibly remember everything we encounter, says Jeffrey Karpicke, a professor of cognitive psychology at Purdue University. Given that our memory is necessarily selective, the usefulness of a fact or ideaâ€”as demonstrated by how often we have had reason to recall itâ€”makes a sound basis for selection. In the handful of studies that have been conducted so far, scientists have found that calling up information from memory, as compared with simply restudying it, produces higher levels of activity in particular areas of the brain. These brain regions are associated with the so-called consolidation, or stabilization, of memories and with the generation of cues that make memories readily accessible later on. According to Karpicke, retrieving is the principal way learning happens. Researchers theorize that while sifting through our mind for the particular piece of information we are trying to recollect, we call up associated memories and in so doing strengthen them as well. Hundreds of studies have demonstrated that retrieval practice is better at improving retention than just about any other method learners could use. To cite one example: And testing does not merely enhance the recall of isolated facts. The process of pulling up information from memory also fosters what researchers call deep learning. Students engaging in deep learning are able to draw inferences from, and make connections among, the facts they know and are able to apply their knowledge in varied contexts a process learning scientists refer to as transfer. In an article published in in the journal Science, Karpicke and his Purdue colleague Janell Blunt explicitly compared retrieval practice with a study technique known as concept mapping. An activity favored by many teachers as a way to promote deep learning, concept mapping asks students to draw a diagram that depicts the body of knowledge they are learning, with the relations among concepts represented by links among nodes, like roads linking cities on a map. In their study, Karpicke and Blunt directed groups of undergraduate volunteersâ€” in allâ€”to read a passage taken from a science textbook. One group was then asked to create a concept map while referring to the text; another group was asked to recall, from memory, as much information as they

could from the text they had just read. On a test given to all the students a week later, the retrieval-practice group was better able to recall the concepts presented in the text than the concept-mapping group. More striking, the former group was also better able to draw inferences and make connections among multiple concepts contained in the text. Overall, Karpicke and Blunt concluded, retrieval practice was about 50 percent more effective at promoting both factual and deep learning. Transferâ€”the ability to take knowledge learned in one context and apply it to anotherâ€”is the ultimate goal of deep learning. In an article published in University of Texas at Austin psychologist Andrew Butler demonstrated that retrieval practice promotes transfer better than the conventional approach of studying by rereading. A week later the students were asked to transfer what they had learned about bats to a second knowledge domain: Students who had quizzed themselves on the original text about bats were better able to transfer their bat learning to submarines. Robust though such findings are, they were until recently almost exclusively made in the laboratory, with college students as subjects. McDaniel had long wanted to apply retrieval practice in real-world schools, but gaining access to Kâ€”12 classrooms was a challenge. During the course of the experiment, sixth, seventh and eighth graders learned about science and social studies in one of two ways: On a follow-up test administered eight months later, students still remembered the information they had been quizzed on much better than the information they had reviewed. McDaniel, Roediger and McDermott eventually extended the study to nearby Columbia High School, where quizzing generated similarly impressive results. In an effort to make retrieval practice a common strategy in classrooms across the country, the Washington University team with the help of research associate Pooja K. Even with the weight of evidence behind them, however, advocates of retrieval practice must still contend with a reflexively negative reaction to testing among many teachers and parents. They also encounter a more thoughtful objection, which goes something like this: American students are tested so much alreadyâ€”far more often than students in other countries, such as Finland and Singapore, which regularly place well ahead of the U. Marsha Lovett has a ready answer to that question. Yes, Lovett says, American students take a lot of tests. It is what happens afterwardâ€”or more precisely, what does not happenâ€”that causes these tests to fail to function as learning opportunities. Students often receive little information about what they got right and what they got wrong. In addition, students are rarely prompted to reflect in a big-picture way on their preparation for, and performance on, the test. On this paper is a list of questions: The wrapper that Lovett designed for a math exam includes such questions as: Based on the estimates above, what will you do differently in preparing for the next test? For example, will you change your study habits or try to sharpen specific skills? Also, what can we do to help? The idea, Lovett says, is to get students thinking about what they did not know or did not understand, why they failed to grasp this information and how they could prepare more effectively in advance of the next test. Lovett has been promoting the use of exam wrappers to the Carnegie Mellon faculty for several years now, and a number of professors, especially in the sciences, have incorporated the technique into their courses. They hand out exam wrappers with graded exams, collect the wrappers once they are completed, andâ€”cleverest of allâ€”they hand back the wrappers at the time when students are preparing for the next test. Does this practice make a difference? In Lovett published a study of exam wrappers as a chapter in the edited volume Using Reflection and Metacognition to Improve Student Learning. It reported that the metacognitive skills of students in classes that used exam wrappers increased more across the semester than those of students in courses that did not employ exam wrappers. In addition, an end-of-semester survey found that among students who were given exam wrappers, more than half cited specific changes they had made in their approach to learning and studying as a result of filling out the wrapper. The practice of using exam wrappers is beginning to spread to other universities and to Kâ€”12 schools. When she hands back graded tests, the exam wrapper includes such questions as: Based on your responses to the questions above, name at least three things you will do differently in preparing for the next test. Over time, repeated exposure to this testing-feedback loop can motivate students to develop the ability to monitor their own mental processes. Affluent students who receive a top-notch education may acquire this skill as a matter of course, but this capacity is often lacking among low-income students who attend struggling schoolsâ€”holding out the hopeful possibility that retrieval practice could actually begin to close achievement gaps between the advantaged and the underprivileged. This

