

DOWNLOAD PDF TEACHING STRATEGIES THAT PREPARE STUDENTS FOR HIGH-STAKES TESTS

Chapter 1 : Standardized Test Preparation | Scholastic

Improve student performance on high-stakes tests with research-proven practices for teaching to standards! Standardized tests are one of the leading measures of student achievement and educator accountability today, so it is important to give students the necessary skills to perform well on state exams and to align instructional practices with.

Get Full Essay Get access to this section to get all help you need with your essay and educational issues. Essay Sample Introduction The purpose of any teacher is to ensure the best education her students could get. Student learning should be based on cognitive thinking skills and learning, not just declarative knowledge and basic skills. These high-stakes tests are being used to compare students, schools, and school boards across the nation for each district. Teachers and school administrators are often blamed for poor test results of students, that are then reported to the media. A high-stakes test is one that is given and graded under strictly monitored conditions. These tests are used in grades K-8 and once in high school to measure learning outcomes of students. Students typically take norm-based tests comparing their knowledgeability to a small part of student body in a norm-group. Other students undertake criteria-based testing to compare their knowledgeability or a standard of acceptable status in a certain area. Issues with Teaching to Test Very little people would argue against the necessity of providing teachers and students with the information on the procedure of a high-stakes test or its format. Even the brightest student could miss one item or more if they do not understand how a test is formatted and meant to be carried out. Teachers have to be taught what an appropriate time limit is for test taking familiarization yes but they also need not sacrifice important curricular content in the hopes of driving up high test scores. A week of drills prior to test taking is too much. However, even one day of drills is non-appropriate if students are being taught the ways to answer test questions, Popham As high-stakes tests only concentrate on a small amount of school curriculum, time spent on test taking skills emphasizes too highly on basic courses and pays little attention to thinking skills. Research suggests that teachers who teach-to-test have students who have higher testing scores their learning actually falters. Teachers who address the entire curriculum not only have students who may bring up their testing scores, but they are providing the student with a firm foundation for gainful success both in future education and employment. Teaching to test not only cuts basis of teaching but it also slims the curriculum so non-tested subjects get less time in the day. Class time is usually taken away from subjects like art, band, drama and sports so teachers may stick to subjects such as math, reading, and social studies. Unfortunately, this narrowing happens most at schools serving poor or minority students, where pressure to meet the improved test scores are in high context. Teaching to test in these schools one may argue can lead to students becoming unengaged and truant. Teaching to test also destroys the truthfulness of large-scale assessments. Say you take two schools, one who strictly teaches to test and the other who teaches instruction in a general body involving all subjects and curriculum equally. Both schools will have good standardized testing scores but the later school will actually come out ahead because they will have gained more knowledge, strategies, and a better foundation. This is not shocking, considering teaching to test puts stress on memory skills rather than the application of new skills and knowledge. Stripped of its force of influence to employ judgments about the skills and knowledge of students, a high-stakes test also loses its influence to conform teaching as a testing measure. Teaching to test can lead to weak and misleading ideas about school programs. Smith and Fey note that practicing content known to be on the test can make a school look better than another school that did not use such strategies Volante Schools may be wrongly arranged as highly successful because of their use of high-stakes test drills rather than the actual knowledge of the students themselves. Money may also be distributed poorly based on testing scores that do not contain key elements of education. Another danger involved in teaching to test is the negative effect it has on the teaching profession as a whole. The exertion applied to do well on high-stakes test can have an absolute opposite effect of the one we see or want to see. Teachers are getting stressed because they have to spend so much time teaching their students to test rather than actual instructional knowledge in all

