

Chapter 1 : Students Test Chemistry Skills to “Escape the Room” | News | Ursinus College

The majority of students seem to have thought the Reading Test was easy, which aligns with the student reactions (which I'll discuss below). For the Math section, the College Board didn't say how students felt about it, but rather shared that 59% of students felt the Math section tested important skills (which is not very helpful for us to know).

Everything is different “ the food, the people and the living accommodations. Even though most students eventually get used to these new things without a problem, the first few weeks of college can create a stressful environment. This is true even if you are truly excited about the changes. Remember that even positive changes can induce stress. There is also a change in the support environment. This can be tough to adjust to, especially during those first few months. Academic Demands and Test Anxiety This may be the most common long-term cause of stress for college students. For some students, college is the first time they are academically challenged. If high school was a breeze for you, college may be the first time you get a low grade on a test. Consequently, test anxiety may be experienced for the first time or with increased intensity. Test anxiety is anxiety that usually comes before or during the taking of tests. The symptoms can be physical and mental and usually inhibit your ability to perform as well as you otherwise could. Ways to manage or reduce the anxiety include: Study as much as you can. By studying as much as you can, you can reduce this fear. Try to mimic test taking conditions. It might be taking practice tests, studying in the same classroom or building where you will be taking the test or doing practice problems under timed conditions. These steps can help familiarize you to otherwise unfamiliar test taking conditions. Learn to study more effectively. Find ways to calm down. What cools you down? Squeezing a stress ball? Whatever relaxation technique you choose can help reduce the symptoms of text anxiety. Eat well and eat properly. For example, too much caffeine can exacerbate the physical symptoms of test anxiety. The more clear-headed you are, the less anxious you will feel. Exercise can release tension, and the less tension you feel as you go into the test, the better off you might be. Make sure you have plenty of time. No need to add more worry about being late and having less time to take the test as a result of unexpected traffic or a test location change.

Chapter 2 : Student Reactions to the New SAT | CollegeXpress

Below you'll find student reactions to test content, information on how they prepared for the test, and some fun facts about their test day experience. Test Content The majority of students had positive reactions to taking the new SAT.

SAT prep tests to be free for everyone CNN If you heard a mysterious sound last weekend, it was probably the collective exhale from nearly , students across the country, relieved to be finished with the SAT -- a new version that had undergone its biggest changes in a decade, maybe ever. The new SAT test, administered for the first time on Saturday, was designed to better reflect what students are learning in high school and will be required to learn in college, according to the College Board. The changes included eliminating the vocabulary section, making the essay optional, removing the penalty for guessing, and focusing on the areas of math that matter most for college readiness, the College Board said. Judging by a survey by Kaplan Test Prep, one of the largest testing preparation services in the country, students encountered less trouble than they expected. Three hundred of the teens are enrolled in Kaplan Test Prep and are not, according to Kaplan. Read More Fifty-eight percent of the students said they found the length of the sections tiring, according to the survey. The College Board, in its own online survey of more than 8, students who took the test, said that students, by "a 6 to 1 margin," preferred the format of the new SAT over the previous version of the exam. Forty-one percent felt the math section was more difficult than expected, according to the Kaplan survey. However, students did not seem wildly affected by not being able to use a calculator throughout the entire math section. They can now use a calculator in only some sections of the math exam. Fifty-six percent said they felt comfortable answering the math questions without a calculator, according to the survey. The correct answer is A. Students may also may be hedging their bets by also taking the other college admissions exam, the ACT, the Kaplan survey found. He remains unconvinced the new exam is going to benefit students. Murphy questions what has really changed on the test, since reading comprehension remains a major component and the writing section still tests grammar, although in a new format. The math tests less geometry, and the reading tests less vocabulary, he said. I remain dubious SAT word!!!! What did they think? Share your thoughts with Kelly Wallace on Twitter kellywallacety.

The new SAT has been the biggest story in the college admission world this year. It made its inaugural appearance on March 5, and students who took that test had some initial reactions that will be useful to their peers going forward into April and May.