is just what James Pennebaker and Samuel Gosling, professors at the University of Texas at Austin, found when they instituted daily quizzes in the large psychology course they teach together. The quizzes were given online, using software that informed students whether they had responded correctly to a question immediately after they submitted an answer. Most exciting to the professors, the daily quizzes led to a 50 percent reduction in the achievement gap, as measured by grades, among students of different social classes. Gosling and Pennebaker, who along with U. And therein lies a dilemma for American public school students, who take an average of 10 standardized tests a year in grades three through eight, according to a recent study conducted by the Center for American Progress. Unlike the instructor-written tests given by the teachers and professors profiled here, standardized tests are usually sold to schools by commercial publishing companies. Scores on these tests often arrive weeks or even months after the test is taken. And to maintain the security of test itemsâ€”and to use the items again on future testsâ€”testing firms do not offer item-by-item feedback, only a rather uninformative numerical score. There is yet another feature of standardized state tests that prevents them from being used more effectively as occasions for learning. The questions they ask are overwhelmingly of a superficial natureâ€”which leads, almost inevitably, to superficial learning. If the state tests currently in use in U. In a report published in Yuan and Le evaluated the mathematics and English language arts tests offered by 17 states, rating each question on the tests on the cognitive challenge it poses to the test taker. The authors used level DOK4 as their benchmark for questions that measure deeper learning, and by this standard the tests are failing utterly. Only 1 to 6 percent of students were assessed on deeper learning in reading through state tests, Yuan and Le report; 2 to 3 percent were assessed on deeper learning in writing; and 0 percent were assessed on deeper learning in mathematics. According to Darling-Hammond, the provisions of No Child Left Behind effectively forced states to employ inexpensive, multiple-choice tests that could be scored by machineâ€”and it is all but impossible, she contends, for such tests to measure deep learning. But other kinds of tests could do so. Darling-Hammond wrote, with her Stanford colleague Frank Adamson, the book Beyond the Bubble Test, which describes a very different vision of assessment: In the s Darling-Hammond points out, some American states had begun to administer such tests; that effort ended with the passage of No Child Left Behind. She acknowledges that the movement toward more sophisticated tests also stalled because of concerns about logistics and cost. Still, assessing students in this way is not a pie-in-the-sky fantasy: Other nations, such as England and Australia, are doing so already. A new generation of tests are being developed in the U. Her next book, forthcoming from Crown, is entitled Brilliant:

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2: Researchers Find That Frequent Tests Can Boost Learning - Scientific American

A test review is an often overlooked strategy for student retention. In a review of text focused on nurse educators (Billings and Halstead, , Bradshaw and Lowenstein,), no information regarding test reviews was provided.

