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# What Is High Stakes Testing In Education

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High-stakes Testing and the Decline of Teaching and Learning  
Using Standards and High-stakes Testing for Students  
The Unintended Consequences of High-stakes Testing  
High-Stakes Testing  
International Handbook of Research on Teachers and Teaching  
High-Stakes Testing in Education  
Understanding Dropouts  
The Test  
High Stakes Testing  
Unequal By Design  
The Testing Charade  
High Stakes  
A Guide to High-Stakes Standardized Testing in the United States  
The High Stakes of Testing  
Spotlight on High-stakes Testing  
Redesigning Accountability Systems for Education  
The Shame of the Nation  
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Teacher Involvement in High-Stakes Language Testing  
The Impact of High-Stakes Examinations on Classroom Teaching  
Wise Social Studies in an Age of High-Stakes Testing  
Stop High-stakes Testing  
Standards for the Assessment of Reading and Writing  
The New Accountability  
Pencils Down  
Unintended Consequences of High-Stakes Testing. Information Capsule  
The Modern Child and the Flexible Labour Market  
More Than a Score  
The Influence of High Stakes Testing on Elementary Classroom Instruction  
What Every Parent Should Know About Schools, Standards, and High Stakes Tests  
Raising Standards Or Raising Barriers?  
High-stakes Testing in Education  
Making Sense of Test-Based Accountability in Education  
High Stakes  
The High Stakes of Testing  
Collateral Damage  
The Paradoxes of High Stakes Testing  
Theoretical and Practical Advances in Computer-based Educational Measurement

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**High-stakes Testing and the Decline of Teaching and Learning** Rowman & Littlefield  
Meet the challenges of high stakes testing in the practice of school psychology School psychologists can be a positive influence on how students, teachers, parents, schools, and communities cope with the challenges and opportunities associated with high stakes testing. Unfortunately, there has been a significant lack of literature to guide school psychologists and related school-based practitioners on this topic. *High Stakes Testing: New Challenges and Opportunities for School Psychology* is a timely groundbreaking book that provides useful and thought-provoking information to help psychologists meet the challenges of high stakes testing and create new roles for themselves in helping children succeed. This book discusses practical ways to help provide academic support to facilitate student success on high stakes tests, reduce the impact of stress associated with high stakes testing, assess the data from the tests to improve programs, and take a leadership role in the appropriate use of the tests. The No Child Left Behind Act of 2001(NCLB) and its accountability provisions has helped create and sustain a climate where student performance on state-created achievement tests often has high stakes implications for students, families, and schools. *High Stakes Testing: New Challenges and Opportunities for School Psychology* provides important background information about high stakes testing, including the legal, historical, and political context of high stakes testing, pertinent psychometrics, and a review of research on academic and non-academic outcomes as it relates to high stakes testing. Using this information as a foundation, the book then identifies new roles and opportunities for school psychologists with respect to high stakes testing. This book is comprehensively referenced. Topics in *High Stakes Testing: New Challenges and Opportunities for School Psychology* include: advocating for the appropriate use of state-wide assessments the influence of item response theory (IRT) on the development of high stakes tests whether the accountability system of NCLB is truly improving student's learning the impact of high stakes tests on classroom instruction and student motivation strategies for helping students succeed on high stakes tests available resources to cope with the stress of high stakes testing and more *High Stakes Testing: New Challenges and Opportunities for School Psychology* is a thought-provoking, horizon-expanding resource for school psychologists, public school educators, administrators, school counselors, curriculum coordinators, and special education teachers involved in organizing, administering, and preparing students to take high stakes tests.

**Using Standards and High-stakes Testing for Students** Rowman & Littlefield  
High-stakes standardized testing has a long history of exclusion, oppression, power, and control with deep roots in the landscape of American education. In this text, the events and circumstances that have forged the way of high-stakes testing are presented in a straightforward and accessible manner.

*The Unintended Consequences of High-stakes Testing* Routledge

The High Stakes of Testing explores student experiences and perceptions of standardized testing

through a governmentality lens informed by critical pedagogy. This research exposes prevalent mechanisms of control, adverse effects, and the urgency of student voice work in our schools.

*High-Stakes Testing* Corwin Press

Help parents understand educational standards, mandated tests, No Child Left Behind, and other issues affecting their children's schools with this reader-friendly guide.

**International Handbook of Research on Teachers and Teaching** Springer

Contributors address such issues as how educators can manage the "avalanche" of tests; whether the benefits of high-stakes tests justify the risks to students; what "real accountability" means for educators; and how teaching and learning can suffer when schools focus too heavily on test preparation.

