

As a parent, you are the most effective advocate to make sure that your child gets the education to which he or she is entitled in the public schools of your community.

Tests used to make important decisions about the future of a student, a teacher, or schools are called high-stakes tests. High-stakes tests have become as much a part of education as chalkboards and textbooks. To help your child succeed in school, you need to understand how high-stakes tests affect your child. All parents need to know how high-stakes tests are used in their particular schools, school districts, and communities. Parents need to know how to communicate with teachers, principals, school board members, and other officials about how high-stakes tests affect their children's education.



This guide is designed to help you learn more about high-stakes testing. It includes definitions of important testing terms, guidance on what you should know about the tests your child takes, how tests

relate to your child's school, and how you can help your child learn to do better on tests, including ones that have high stakes.

Further information on each section in this guide can be located on the Center's website at www.greatlakescenter.org.

In Illinois...

Illinois administers Illinois Standards Achievement Test (ISAT) measures the performance of students in reading, writing, mathematics in grades 3, 5, and 8, and science and social science in grades 4 and 7. The Prairie State Achievement Examination (PSAE) measures the performance of grade 11 students in reading, writing, mathematics, science, and social science. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students with limited English proficiency to measure their performance in all five years. Until 2003, these have not been used as high-stakes tests. They will become high-stakes tests, however, as a consequence of action by the state Board of Education, which will track improvement in scores over 12 years as required by the federal No Child Left Behind Act. Illinois currently administers no other high-stakes tests.

Procedures for exceptions to or appeals of high-stakes tests and results:

Illinois provides that students with disabilities too severe to allow regular assessment can be given Alternate Assessment using a portfolio of student work. Participation in the Alternate Assessment program is based on whether the student's Individualized Education Program indicates conventional assessment through the ISAT or Alternate Assessment is warranted.

Pending legislation and other action that may affect the state:

None.

State resources on high-stakes tests:

Illinois State Board of Education:
<http://www.isbe.net/Default.htm>

Illinois State Assessment Homepage. Web site, Illinois State Board of Education:
<http://www.isbe.net/assessment/default.htm>

State Board of Education Approves Accountability Measures for No Child Left Behind. (2003, Feb. 19) Press release, Illinois State Board of Education:
<http://www.isbe.net/news/2003/feb19-03.htm>

Special Education Home Page, Illinois State Board of Education: <http://www.isbe.net/spec-ed/default.htm>

Illinois Alternate Assessment Web Page:
<http://www.isbe.net/assessment/iaa.htm>

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Background research provided by the Arizona State University Education Policy Studies Laboratory



GREAT LAKES CENTER
FOR EDUCATION RESEARCH & PRACTICE

A Parent's Guide To High Stakes Testing

TERMS, LEGISLATION
AND TIPS TO HELP
YOUR CHILD SUCCEED



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Terms You Should Know

Achievement Tests are tests designed to measure how much a student has learned in a particular subject or group of subjects.

High Stakes Tests are achievement tests that have specific, serious, consequences attached to their results.

Standardized Tests are achievement tests in which all students are scored and their achievement calculated according to a common standard. High stakes testing programs use standardized test results to judge the performance of students and sometimes of teachers and administrators.

Norm-referenced standardized tests compare an individual student's test performance with the performance of students in a sample group.

Criterion-referenced standardized tests report how well a student performs against a fixed standard.

Results of norm-referenced tests are typically reported as **percentiles**. A percentile rank tells you how your child performed in relation to the children in the sample group and others who took the test. Results of criterion-referenced tests report how well your child did in accomplishing a desired learning goal. Typically, results are reported using words such as “not proficient,” “satisfactory,” or “proficient.”

Current Federal Regulations

No Child Left Behind Act of 2001: The popular name for the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA), signed into law in early 2002. This act included for the first time a requirement that states test students in grades 3 through 8 and to show certain test score results in return for federal funding.

Under the act, schools whose average scores do not improve enough may lose federal aid; parents of children in those schools may receive the right to transfer to other public schools or to hire private tutors using federal grants.



What Parents Can Do

High stakes testing is a reality that has an important impact on virtually every child's education, including yours. What can you as a parent do to help your child learn and succeed in this environment?

1. Stay informed. Ask your child's teacher and your school principal what tests are given each year in your child's school and which of those tests may have high stakes attached to them. Ask what sort of preparation will take place in your child's classes for each of those tests. Are certain days being set aside to drill for tests? Ask how testing in general, and high-stakes tests in particular, are shaping decisions about what is being taught in your child's school. Are tested subjects getting a more intense focus? If your child has a documented, diagnosed learning disability, find out whether an accommodation is appropriate and contact your school's special education office to advocate for your child.

2. Understand what test results mean. First of all, it's important not to judge your child on the basis of a single test. How your child is performing day to day -- in class, on homework, and on tests for classes -- will tell you more about how well he or she is learning. If a test seems to show your child is doing poorly in a subject in which you thought he or she was doing well, speak with your child's teacher. If the test report shows your child's percentile score, the test is a norm-referenced test. Ask if criterion-referenced scores also were obtained, and if so, what they may show about your child's performance. Keep in mind that standardized tests are given in a limited amount of time. Some students may find it easy to “race against the clock” to complete the test, but other, equally intelligent students may find the time limit to be very stressful, so that it actually interferes with their concentration in taking the test. In reviewing your child's test scores, consider whether the time pressure of testing may have affected the score.

3. Help your child prepare. Parental support for student learning has always been important; now it's even more so. Make sure your child has an adequate place, and adequate time, to complete homework each day. Spend time reviewing homework and engage your child in conversation to make sure he or she understands the material. Encourage your child to study regularly over time instead of “cramming” for tests. Encourage your child to understand test-taking mechanics and strategies:

Test Taking Strategies

- ✓ Relax and stay calm before and during tests.
- ✓ Read and listen carefully to all directions and follow them closely.
- ✓ Budget time. Make sure to leave enough time to answer all questions, or as many as possible.
- ✓ Check work carefully.
- ✓ Answer easy questions first, and come back to more difficult ones.
- ✓ Read questions and all answers completely.
- ✓ If the correct answer isn't immediately obvious, figure out which answers are definitely wrong, then see if you can choose from those that are left.

When you talk to children about tests, don't overemphasize test scores and try not to be anxious. Listen to your children's anxieties and concerns, and try to reassure them without discounting their feelings.

4. Find resources to help you understand high-stakes tests. There are a number of agencies and organizations listed on the Center website (www.greatlakescenter.org) that may be able to provide you with more answers on the subject of high-stakes testing from various points of view.