Techniques for Assessing Course-Related Knowledge and Skills Assessing Prior Knowledge, Recall, and Understanding Background Knowledge Probe - Short, simple questionnaires prepared by instructors for use at the beginning of a course, at the start of a new unit or lesson, or prior to introducing an important new topic. Used to help teachers determine the most effective starting point for a given lesson and the most appropriate level at which to begin new instruction. Empty Outlines - The instructor provides students with an empty or partially completed outline of an in-class presentation or homework assignment and gives them a limited amount of time to fill in the blank spaces. Used to help faculty find out how well students have "caught" the important points of a lecture, reading, or audiovisual presentation. Memory Matrix - A simple two-dimensional diagram, a rectangle divided into rows and columns used to organize information and illustrate relationships. Minute Paper - Instructor asks students to respond in two or three minutes to either of the following questions: Muddiest Point - Technique consists of asking students to jot down a quick response to one question: Used to provide information on what students find least clear or most confusing about a particular lesson or topic. Assessing Skill in Analysis and Critical Thinking Categorizing Grid - Students sort information into appropriate conceptual categories. This provides faculty with feedback to determine quickly whether, how, and how well students understand "what goes with what. This provides data on their analytic reading and thinking skills. Pro and Con Grid - Students list pros and cons of an issue. Content, Form, and Function Outlines - Students analyze the "what" content, "how" form, and "why" function of a particular message. Analytic Memos - Students write a one- or two-page analysis of a specific problem or issue. Word Journal - Students first summarize a short text in a single word, and second, the student writes a paragraph or two explaining why he chose that particular word to summarize the text. Approximate Analogies - Students complete the second half of an analogy for which the instructor has supplied the first half. This allows teachers to find out whether their students understand the relationship between the two concepts or terms given as the first part of the analogy. Concept Maps - Drawings or diagrams showing the mental connections that students make between a major concept the instructor focuses on and other concepts they have learned. Invented Dialogues - Students synthesize their knowledge of issues, personalities, and historical periods into the form of a carefully structured, illustrative conversation. Assessing Skill in Problem Solving Problem Recognition Tasks - Students are provided with a few examples of common problem types and are asked to recognize and identify the particular type of problem each example represents. Faculty are able to assess how well students can recognize various problem types, the first step in matching problem type to solution method. Documented Problem Solutions - Prompts students to keep track of the steps they take in solving a problem. This assesses how students solve problems and how well students understand and can describe their problem-solving methods. Audio- and Videotaped Protocols - Students are recorded talking and working through the process of solving a problem. Faculty assess in detail how and how well students solve problems. Assessing Skill in Application and Performance Directed Paraphrasing - Students paraphrase part of a lesson for a specific audience and purpose, using their own words. Applications Cards - Students write down at least one possible, real-world application for an important principle, generalization, theory, or procedure that they just learned. This lets faculty know how well students understand the possible applications of what students have learned. Student-Generated Test Questions - Students are asked to develop test questions from material they have been taught. Teachers see what their students consider the most important or memorable content, what they understand as fair and useful test questions, and how well they can answer the questions they have posed. Human Tableau or Class Modeling - Groups of students create "living" scenes or model processes to show what they know. Students demonstrate their ability to apply what they know by performing it. Paper or Project Prospectus - A prospectus is a brief, structured first-draft plan for a term paper or term project. The Paper