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subjects of need. Not surprisingly the focus and expectation of teaching to test has many teachers saddened and second guessing their choice to be in this field of employment. In addition to previously stated problems with teaching to test, it may also dissolve the basic-knowledge skill growth of the tested subjects. Neil reported cases where students have been taught to read by learning to look at answers in multiple choice questions then scan a short passage for a clue to selecting a correct answer. Independent evaluators revealed that the children could not explain what they read even though they get the answer correct. The hidden fact is that there could be a large number of test smart students who lack the knowledge of basic skills to gain successful status in post-secondary education or employment situations. It seems only obvious to think that teaching to test gives students a false sense of their abilities. Artificially high test scores may lead student into a false sense of security. Those heading to post-secondary education may have the worst false sense of expectation of all. Focusing heavily on testing will not allow students to focus on and learn the necessary skills for having success in a university setting such as making oral presentations, doing science experiments, or writing a research paper such as this one here. These are skills that are not assessed during standardized testing and therefore not given the time needed to learn. Alternative to Teaching to Test In what ways can teachers avoid the urge to spend so much time and preparation toward teaching to test? This will be no small task when you consider being judge against co-workers and other schools who use this strategy. Preliminary and senior teachers need to be warned about the dangers and complications of teaching to test and trained on the good test preparation strategies that promote authentic learning Volante, A good way to help teachers learn constructive preparation is through in-service workshops that clearly outline unethical preparation activities. Teachers should be trained in curriculum-teaching of a specific type of body format of knowledge or set of cognitive skills of a given test. Therefore, teachers should be teaching the content rather than the items themselves when preparing students for the standardized testing. When armed with more knowledge and testing strategies teachers will be able to arm students by using more repetitive training processes such as skill and drill races. Students who learn this way will be much more likely to apply this knowledge outside of testing areas of learning as well helping them stay more focused and improve grade and confidence. School boards and school administrators also need to have similar training. They need to be going around frequently to classrooms and counseling teachers who are spending too much time in the teach to test habit as to ensure the students of their school get a good quality education. School districts should monitor schools closely if they suddenly go from constantly being in the 25th percentile to the 75th percentile because this means that they obviously decided to employ the teach to test strategies and are robbing students of a valuable education. The public must be made aware of how students are doing throughout the year not just on standardized testing. There is a need for more concern than just this. If parents want to know how their students are going to do in the upcoming year then they need to be informed about how they are doing currently and then what the test are that they will be taking and how they will be scored and purpose of them. Conclusion Teaching to test fails not only the students but also everyone in the community. If we ensure that we teach our students authentic knowledge-based education involving all subjects they will not only do better in school but on the standardized testing as well. Ensuring to teach our teachers and school administrators better ways to instruct our students on how to prepare for testing and learning content of what may be on the test will help create less stress on the teachers and more success in the whole school district overall making the jobs and benefits for the administrators and teachers alike. An analysis of the literature with policy implications. International Electronic Journal in Learning, Online at <http://www.iejol.com>: The dangers of testing. Educational Leadership, p Teaching to the test. Journal of Teacher Education, p. Canadian Journal of Educational Policy, p Current Issues in Education, Online at <http://www.cjepe.ca>: More essays like this:

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Chapter 2 : Teach Your Students to Succeed on Standardized Tests

*Teaching Strategies That Prepare Students for High-Stakes Tests [Donna E. Walker Tileston, Sandra K. Darling] on calendrierdelascience.com *FREE* shipping on qualifying offers.*