On standardized exams, all test takers answer the same questions under the same conditions, usually in multiple-choice format. Such tests reward quick answers to superficial questions. They do not measure the ability to think deeply or creatively in any field. Their use encourages a narrowed curriculum, outdated methods of instruction, and harmful practices such as grade retention and tracking. Are standardized tests objective? The only objective part of most standardized tests is scoring, when done by an accurately programmed machine. Are test scores "reliable"? A test is completely reliable if you would get exactly the same results the second time you administered it. All tests have "measurement error. Scores of young children and scores on sub-sections of tests are particularly unreliable. Do test scores reflect significant differences among people? The goal of most tests is to sort and rank. To do that, test makers make small differences appear large. Because of measurement error, two people with very different scores on one exam administration might get similar scores on a retest, or vice versa. Most test-makers review items for obvious biases, such as offensive words. But many forms of bias are not superficial. Test-makers also use statistical bias-reduction techniques. As a result, biased cultural assumptions built into the test as a whole often are not removed by test-makers. Do tests reflect current knowledge about how students learn? While our understanding of the brain and how people learn and think has progressed enormously, standardized tests have remained the same. Test makers still assume that knowledge can be broken into separate bits and that people learn by absorbing these individual parts. Today, cognitive and developmental psychologists understand that knowledge is not separable bits and that people including children learn by connecting what they already know with what they are trying to learn. If they cannot actively make meaning out of what they are doing, they do not learn or remember. Do multiple-choice or short-answer tests measure important student achievement? These kinds of tests are very poor yardsticks of student learning. They are weak measures of the ability to comprehend complex material, write, apply math, understand scientific methods or reasoning, or grasp social science concepts. Nor do they adequately measure thinking skills or assess what people can do on real-world tasks. Are test scores helpful to teachers? Classroom surveys show most teachers do not find scores from standardized tests scores very useful. The tests do not help a teacher understand what to do next in working with a student because they do not indicate how the student learns or thinks. Nor do they measure much of what students should learn. Good evaluation provides useful information to teachers. NCLB has led to a huge increase in testing. It requires state testing of every student in grades and once in high school, more than twice previous federal mandates. What is high-stakes testing? High-stakes tests are used to make important decisions such as student promotion or graduation, granting teacher tenure, or sanctioning schools for poor performance. Twenty-six states now have graduation tests; some states and districts have tests for grade promotion. NCLB attaches sanctions to test results. What happens when tests become high stakes? High-stakes testing often results in a narrow focus on teaching just the tested material test preparation. Other content in that subject as well as untested subjects such as social studies, art and music are cut back or eliminated. High-stakes testing also produces score inflation: Their scores are lower even on a different standardized test. This undermines the meaning of test results as well as education. What are other consequences of high-stakes testing? Attaching high stakes to test results increases cheating and other efforts to boost scores without improving educational quality. This can be done by arranging for low-scoring students to be absent on test day or pushing them out of school, often into the prison pipeline. Are there better ways to evaluate student achievement or ability? Good teacher observation, documentation of student work, and performance-based assessment, all of which involve the direct evaluation of real learning tasks, provide useful material for teachers, parents, and the public. Many nations that do the best in international comparisons, like Finland, use these techniques instead of large-scale standardized testing. If you are concerned about the harmful consequences of standardized tests, please sign the National Resolution on High-Stakes Testing at

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http: And see our website â€” http:

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3: Expert Review: Some Statesâ€™ ESSA School Improvement Plans Are Missing the Mark on Equity | Th

A Vineville Academy 4th grader practices taking the Georgia Milestone test in the school's computer lab. Learning to use the online tools like the red x to mark answers the student knows is wrong.