Prospectus prompts students to thin through elements of the assignment, such as the topic, purpose, intended audience, major questions to be answered, basic organization, and time and resources required. The Project Prospectus focuses on tasks to be accomplished, skills to be improved, and products to be developed. Faculty discover student opinions about course-related issues. The second entry explains the personal significance of the passage selected and responds to that passage. Detailed feedback is provided on how students read, analyze, and respond to assigned texts. Profiles of Admirable Individuals - Students are required to write a brief, focused profile of an individual - in a field related to the course - whose values, skills, or actions they greatly admire. This technique helps faculty understand the images and values students associate with the best practice and practitioners in the discipline under study. Everyday Ethical Dilemmas - Students are presented with an abbreviated case study that poses an ethical problem related to the discipline or profession they are studying and must respond briefly and anonymously to these cases. Students identify, clarify, and connect their values by responding to course-related issues and problems that they are likely to encounter. Goal Ranking and Matching - Students list a few learning goals they hope to achieve through the course and rank the relative importance of those goals.. Self-Assessment of Ways of Learning - Students describe their general approaches to learning, or their learning styles, by comparing themselves with several different profiles and choosing those that, in their opinion, most closely resemble them. Assessing Course-Related Learning and Study Skills, Strategies, and Behaviors Productive Study-Time Logs - Students keep a record of how much time they spend studying for a particular class, when they study, and how productively they study at various times of the day or night. This allows faculty to assess the amount and quality of out-of-class time all their students are spending preparing for class, and to share that information with students. Punctuated Lectures - Students and teachers go through five steps: Students listen to lecture. The teacher stops the action and students reflect on what they were doing during the presentation and how their behavior while listening may have helped or hindered their understanding of that information. They then write down any insights they have gained and they give feedback to the teacher in the form of short, anonymous notes. This technique provides immediate, on-the-spot feedback on how students are learning from a lecture or demonstration and lets teachers and students know what may be distracting. And students are encouraged to become self-monitoring listeners, and in the process, more aware and more effective learners. Process Analysis - Students keep records of the actual steps they take in carrying out a representative assignment and comment on the conclusions they draw about their approaches to that assignment. This technique gives students and teachers explicit, detailed information on the ways in which students carry out assignments and shows faculty which elements of the process are most difficult for students and, consequently, where teachers need to offer more instruction and direction. Diagnostic Learning Logs - Students keep records of each class or assignment and write one list of the main points covered that they understood and a second list of points that were unclear. Techniques for Assessing Learner Reactions for Instruction Assessing Learner Reactions to Teachers and Teaching Chain Notes - Students write immediate, spontaneous reactions to questions given by the teacher while the class is in progress. Email Feedback - Students respond anonymously by email to a question posed by the teacher to the class. This provides a simple, immediate channel through which faculty can pose questions about the class and students can respond to them. Teacher-Designed Feedback Forms - Students answer questions on feedback forms which contain anywhere from three to seven questions in multiple-choice, Likert-scale, or short fill-in answer formats. These forms allow faculty to quickly and easily analyze data and use the results to make informed and timely adjustments in their teaching. Instructional Materials Laboratory; A comprehensive, community-engaged campus of the University of Tennessee System and partner in the.

Chapter 4 : How to Design an Experiment to Test How pH Affects Enzyme Reactions | Sciencing

Foley permitted students to take exams home to research answers to the questions they did not know and then retake the test (Toma & Heady, , describe a similar technique). Foley' s approach w as popular with students, but it seems impractical to create new items for every new class.

Bookmark The new SAT has been the biggest story in the college admission world this year. It made its inaugural appearance on March 5, and students who took that test had some initial reactions that will be useful to their peers going forward into April and May. In general, students liked the new SAT structure better. However, they also found it more challenging than expected. Likewise, the no-calculator portion of the Math Test allots 25 minutes for 20 questions. Part of the time difficulty has to do with changes to the DNA of the test itself. Each section of the new SAT has been infused with a new focus on factors like examining relevant words in context, demonstrating a command of evidence, and understanding global issues. The word problems in the Math section contain more information, period. The evidence-based Reading passages are incisive examinations of their subject material. Put simply, students have less time in which to analyze more data. This minute passage has been totally redesigned to more closely imitate college assignments. Instead of generating their own arguments in response to a prompt, students will read a passage and explain how the author built his or her argument, supporting their claims with evidence from the passage. The process will require more critical thinking and clearer analysis. Many of the best colleges will require students to take it. Working on multiple practice tests will allow you to be more efficient when you do sit down for the New SAT. Examining your areas of academic weakness and studying up on them will give you more confidence in your analysis skills, not just in your strong sections, but throughout the test. And researching the new scoring structure will allow you to use the system to your best advantage. For instance, there is no longer a penalty losing a quarter of a point for incorrect answers—so guess away! It can only work in your favor. Looking for more standardized test prep help?

Chapter 5 : Classroom Assessment Strategies

In this Reaction Time Episode I reacted to school students who did bad things just to pass their school tests. SUBSCRIBE for more: blog.quintoapp.com It's.

