

HW 5.5 To Test or Not to Test

The Big Question



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: 50 pts. Due: Session 8	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

Part A: Information gathering.

1. Read the 49 items and determine item by item whether each item's statement is a pro or a con statement. Click and download the link to read the 49 items: [Pro Con Quotations](#).
2. Record your findings on the Pro or Con note-taking sheet with this assignment. Put the last name of the person followed by a one-sentence summary of the statement.

Part B: Summarizing Pros and Cons

1. At the bottom of the worksheet, summarize the pros and cons and answer the question provided. Click and download the following link to fill out the worksheet: [Pro Con Worksheet](#).
2. Bring this sheet to session 6 to participate in an activity.



Becerra, A., Teemant, A., Smith, M. E., Doxey, L., & Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from https://edtechbooks.org/diverse_assessment