Currently, 17 states require students to pass a test to graduate, and 7 more are planning such tests. Tests are called "standardized" when all students answer the same questions under similar conditions and their responses are scored in the same way. This includes commercial norm-referenced tests as well as state criterion-referenced or standards-based exams. They can include multiple-choice or open-ended constructed responses. Research has shown that high-stakes testing causes damage to individual students and education. It is not a reasonable method for improving schools. Here are a few of the many reasons why: Some students simply do not test well. Many students are affected by test anxiety or do not show their learning well on a standardized test, resulting in inaccurately lower scores. Many students do not have a fair opportunity to learn the material on the test because they attend poorly-funded schools with large class sizes, too many teachers without subject area certification, and inadequate books, libraries, laboratories, computers and other facilities. These students are usually from low-income families, and many also suffer problems with housing, nutrition or health care. High-stakes tests punish them for things they cannot control. Students with learning disabilities, whose first language is not English, or who attend vocational schools fail high-stakes tests far more frequently than do mainstream students. Some people say that it is unfair to students to graduate them if they have not been adequately educated. But if students do not have access to an adequate and equitable education, they end up being held accountable while the system is not. States must take responsibility and be held accountable for providing a strong educational opportunity for all. Grade retention has repeatedly been proven to be counterproductive: The most comprehensive national study finds that graduation tests lead to a higher dropout rate for students who are relatively low-achievers in school, while they do not produce improved learning for those who stay in school. The higher the stakes, the more schools focus instruction on the tests. As a result, what is not tested often is not taught. Whole subjects may be dropped; e. Important topics or skills that cannot be tested with paper-and-pencil tests â€” such as writing research papers or conducting laboratory experiments â€” are not taught. Instruction starts to look like the tests. For example, reading is reduced to short passages followed by multiple-choice questions, a kind of "reading" that does not exist in the real world. Writing becomes the "five-paragraph essay" that is useless except on standardized tests. Narrowing of curriculum and instruction happens most to low-income students. In schools serving wealthier areas, teachers and parents make sure most students gain the skills and knowledge they need to succeed in college and life. Too often, poor kids in under-funded schools get little more than test coaching that does not adequately prepare them for further learning. In some schools, the library budget is spent on test prep materials, and professional development is reduced to training teachers to be better test coaches. All this further limits educational opportunities for low-income children. Some people say that teaching to the test is fine if test content is important. Teaching to the test does not work if the goal is high-quality learning. As learning largely depends on teacher quality, real improvements in schools can only come through teachers. Good teachers are often discouraged, even disgusted, by the overemphasis on testing. Many excellent teachers leave. It is absurd to believe that the "best and brightest" will want to become teachers when teaching is reduced to test prep and when schools are continually attacked by politicians, business leaders and the media. When narrow tests are used to hold schools accountable, teachers also leave low-performing schools where they are needed most. People have a right to know how well schools are doing. However, tests fail to provide sufficient information. The new federal requirement that only assessment scores be used to determine whether schools are improving will make the situation worse. Most tests are secret, so the public cannot know what students are expected to know. State academic content standards typically are too long, often too obscure, and much of what is in them is not tested. Tests are a narrow slice of what parents and the public need to know about schools. High-stakes testing does not improve education. Test standards and major research groups such as the National Academy of Sciences clearly state that major educational decisions should not be based solely on a test score.

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High-stakes testing punishes students, and often teachers, for things they cannot control. It drives students and teachers away from learning, and at times from school. It narrows, distorts, weakens and impoverishes the curriculum while fostering forms of instruction that fail to engage students or support high-quality learning. In a high-stakes testing environment, the limit to educational improvement is largely dictated by the tests - but the tests are a poor measure of high-quality curriculum and learning. In particular, the emphasis on testing hurts low-income students and students from minority groups. Testing cannot provide adequate information about school quality or progress. High-stakes testing actively hurts, rather than helps, genuine educational improvement.

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4: NASPA Assessment & Persistence Conference

A Re ort The Effects of High-Stakes Testing on Student Motivation and Learning Do high-stakes testing policies lead to increased student motivation to learn?