Be sure you and the students wear properly fitting goggles. When using iodine, read and follow all warnings on the label. Use fresh red cabbage leaves; pre-shredded red cabbage will not work. Preparing materials Label 6 small cups baking soda, baking powder, cream of tartar, detergent, cornstarch, and unknown for each group. Baking powder works well as the unknown. Prepare the red cabbage indicator according to the directions in Activity 5. Place about 2 teaspoons of each solution into its labeled cup. You may choose to copy the testing strips onto colored paper to give some contrast to the white powders. Be sure the paper you select is light enough that the labels can be easily read. Once laminated, these testing strips can be reused. Use a paper cutter to cut one blank piece of paper into strips so that each group can write the names of the test liquids on the strip. Cut 6 different testing strips for each group. Laminate the labeled strips and trim the edges. Sort out the testing strips for baking soda and the blank strips of paper. These will be distributed at the start of the activity. Compile sets of testing strips including baking powder, cream of tartar, detergent, cornstarch, and the unknown. These will be distributed after students have tested baking soda and decided how they will organize and test the remaining powders. Activity sheet Download the student activity sheet , and distribute one per student when specified in the activity. Assessment An assessment rubric for evaluating student progress during this activity is via download on this page. For this formative assessment, check a box beside each aspect of the activity to indicate the level of student progress. How can you identify an unknown powder? Discuss with students how they might test the baking soda with four different test liquids. Tell students that in this activity they will test five different powders with water, vinegar, iodine solution, and red cabbage indicator. Explain that the set of reactions the liquids have with each powder will be different. Let students know that at the end of the activity, they will be given an unknown powder that is the same as one of the known powders they have been testing. Their job is to identify this unknown powder. Discuss with students how they might test baking soda with four different test liquids. Ask students questions like the following to help them plan how they will organize and conduct their tests with baking soda. Do we need more than one pile of baking soda? Students should test each liquid on a separate pile of baking soda. How many piles of baking soda should we make? Since there are four liquids, students should make four piles of baking soda. Do the piles have to be about the same size? The size of the piles is not particularly important as long as enough powder is used to see a reaction, if there is one. However, it may be easier for students to compare the results of the unknown to the results from each of the powders if the piles are of similar size. Should the number of drops placed on each pile be the same? The precise number of drops is not particularly important, although enough liquid should be added to see the reaction if there is one. However, it will be easier for students to compare the results of the unknown to the results from each of the powders if they use the same number of drops on each pile. How will you remember which pile was tested with which liquid? Students should write the names of the test liquids in four separate areas on a strip of paper. The name of each test liquid should be next to each pile of baking soda. How will we remember our observations for each reaction? Students should agree to record their results. They can design a chart or table to organize their observations for baking soda. Test baking soda with water, vinegar, iodine, and red cabbage indicator. Distribute the testing strip for baking soda, one blank strip of paper, the cup with baking soda, the four droppers, and the four test liquids to each group. Have your students follow their class plan for setting up, labeling, and testing the baking soda. The procedure provided below is one example of a possible plan. Procedure Use a popsicle stick to place 4 equal piles of baking soda on the labeled laminated strip. Place a blank strip of paper next to the laminated strip, and write the name of each test liquid next to each pile. Test each pile of baking soda with 5 drops of each liquid and record your observations. Have students share their results and how they recorded their observations. Students should explain how they described their observations, whether with words, drawings, or both. They should also explain whether they used a chart or other method to organize their observations. Refer to the

results table at the end of this activity. Discuss a possible testing strategy that would make it easy to compare the reaction each powder has with each test liquid. Let students know that they will be testing four other powders with the same test liquids and will need to compare the set of reactions for each powder. Ask students what they could do so that it would be easy to see and compare the way each powder reacts with a certain test liquid. Students should realize that powders in the same position on separate labeled strips should be tested with the same liquid. Ask students how they should record their observations for all the reactions in an organized way. Distribute the student activity sheet. Students should transfer their results for baking soda and place the names of the test liquids in the proper order. Conduct the tests on the remaining powders and record the results. Distribute the testing strips and the labeled cups of baking powder, cream of tartar, detergent, and cornstarch. Procedure Set up the baking powder, cream of tartar, laundry detergent, and cornstarch on laminated strips of paper the way you did with the baking soda. Test each of the powders with the test liquids the way you tested baking soda. Record your observations for each reaction in its corresponding area on your observation chart. Test the unknown powder and try to identify it. Students will need to find a way to identify the unknown powder. Is it possible to correctly identify the unknown powder? How could you test the unknown powder so that you could identify it? How will you use the results from all of your tests to help identify the unknown? Students should realize that they will need to test the unknown powder the same way they tested all of the other known powders and compare the results. If the unknown powder reacts with each test liquid the same way one of the known powders does, then these two powders must be the same. Distribute the unknown powder baking powder to each group. Test the unknown with each test liquid in the same way you tested the other powders. Compare the set of reactions for the unknown with the other test strips and with your written observations. Have students report the identity of the unknown and discuss what evidence led them to their conclusion. Ask each group to state what it thinks is the identity of the unknown. Then ask them which observations led them to their conclusion. Remind students that color changes and bubbling are evidence of chemical change. Explain that they were able to use their observations to identify the unknown because each powder had its own set of characteristic chemical reactions with each of the test liquids. Refer to the results table below. Expected results for Activity 5.