Routledge

Publisher description

*High-Stakes Testing in Education* National Academies Press

High-stakes educational testing is a global phenomenon which is increasing in both scale and importance. Assessments are high-stakes when there are serious consequences for one or more stakeholders. Historically, tests have largely been used for selection or for providing a 'licence to practise', making them high-stakes for the test takers. Testing is now also used for the purposes of improving standards of teaching and learning and of holding schools accountable for their students' results. These tests then become high-stakes for teachers and schools, especially when they have to meet externally imposed targets. More recent has been the emergence of international comparative testing, which has become high-stakes for governments and policy makers as their education systems are judged in relation to the performances of other countries. In this book we draw on research which examines each of these uses of high-stakes testing. The articles evaluate the impact of such assessments and explore the issues of value and fairness which they raise. To underline the international appeal of high-stakes testing the studies are drawn from Australia, Africa, the Caribbean, Europe, former Soviet republics and North America. Collectively they illustrate the power of high-stakes assessment in shaping, for better or for worse, policy making and schooling. This book was originally published as a special issue of *Assessment in Education: Principles, Policy & Practice*.

*Understanding Dropouts* Harvard Education Press

Policymakers from both political parties and the general public see standardized tests as easily quantifiable measures of school quality and student learning. They assume these high stakes tests will motivate teachers and students to try harder and that the results will be used systematically to benefit all students. Since schools operate with a finite amount of resources, any time or money they dedicate to passing the test is time and money they cannot spend on educating all students. The purpose of this study was to investigate how the new high stakes testing environment and the new state assessments have influenced elementary teachers' approach to preparing students for standardized tests. Campbell's law was used to examine whether the utilization of educational and instructional triage was an inevitable result of high stakes testing. Study participants included nineteen experienced third through fifth grade teachers in a suburban district in a small, Midwestern

town. The research indicated that education and instructional triage was occurring, although there was more instructional triage than educational. Teachers are resigned to high stakes testing, therefore assessments drive their instruction, and they define student success by their score on the test. High stakes testing has led to increased accountability and data driven instruction, however low stakes testing also creates these benefits without the undue pressure. Future research is needed in light of the passage of Every Student Succeeds Act (ESSA).

#### **The Test Crown**

"Jesse Hagopian brought a rare moment of truth to the corporate-dominated Education Nation show when he spoke on behalf of his colleagues at Garfield High in Seattle. He instantly became the voice and face of the movement to stop pointless and punitive high-stakes testing."—Diane Ravitch, author of *Reign of Terror* In cities across the country, students are walking out, parents are opting their children out, and teachers are rallying against the abuses of high-stakes standardized testing. These are the stories—in their own words—of some of those who are defying the corporate education reformers and fueling a national movement to reclaim public education. Alongside the voices of students, parents, teachers, and grassroots education activists, the book features renowned education researchers and advocates, including Nancy Carrlson-Paige, Karen Lewis, and Monty Neill. Jesse Hagopian teaches history and is the Black Student Union adviser at Garfield High School, the site of the historic boycott of the MAP test in 2013. He is an associate editor of *Rethinking Schools*, and winner of the 2013 "Secondary School Teacher of Year" award from the Academy of Education Arts and Sciences. He is a contributing author to *Education and Capitalism: Struggles for Learning and Liberation* and *101 Changemakers: Rebels and Radicals Who Changed US History*, and writes regularly for Truthout, Black Agenda Report, and the Seattle Times Op-Ed page.

#### **High Stakes Testing** *Rethinking Schools*

"[The anti-testing] movement now has a guidebook. . . . Kamenetz shows how fundamentally American it would be to move toward a more holistic system." -- New York Times Book Review *The Test* is an essential and critically acclaimed book for any parent confounded by our national obsession with standardized testing. It recounts the shocking history and tempestuous politics of testing and borrows strategies from fields as diverse as games, neuroscience, and ancient philosophy to help children cope. It presents the stories of families, teachers, and schools maneuvering within and beyond the existing educational system, playing and winning the testing game. And it points the way toward a hopeful future of better tests and happier kids.

#### **Unequal By Design** Routledge

The chapters in this volume illustrate how teachers are bringing creativity, higher-order thinking, and meaningful learning activities into particular school settings despite pressures of standards and testing. We chose the word *wise* for the title of this book, and we use it frequently to describe the pedagogical practices we have identified. The words *powerful* and *ambitious* are used as well. The larger point, as Keith C. Barton makes in his chapter, is that there is no necessary connection between content standards and high-stakes tests on the one hand, and lowlevel, rote instruction on the other. He reminds us, as Thornton (1991) and Wiggins (1987) previously have argued, that "teachers play a crucial role in mediating educational policy, and their intentions and interpretations have at least as much influence on classroom practice as does the content of standards and

highstakes tests." Barton also asserts that "this makes it all the more crucial to identify the wisdom of practice that enables teachers . . . to engage students in powerful educational experiences."