Xerox Learning Game On: How Gamification Can Improve Company Learning Programs Gamification can boost participation, engagement, and retention, but follow these five tips to avoid potential pitfalls and achieve the best results. Getty Images From Candy Crush to Clash of Clans to fantasy sports leagues, people are more familiar than ever with games of all kinds, particularly those that reward increased abilities over a long period of time. Although it was once reserved for large companies with deep pockets, small and mid-sized businesses can now leverage gamification principles to improve the effectiveness of their learning initiatives. Then consider whether gamified elements could improve the success of the program. If you decide to create a gamified solution, such as a simulation or a learning game with a competitive element, be rigorous about testing the effectiveness of the course. But it needs to be integrated into the learning process and not simply tacked on," says Jason Bender, a design- and technology-focused partner at Deloitte Australia and the national leader of the digital transformation program for Deloitte Digital. But not every training or company goal lends itself to gamification. For example, a compliance course or a similarly serious subject risks being trivialized if you incorporate gaming elements. Let people opt out. Some individuals feel that gamification detracts from the learning experience, and others are averse to any sense of competition. When it is possible to offer employees alternative means of learning the material, do so. If a gamified learning program is required, try to offer a degree of personalization. Consider how different individuals will progress through different levels at different paces, so be clear about the expectations for timelines. Also, something as simple as letting participants not be listed on a leaderboard or turning off the music can make a big difference. Leaderboards are one of the more common gamified elements businesses are leveraging to help evaluate performance and motivate participants. Competition is fun, and most of us respond positively to rewards. But Barney advises keeping an eye out for those who learn just enough to win the game or to avoid public embarrassment. The type of environment in which people learn is also important. Encourage peers and colleagues to work together, or reach out to mentors, to solve the problem presented within the game. Involve managers in the assessment of game performance. Schedule time to talk about what participants have experienced and what they could have done differently. Customize an off-the-shelf solution. A cost-effective way to leverage gamification elements is to purchase an existing solution that can be customized to fit your training needs. Shop around, because many vendors have entered the space lately. Ask for client references and other evidence that their systems get results.

5: Ways Faculty Can Encourage Student Retention

Some Northwest Territories students are failing to meet the mark in English and math, while on average, students across the territory are missing close to a day of school every week.

What happens on the first day of class sets the learning climate for the entire semester and may help a student decide whether to stay or flee. On the first day you should: If you act bored or lack passion for teaching or your subject matter, you will impart that attitude to your students. Tell students what you would like them to call you and how you can be reached outside of class. Tell them how you chose your field of study and your educational background. If you went to a community college, be sure to let them know that as well. Learn about your students. Ask students to complete an information sheet listing name, address, phone number, e-mail address, major, work information, how many hours a week they work outside of class, why they are taking this class, what other courses they are taking, what grade they expect to earn, how much time they expect to study outside of class, strengths and weaknesses, previous related courses, etc. Respond to their information sheet by writing a short note to each student saying something positive as well as expressing concerns e. Learn student names as quickly as possible, and use them when addressing students in class and out of class. The following suggestions may help you quickly learn names: Encourage students to have an in class buddy and have them exchange phone numbers and e-mail addresses. When students see your syllabus and course requirements, they may feel overwhelmed. Let students know that you believe they can succeed, and let them know you will help them. The purpose of the first class session should set up an expectation for successâ€”not scare students away! Students find that as uninteresting as faculty do! Instead, design a group activity for students to understand both the syllabus and course policies. In this way students will get to know their classmates and begin to make connections as well as learn about the syllabus. When forming groups, use something class related. For example, in a computer programming class, you might ask students to line up according to their birthdays. You can also give a take-home quiz on the syllabus a great homework assignment for the first class and a great way for students who miss the first class to learn about the requirements! Let students know how your course can fit in with their personal or career goals and objectives. You may want to invite a panel of former students to answer student questions about the course. If you leave the room, students will feel less anxious about discussing whatever is on their minds. This can be done orally or by writing students a short letter or memorandum. Baltimore City Community College provides a good example of shared expectations in their Covenant for Success, which was passed as a Board Policy and is published on their web site. The covenant describes the responsibilities of faculty, staff, and students toward ensuring student success. Many of your students have obligations to family and jobs that will consume much of their out-of-class time. If possible, include exam and assignment due dates on your syllabus or give students considerable advance notice about important dates. Help students budget their time by informing them how much time they will need to devote to study outside of class. If there is time remaining after your syllabus activity, begin communicating the content of your course. Many of the above suggestions are not just for the first day. You may want to review these suggestions whenever you are starting a new topic, explaining a difficult assignment, or periodically throughout the course. The following strategies and techniques can be used throughout your course: Allow students to drop their lowest exam or assignment score and provide alternative activities for students who miss class. You should be the first to arrive and last to leave class. Socialize with your students by attending their clubs or activities, having lunch with them, walking with them between classes, etc. Visit with students before or after class. Get to know a new student each class. Provide an environment in which there is acceptance of diversity and respect for every individual. Deal directly with student attitudes by explaining why certain materials are taught as well as why they are taught in particular ways. Listen carefully to student comments. Rather than dismissing their ideas, add to them to make the students feel that their ideas and opinions are worthwhile. Use instructional techniques and assignments to appeal to a wide range of learning styles, backgrounds, and skill levels. Be creative in designing lessons, activities, assignments, and assessments. Other students may prefer to learn by lecture and individual work.