The council's study found numerous examples of redundancy, with students often taking an end-of-course test, an Advanced Placement test and a final exam for the same course.

Tuberculin Skin Testing What is it? The Mantoux tuberculin skin test TST is the standard method of determining whether a person is infected with *Mycobacterium tuberculosis*. Reliable administration and reading of the TST requires standardization of procedures, training, supervision, and practice. How is the TST Administered? The TST is performed by injecting 0. The injection should be made with a tuberculin syringe, with the needle bevel facing upward. The TST is an intradermal injection. When placed correctly, the injection should produce a pale elevation of the skin a wheal 6 to 10 mm in diameter. How is the TST Read? The skin test reaction should be read between 48 and 72 hours after administration. A patient who does not return within 72 hours will need to be rescheduled for another skin test. The reaction should be measured in millimeters of the induration palpable, raised, hardened area or swelling. The reader should not measure erythema redness. The diameter of the indurated area should be measured across the forearm perpendicular to the long axis. Skin test interpretation depends on two factors: However, targeted skin testing programs should only be conducted among high-risk groups. What Are False-Positive Reactions? Some persons may react to the TST even though they are not infected with M. The causes of these false-positive reactions may include, but are not limited to, the following: Some persons may not react to the TST even though they are infected with M. The reasons for these false-negative reactions may include, but are not limited to, the following: Cutaneous anergy anergy is the inability to react to skin tests because of a weakened immune system Recent TB infection within weeks of exposure Very old TB infection many years Very young age less than 6 months old Recent live-virus vaccination e. Most persons can receive a TST. TST is contraindicated only for persons who have had a severe reaction e. It is not contraindicated for any other persons, including infants, children, pregnant women, persons who are HIV-infected, or persons who have been vaccinated with BCG. In general, there is no risk associated with repeated tuberculin skin test placements. If a person does not return within hours for a tuberculin skin test reading, a second test can be placed as soon as possible. What is a Boosted Reaction? In some persons who are infected with M. When given a TST years after infection, these persons may have a false-negative reaction. However, the TST may stimulate the immune system, causing a positive, or boosted reaction to subsequent tests. Why is Two-Step Testing Conducted? Two-step testing is useful for the initial skin testing of adults who are going to be retested periodically, such as health care workers or nursing home residents. This two-step approach can reduce the likelihood that a boosted reaction to a subsequent TST will be misinterpreted as a recent infection. Vaccination with live viruses may interfere with TST reactions. For persons scheduled to receive a TST, testing should be done as follows: Either on the same day as vaccination with live-virus vaccine or weeks after the administration of the live-virus vaccine At least one month after smallpox vaccination Additional Information.

Chapter 7 : Test Anxiety | Anxiety and Depression Association of America, ADAA

In August, as part of a Crigler program chemistry class, Ellison's students learned about atomic structure, Avogadro's number, moles, properties of gases and energy changes in chemical reactions. But to test their chemistry knowledge on the last day of class, the students were asked to answer questions, escape room style.

