

LA 6.1 Debating the Value of High Stakes Testing



Learning Outcome	Pedagogical Intent	Student Position
Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their assessment. Assessment: 25pts. TA: 20 Minutes	Teachers can prepare English Learners for high stakes testing through learning about kinds of test questions and helping students understand the process.	Students have learned about and developed expertise in classroom-based assessment of students. Now they consider high stakes testing that is external to the classroom. They will explore the benefits and draw-backs of high stakes testing as they consider pro and con statements from literature in the field.

Instructions

1. Begin by sharing your views about how your opinions about high stakes testing have shifted based on HW 5.7.
2. In your group of four, two will speak to the pros of high stakes testing and the other two will speak to the cons of high stakes testing.
3. First the pros make their assertion followed by the cons rebutting their assertion.

4. Second the cons make their assertion and then the pros rebut their assertion.

5. The pros in your group write a sentence summarizing their position, and the cons write a sentence summarizing their position.

6. Post these on the charts provided and then look over comments for both sides.



Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from https://edtechbooks.org/diverse_assessment