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Allow students to relate and apply personal, family, or cultural experiences or histories in class assignments, and affirm the validity of their experiences and histories. Select materials that reflect diverse opinions, authors, etc. Include practical, real-life examples from many cultures in course content. Provide timely feedback that encourages student learning and persistence.

6: What's Wrong With Standardized Tests? | FairTest

You can, however, increase student learning and improve the odds for retention and success by helping students become more connected and involved in their learning. References A study of student retention and attrition in a community college's developmental education program ().

7: The Dangerous Consequences of High-Stakes Standardized Testing | FairTest

*This increase in student retention was significantly greater for the Collaborative mode vs. theIndividualmode(orangeboxes).#www.enganchecubano.com*denotessignificance. Figure 4 (Above): The class's mean score (%) during each midterm section, broken down by each.*

8: University student retention - Wikipedia

Mark Cuban hopes colleges have an easier time retaining students than he did with DeAndre Jordan.. The Dallas Mavericks owner has teamed up with Tom DiBenedetto, a limited partner in the Boston Red Sox, and USA Funds to invest $ million in Copley Retention Services.

9: Request for Medical/Hardship Withdrawal | Grand Rapids Community College

Online student retention and success have become critical amidst recent declines in online program enrollment across many institutions. Join your colleagues and our expert instructorsâ€”from public, private, and community collegesâ€”in San Antonio to discuss practical strategies for online student retention.

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2 The Role of Objects in Active, Distributed Meaning-Making Maryland 1870 census index Middle American individualism Save Energy (Environment Action) Seeing with sound After the ball Tolstoi An ordinary prayer Literary use of formulas in Guthlac II and their relation to Felixs Vita Sancti Guthlaci Problems in basic business finance Dinosaur Junior Novel (Dinosaur) The interest the map serves can be yours Hayden-Rapier and Allied Families Harvesting chemical energy: cellular respiration Among the millet and other poems Vector mechanics for engineers beer and johnston The scientific, psychological, and spiritual advantages of wholistic healing The Author of Beltraffio. The Middle Years. Greville Fane Gaggia platinum swing manual From garage to Googleplex The Essential Concepts of Nursing Modern philosophy of science Business requirement ument healthcare sample Sources of occupational information for counselors, teachers, school librarians and students. Models for writers 12th edition alfred rosa Performing artists New perspectives in urban transportation research Writing Is a Communal Act To the girls and boys. Engineering sign structures an introduction to analysis and design Bbsydp application form 2017 Biblical Myth and Rabbinic Mythmaking Studying Made Easier The principles of learning and behavior 7th edition Bed Breakfast France 2008, 8th Clothing for disabled soldiers. Letter from the Secretary of War, relative to furnishing clothing to inma Readings in personality psychology Mergents Select Common Stocks What we have learned about trials from systematic reviews Henry J. McQuay Ancient Greek Realism Filmography : the films, 1914-1950.