In these reports—often referred to as response or reaction papers—your instructor will most likely expect you to do two things: The following pages explain both parts of a report. Identify the author and title of the work and include in parentheses the publisher and publication date. For magazines, give the date of publication. Write an informative summary of the material. Condense the content of the work by highlighting its main points and key supporting points. Use direct quotations from the work to illustrate important ideas. Summarize the material so that the reader gets a general sense of all key aspects of the original work. Do not discuss in great detail any single aspect of the work, and do not neglect to mention other equally important points. Also, keep the summary objective and factual. Do not include in the first part of the paper your personal reaction to the work; your subjective impression will form the basis of the second part of your paper. Focus on any or all of the following questions. How is the assigned work related to ideas and concerns discussed in the course for which you are preparing the paper? For example, what points made in the course textbook, class discussions, or lectures are treated more fully in the work? How is the work related to problems in our present-day world? How is the material related to your life, experiences, feelings and ideas? For instance, what emotions did the work arouse in you? Did the work increase your understanding of a particular issue? Did it change your perspective in any way? Evaluate the merit of the work: You should also indicate here whether or not you would recommend the work to others, and why. Apply the four basic standards of effective writing unity, support, coherence, and clear, error-free sentences when writing the report. Make sure each major paragraph presents and then develops a single main point. For example, in the sample report that follows, the first paragraph summarizes the book, and the three paragraphs that follow detail three separate reactions of the student writer to the book. The student then closes the report with a short concluding paragraph. Support any general points you make or attitudes you express with specific reasons and details. Statements such as "I agree with many ideas in this article" or "I found the book very interesting" are meaningless without specific evidence that shows why you feel as you do. Look at the sample report closely to see how the main point or topic sentence of each paragraph is developed by specific supporting evidence. Follow the basic plan of organization explained above: Also, use transitions to make the relationships among ideas in the paper clear. Edit the paper carefully for errors in grammar, mechanics, punctuation, word use, and spelling. Cite paraphrased or quoted material from the book or article you are writing about, or from any other works, by using the appropriate documentation style. If you are unsure what documentation style is required or recommended, ask your instructor. You may use quotations in the summary and reaction parts of the paper, but do not rely on them too much. Use them only to emphasize key ideas. Publishing information can be incorporated parenthetically or at the bottom of the page in a footnote. Consult with your instructor to determine what publishing information is necessary and where it should be placed. Look at the paper closely to see how it follows the guidelines for report writing described above. Washington Square Press, is both an autobiographical account of his years as a prisoner in Nazi concentration camps and a presentation of his ideas about the meaning of life. Without a meaning in life, Frankl feels, we experience emptiness and loneliness that lead to apathy and despair. This need for meaning was demonstrated to Frankl time and again with both himself and other prisoners who were faced with the horrors of camp existence. Frankl was able to sustain himself partly through the love he felt for his wife. In a moment of spiritual insight, he realized that his love was stronger and more meaningful than death, and would be a real and sustaining force within him even if he knew his wife was dead. One had a child waiting for him; another was a scientist who was working on a series of books that needed to be finished. Finally, Frankl and his friends found meaning through their decision to accept and bear their fate with courage. He says that the words of Dostoevsky came frequently to mind: He has since had great success in working with patients by helping them locate in their own lives meanings of

love, work, and suffering. The Capos were prisoners who acted as trustees, and Frankl says they acted more cruelly toward the prisoners than the guards or the SS men. Several psychological factors help explain this cruelty. Frankl and other prisoners must have been a constant reminder to the Capos of the courage and integrity they themselves lacked. When our behaviors and values are threatened by someone else acting in a different way, one way we may react is with anger and aggression. The Capos are an extreme example of how, if the situation is right, we may be capable of great cruelty to those whose actions threaten our standards. Many people are unhappy because they are caught in jobs where they have no responsibility and creativity; their work lacks meaning. Many are also unhappy because our culture seems to stress sexual technique in social relationships rather than human caring. Where there is no real care, there is no meaning. To hide the inner emptiness that results from impersonal work and sex, people busy themselves with the accumulation of material things. With television sets, stereos, cars, expensive clothes, and the like, they try to forget that their lives lack true meaning instead of working or going to school to get a meaningful job, or trying to be decent human beings. I have a friend named Jim who was always poor and did not have much of a family—only a stepmother who never cared for him as much as for her own children. What Jim did have, though, was determination. He worked two jobs to save money to go to school, and then worked and went to school at the same time. The fact that his life was hard seemed to make him bear down all the more. He spends whole days smoking and looking at cars going by. He is a burned-out case. Somewhere in the past his problems must have become too much for him, and he gave up. Without determination and the desire to face his hardships, he lost his chance to make his life meaningful.