#### **The Testing Charade** International Reading Assoc.

When it comes to the issue of US education reform, hopeful politicians, liberal and conservative alike, have long touted the promises of 'standards-based accountability'. But do accountability-based reforms actually work? What happens when they encounter the formidable challenge of the comprehensive high school? *The New Accountability* explores the current wave of assessment-based accountability reforms at the high school level in the United States.

#### *High Stakes* Haymarket Books

This volume reviews issues in testing science and practice that impact the nation's public education system.

#### *A Guide to High-Stakes Standardized Testing in the United States* Rowman & Littlefield

Around the globe, various kinds of testing, including high stakes national census testing, have become meta-policies, steering educational systems in particular directions, and having great effects on schools and on teacher practices, as well as upon student learning and curricula. There has also been a complementary global aspect to this with the OECD's PISA and IEA's TIMSS and PIRLS, which have had impacts on national education systems and their policy frameworks. While there has been a globalized educational policy discourse that suggests that high stakes standardised testing will drive up standards and enhance the quality of a nation's human capital and thus their international economic competitiveness, this discourse still manifests itself in specific, vernacular, path dependent ways in different nations. High stakes testing and its effects can also be seen as part of the phenomenon of the 'datafication' of the world and 'policy as numbers', linked to other reforms of the state, including new public management, network governance, and top-down and test-based modes of accountability. This edited collection provides theoretically and empirically informed analyses of these developments. This book was originally published as a special issue of the *Journal of Education Policy*.

#### *The High Stakes of Testing* Cambridge University Press

#### *High Stakes* National Academies Press

#### *Spotlight on High-stakes Testing* Routledge

This book examines the changes in educational policy in the U.S. and Britain over the last twenty-five years. Hursh argues that education in the States and Britain has been radically transformed, first through efforts to create curricular standards, more recently through an emphasis on accountability measured by standardized tests, and currently, efforts to introduce market competition and private services into educational systems. Hursh offers an alternative to the neoliberal conception of society and education complete with examples of parents who reject the current emphasis on individual success and schools that promote civic-mindedness.

#### *Redesigning Accountability Systems for Education* Brill

With this updated document, IRA and NCTE reaffirm their position that the primary purpose of assessment must be to improve teaching and learning for all students. Eleven core standards are presented and explained, and a helpful glossary makes this document suitable not only for educators but for parents, policymakers, school board members, and other stakeholders. Case

studies of large-scale national tests and smaller scale classroom assessments (particularly in the context of RTI, or Response to Intervention) are used to highlight how assessments in use today do or do not meet the standards.

[The Shame of the Nation](#) National Academies Press

To understand how high-stakes accountability has influenced teaching and learning, this book looks at the consequences that high-stakes tests hold for students, teachers, administrators, and the public, and demonstrates the negative effects of such testing on nontested subjects, minority students, and students with special needs.

[Unequal By Design](#) Routledge

High-stakes testing is one of the most controversial issues in American education. Advocates contend that these tests encourage students to work harder, provide teachers with a stronger understanding of students' strengths and weaknesses, and allow educators to target failing schools for extra help. Critics claim that they narrow and distort the curriculum, hold students and teachers with inequitable resources to the same standards, and solidify class and ethnic disparities. This

Information Capsule reviews research conducted on the unintended consequences of high-stakes testing programs, such as narrowing of the curriculum, higher levels of student test anxiety, and increased pressure on teachers. In addition, high-stakes tests have been found to have a disproportionately negative impact on low-performing, low-income, and minority students. Although the majority of unintended consequences are negative, researchers have found that high-stakes tests have some positive effects on education, including increased teacher professional development, better alignment of instruction with state content standards, more effective remediation programs for low-achieving students, and increased use of data to inform instruction. The research is mixed on the impact of high-stakes testing on dropout rates, students' levels of academic achievement and motivation, and on the consequences of publishing test scores. This report also includes a brief review of studies that have examined the full costs of high-stakes testing.

**Teacher Involvement in High-Stakes Language Testing** Springer

America's leading expert in educational testing and measurement openly names the failures caused by today's testing policies and provides a blueprint for doing better. 6 x 9.

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