Preparing for High-Stake Testing Four teachers share their best ideas. Play the Assessment Game! Here are some tips for successful assessments: Send home a letter to parents informing them that you will be conducting assessments this week and requesting that they be sure their child gets lots of rest, is under little to no stress, and eats a good breakfast. Spend a short amount of time giving each child one assessment at a time, rather than an entire battery at once. If you do any standardized testing, be sure to have students practice how to fill in testing bubbles. Daily Reviewing Is a Must Good test-taking strategies should be introduced in the primary grades. It is important NOT to make the testing process a stressful one. Helping your students develop a positive attitude and effective test-taking practices early on will follow them throughout their academic years. Encourage students to review and proofread their work daily by allowing them to swap assignments they complete in class with group members to check for accuracy. Teaching for Testing Success Whether you love them or hate them, standardized tests have become an integral part of public education. Okay, I admit it. I count down the days to vacation too! When it comes to high stakes testing my biggest piece of advice to all teachers, administrators, students and parents is to RELAX. What everyone can do, however, is practice some test-taking strategies with your students to make them feel more at ease with the format when the tests begin. You may also want to visit my Booklist to find resources that I use throughout the year to help prepare my students for the content and format that can be found on many standardized tests. Repetition is quite effective when preparing for standardized testing. Become familiar with them at the beginning of the school year and weave them into your yearly curriculum plan. Many books are very helpful with planning the mini-lessons your students need, like Super Strategies for Succeeding on the Standardized Tests: By the way, on the day of the test, allow the students to chew gum or suck on peppermints. It helps my students look forward to test day!

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Chapter 3 : High Stakes Testing, Test Taking Tips

Teaching Strategies That Prepare Students for High-Stakes Testing gives educators a framework for teaching so that lesson plans and assessments will map to the standards and benchmarks, with the goal of deeper learning and higher student achievement. The book includes ready-to-use strategies and a collection of reproducible templates, resources, bibliography, and index.

You may want to begin by doing the following: Explain the purpose of testing to students. Tell students that test results are one way of determining how much learning is occurring. Provide grade level experiences in the use of testing materials. Remind students that when they are answering questions that relate to a reading passage, they should always go back to the passage itself when they are in the process of selecting an answer choice. Provide practice using answer sheets in daily or weekly work. Help students learn to cover answer columns not being used on multi-column answer sheets or booklets. This may help to avoid errors and confusion. Instruct students to compare question numbers with corresponding answer spaces as they work through the test. Demonstrate and practice using place markers, such as, rulers or paper markers. Tell students why they must be well marked. Please see guidelines for marking answers below. Return to Top of Page

Some tests most classroom tests or district-developed tests are not timed and allow students to work at their own pace. When tests are timed, students may become anxious. Teachers can minimize this anxiety by giving timed exercises during routine activities. Here are some activities to consider using with your students to help them better develop their time awareness. Have students sit quietly with their eyes closed or heads down on their desks for two minutes. Ask students to raise their hands when they think two minutes have passed. Discuss how long the time interval seemed. Next, have students play a game or fun activity for two minutes. Compare the two timed intervals. Lead students to awareness that time may seem to go more quickly when they are involved in a task. Set a timer for one minute and have students sit quietly until the time is up. Give students practice in taking timed tests of various lengths. Pose a problem for students to process within a set time. Pose another problem for students to process without any time limit. Have students discuss how they worked on each problem. Were there any similarities or differences in how they approached the problems? After a minute, ask students how many items they answered. Record on the board the number of items completed. Continue working for another minute. Discuss the number of additional items students were able to finish and why. Then allow students to finish, writing down the finishing times of individual students. Discuss the differences in finishing times different students work at different paces. Discuss why some items took longer to complete longer to read, more difficult questions. Tell the students that when they are taking a test, one way to pace themselves is to go through the test one time and answer the easy items. Then, they can go back to the beginning and go through the test again, this time working on the harder items. Return to Top of Page

Explain to students the importance of having a positive attitude. People can make themselves succeed or fail. When students make up their minds to succeed, they usually do. You CAN motivate your students to do well and to not give up. An interesting example about persistence that you may want to share with your students is that Thomas Edison tried over 12, times before he found the right components for a light bulb that worked correctly. The key challenge for you as the teacher is to explain the importance of the test without raising anxieties. You may want to consider explaining that the test will help you by supplying information about what the student knows about a subject area. But more importantly, it will tell you what skills will need to be remediated. Return to Top of Page