Chapter 8 : Frequently Asked Questions about State Testing

students to list each of their responses to the stress of the exam. If more than one person had the same response, keep track of the total number of students in the.

What does it take for a student to do well on state testing? Students do well on state tests when they come to class regularly and do their schoolwork. Who scores our state tests? Only professional scorers are hired to hand score written responses from our tests. A professional scorer has a four-year degree, most often in the content area they are scoring or a related content area. Scorers must continually and consistently meet criteria for accuracy and reliability. How are student responses scored? Multiple choice and completion items are machine scored. Short answer and essay responses are scored by professionally trained scorers. How are passing scores determined? Achievement-level setting, also known as standard setting, is the process for establishing one or more threshold scores on an assessment, making it possible to create categories of performance. Through a series of online and in-person activities, educators, parents, and community leaders help ensure the assessments are based on fair and rigorous expectations for students. Typically three threshold scores are set, establishing four levels of performance including proficiency passing. For more information on the achievement-level setting process used on the Smarter Balanced assessments, see the Smarter Balanced Achievement Levels page. The recommendations from the achievement level-setting panels and cross-grade review committee are forwarded to the Washington State Board of Education for review and adoption. Once the Board decides which recommendation to adopt, that is the performance a student must achieve in order to "meet standard" or pass the exams. What steps are taken to make sure that the scoring of open-ended items is valid and reliable? Open-ended items are scored by professional scorers trained according to strict protocols. Scorers must then pass a qualifying test before being allowed to score an item or set of items. In addition to the training and qualifying processes, the validity and reliability of scoring are monitored throughout the time of scoring. Monitoring methods include double-scoring, read-behinds by scoring supervisors, and the insertion of pre-scored papers called validity papers used to monitor scorers. For more detailed information on item scoring, see the Technical Reports posted each year. The state has an extensive website for the public to view all elements of state testing at Washington State Report Card. How and when are test results reported? Results are reported for individual students, schools, districts, and the state. Schools can access student scores, electronically, just a few weeks after their students take the tests. Every family of a student who takes a state test receives a paper score report. These final reports, with statewide results, are available by September. How are state test results used? State test results are used to make improvements in teaching and learning. Parents, students, and educators use the results to: Identify strengths, weaknesses, and gaps in curriculum and instruction. Fine tune curriculum alignment with the statewide standards. Identify students who may need additional help. Test results are also used for school, district, and student accountability: Alternatives also are available for students who have attempted but not passed one or more exams. A score appeal results in OSPI review of particular scoring errors, such as errors on open-ended items, incorrect score calculations, mistakes affecting erasures, test labeling, and lightly marked bubbles on multiple-choice items. How do students receiving special education services or students with Section Plans participate in state tests? For high school students looking to meet their assessment graduation requirement, graduation alternatives are also available. How do students with limited English proficiency participate in state testing? All students who are English Learners EL must participate in all state testing scheduled for their grades regardless of the number of years they have been in the U. The only exception is students who are in their first year of enrollment in U. These students are not required to participate in reading or writing tests, but must take the mathematics and science exams. This is an online test assessing language proficiency in reading, writing, listening, and speaking. How will the Smarter Balanced assessments affect students receiving special education services and English language learners? The Smarter Balanced Assessment Consortium SBAC works with teams of national experts to develop a balanced assessment system accurately measures student progress and growth toward college and career readiness. The Students with Disabilities Advisory Committee is comprised of national

DOWNLOAD PDF STUDENTS REACTIONS TO THE TEST

experts in learning disabilities, assistive technology and accessibility and accommodations policy. These committees will provide feedback to Smarter Balanced staff, work groups and contractors to ensure that the assessments provide valid, reliable and fair measures of achievement and growth for students with disabilities and ELL. What are the specifications on the bandwidth requirements to administer the online tests?

Chapter 9 : Using Chemical Change to Identify an Unknown | Chapter 5: Chemical Change | Inquiry in Acti

Student Reactions to Being Wrongly Informed of Failing a High-Stakes Test: The Case of the Minnesota Basic Standards Test High-stakes educational tests are increasingly used in the United States to make.