

HW 5.4 What I Think about High Stakes Testing

Examining the Role of High Stakes Testing



Learning Outcome

Understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.

Assessment: 25 pts.

Due: Session 6

Pedagogical Intent

Teachers can articulate their thinking about high-stakes testing in order to reconsider some of their beliefs.

Student Position

Students have explored teacher-made tests and assessment practices specific to their classrooms (both traditional item writing and alternative assessments). Now they turn to consider high-stakes testing.

Instructions

PART A

1. On the [Quick-Write Response page](#), write for three minutes on the topic of high-stakes tests. Get as much down on paper as you can during this time. Write without lifting your pen from the paper. Write about your feelings, attitudes, or concerns. The following questions may help you get started.

- Do you believe high-stakes tests are important?
- What concerns do you have about high-stakes tests?
- Why do you like/dislike high-stakes tests?

PART B

1. You will watch a video about High Stakes Testing.
2. Go to <https://equitypress.org/-wAi>.
 - This takes you to the screen where you have watched videos for the assessment course.
 - Scroll down below the screen where you see a list of the video segments for the course.
 - Click on Session 7. On the right side you will find the title of the segment, High Stakes Testing.
 - Click on 7.1 High Stakes Testing. Then scroll back up to the screen and watch the video.
3. Use the [Active Viewing Guide](#): High Stakes Testing to guide your viewing and to record notes about what you think is interesting or important.

PART C

1. After watching the video on High-Stakes testing, return to the response page and indicate which of your ideas changed and what the change is.



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