Develop long-range plans to organize instruction. Build student confidence throughout the school year by informal testing. Experiences should be purposeful and correctly related to the curriculum. Review and define words commonly used in test directions. Terminology common to standardized tests may confuse students, but the more experience they have with it, the better they are able to handle it. Familiarity with direction words can help students understand exactly what they are required to do. Such words include, but are not limited to, column, opposite, passage, similarities, supports, completes,

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web, and selection. A complete set of such terms along with a concise description of each is included in the Tips for Test Taking Package see below. Make it abundantly clear to students that they not only can go back to a reading passage when they are answering questions based on that passage-- they are strongly encouraged to do so. Suggest identifying the obvious wrong answer choices first to lead them to zero in on the correct answer through the process of elimination. Return to Top of Page This strategy helps students reduce a lengthy passage into a comprehensible and manageable size by marking the text using a systematic technique. If that is not possible in your school district, please ignore this set of suggestions. Teach students how to underline effectively so that they may be able to increase their comprehension. Introduce the strategy by giving the students these key points: Introduce the students to a system that they can use. Paulk suggests that kids draw double lines underneath main ideas and single lines underneath supporting details. He also suggests that students circle key words or terms and jot brief summaries in the side margins. Model this system continually and allow plenty of opportunities for independent practice with feedback. Return to Top of Page Beginning at this point of the tips for test taking page, I am introducing screenshot examples of PDF documents intended to be distributed to kids. Because screenshots are much smaller versions of the original documents, you may have difficulty reading the text. This is the QAR testing strategy for kids. Here are some additional practice activities to help your kids become more efficient testers. This is the testing terminology chart for your reference and convenience. Return to Top of Page Tips for Test Taking All of the tips for test taking documents represented by the screenshots above are available in one PDF package, which I am offering completely free of charge. Tips for Test Taking Take a few seconds to click on my Facebook Like button, or take a minute or two to add a brief comment about one of the Daily Teaching Tools pages that you may have found useful. If you really want to go all out, purchase one of my software products!

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Chapter 4 : 4 Last-Minute Strategies to Prepare Your Students for High-Stakes Testing | Edmentum Blog

Other recent titles are Teaching Strategies for Active Learning (), Teaching Strategies that Prepare Students for High Stakes Tests (), and Closing the Poverty and Culture Gap (). Donna received her BA from the University of North Texas, her MA from East Texas State University, and her EdD from Texas A & M University-Commerce.

Learn some teaching tips and ideas that will help your students succeed on standardized tests. While many view standardized tests as a highly beneficial accountability and measuring tool, others view it as one of the worst things to ever happen in our schools. One of the negatives often associated with standardized tests is the amount of stress it places on students and teachers. Stressed-out students can sometimes become so nervous and anxious about testing that they do poorly simply because they cannot concentrate on the test for fear of failure. Teach concepts that you know will be tested, but do not stress the test while you are teaching them. While you do not know exactly what will be tested, you should have a pretty good idea. For instance, I know that the rules of capitalization will more than likely be on the grammar portion of the standardized test my students take. So, for Bell Work one week, I may go over the different rules of capitalization and assign some short assignments so my students can practice. They also must use correct capitalization in their writing, so they are learning the concepts that way, too. If, however, you notice areas where your students are not as successful, look for ways to improve your instruction in that area so students are better prepared. We all know that well-prepared students are more likely to succeed on standardized tests. Prepare your students for way the test is given. While you may give your students extra time to finish your classroom tests, many standardized tests do not allow it. So, throughout the year, give some timed tests or assignments. You do not have to do this with every test or even on a weekly basis, but it will help your students to be familiar with the added pressure of a timed test if they have experienced it periodically throughout they year. Let your students know that yes, this test is important, but no, it does not measure who they are or even how good of a student they are. Make sure they know that there are many factors that go into determining their success as a person, and standardized tests are just a very small part of this. This being said, it is difficult to strike a balance between the two. Teach your students test-taking strategies. For example, tell your students not to spend too much time on one question. If they feel like a question is just too difficult, tell them to skip it and come back later. Learning test-taking strategies will help your students feel prepared on test day. Think about how you feel if you have ever had to start the day teaching unprepared. Students who feel ready for the test will be more confident and less anxious. Ask them to not schedule appointments during these days. Standardized testing can be a positive experience. If students are prepared, and parents and teachers are positive about the experience, students can succeed on standardized tests and walk away feeling confident. This series will look at teaching in a competitive environment, the effects of high-stakes testing, and the influence of competition on students and teachers.

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Chapter 5 : PDI Online Course: Improving Your Students' Test Taking Skills

Read "Teaching Strategies That Prepare Students for High-Stakes Tests" by Donna E. Walker Tileston with Rakuten Kobo. Teach for declarative and procedural knowledge and boost student achievement with these practical, research-proven strat.

What are the best steps to take? If anything, cramming could increase any test-related anxiety your students may already be facing. High-stakes exams can feel like a marathon to young children, sitting in their desks for potentially multiple hours, expected to quietly concentrate the entire time. So, instead of frantically reviewing content, focus your limited time on preparing students for the experience of taking the test. Perhaps squeeze in a quick writing assignment asking students to picture themselves achieving some kind of academic goal, such as taking honors classes next year, graduating, being accepted to a college, or landing a cool internship. The mind is a powerful tool, and taking time to envision success can go a long way toward making it a reality.

Administer a practice test Practice tests are a great way to prepare students for testing procedures, primarily because they give students a chance to get comfortable with the test format. Additionally, a practice round gives students some insight into timing. They might get on a roll, look up at the clock, realize they only have 10 minutes left and rush through the rest of the section. Practice helps them understand what they can get done in a certain amount of time. Also, testing often requires teachers to speak from a script. This can be distracting for students who are used to their teachers being much more casual. Find an old script, and get your students accustomed to what a testing period actually sounds like. Brush up on breathing and stretching Have you ever sat in your classroom desks? If you have, you know that stretching can offer some serious relief to tired students. Spend some time researching effective stretching while seated, like this video from the Mayo Clinic , and then share the techniques with your students. Not only will your students thank you at the end of testing week, but they will also respond with improved focus and hopefully higher scores. Stock up on supplies now Food is fuel, and if your students skip breakfast, hunger can quickly become a major source of distraction on test day. Organize your colleagues and make a concerted effort to provide some healthy, hearty snacks for students on test day trail mix, granola bars, and fruit are all easy options. Look for sales at warehouse clubs and grocery stores to keep the bill in check. And, of course, plenty of students will forget to bring pencils for the test. If you still test using paper or students are able to use scratch paper , start looking for deals on the good old No. Even with the best planning and preparation, there is no way around the stress of testing.

Chapter 6 : Tips for Test Taking: Strategies for Teachers and Activities for Students

Lee "Teaching Strategies That Prepare Students for High-Stakes Tests" por Donna E. Walker Tileston con Rakuten Kobo. Teach for declarative and procedural knowledge and boost student achievement with these practical, research-proven strat.

Chapter 7 : Teaching Tip: Preparing for High-Stake Testing | Scholastic

Learn some teaching tips and ideas that will help your students succeed on standardized tests. slide 1 of 1 High stakes testing is nothing new, but it has taken on an increasingly significant role in our nation's schools.

Chapter 8 : Does Prepping for High-Stakes Testing Interfere with Teaching? | Essay Example

When it comes to high stakes testing my biggest piece of advice to all teachers, administrators, students and parents is to RELAX. Right before the tests begin, your administrator may ask what kind of special "test prep" you plan to do to prepare your students.

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Chapter 9 : 6 Tips to Prepare your Students for High Stakes Tests “

[tweet_dis]As long as we have high-stakes tests, we must effectively prepare our students to take them, just like doctors, lawyers, teachers, and other professionals prepare themselves to take high-stakes tests.[/tweet_dis] Using the tools and strategies above have proven to be effective methods of improving student performance on these tests.