# TESTS GIVEN

<table>
<thead>
<tr>
<th>State Assessments</th>
<th>Local Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTEP+</td>
<td>mClass Reading &amp; Math</td>
</tr>
<tr>
<td>ISTAR</td>
<td>InView (given for identification of ELP)</td>
</tr>
<tr>
<td>ECA</td>
<td>Acuity (4 times per year)</td>
</tr>
<tr>
<td>IREAD</td>
<td>Star Reading (3 times per year)</td>
</tr>
<tr>
<td>Accuplacer</td>
<td>Star Math (3 times per year)</td>
</tr>
<tr>
<td>WIDA</td>
<td></td>
</tr>
<tr>
<td>PSAT</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Exams</td>
<td></td>
</tr>
<tr>
<td>ACT / SAT (voluntary HS for college entrance)</td>
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Approximate cost of $182,000 at the local level to ensure student mastery
### TIME LOST TO TESTING

<table>
<thead>
<tr>
<th>Test</th>
<th>Time Taken</th>
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<tbody>
<tr>
<td>ISTEP / IREAD</td>
<td>558 Minutes 3rd Grade</td>
</tr>
<tr>
<td>ISTEP</td>
<td>556 Minutes 4th Grade</td>
</tr>
<tr>
<td>ISTEP 10</td>
<td>576 Minutes High School (10th Grade)</td>
</tr>
<tr>
<td>ECA (English 10 &amp; Algebra 1) phasing out</td>
<td>180 Minutes High School</td>
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</tbody>
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Testing takes significant administrative and staff time for preparation and reporting.
Council of Great City Schools (2015)
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Most state mandated testing provides little useful feedback. Due to the high stakes nature of the testing; most schools feel it is necessary to give additional predictive and formative assessment to prepare students appropriately.
• Federally and State mandated testing tends to require two to three times the testing mandate

• The high stakes nature of these tests for educators causes burnout, stress and sometimes cheating

• Students have little interest or motivation to take these tests seriously particularly at the middle school and high school levels (ECAs are an exception, to some extent)

• Negative impact on vocational program options and other non-traditional internships, etc.
High stakes testing has become the focus of the curriculum in our school system. Everything we do is geared toward passing a test that measures someone's idea about what children should be able to do at this point in the school year. I am a 4th grade teacher and feel the pressure of preparing my students for this test and have eliminated teaching some things if it isn't covered on the test. :-(

MCS Teacher
Many electives are being squeezed out of the student schedules. A student may have to take an Algebra lab or English lab class to prepare for the required testing. So they may not be able to take a world language, computer class, go to the Muncie Area Career Center half a day, choir and band…and the list goes on and on.

MCS Teacher
The curriculum has been modified to incorporate quite a bit of "test prep" time. There is a lot of material crammed into the first 2/3 of the year in order to get it all in before testing begins. Science and Social Studies often get pushed aside and there is little to no time for extended units on interesting and important themes.

MCS Teacher
IMPACT ON STUDENTS

• Testing generates anxiety, frustration, absenteeism and BOREDOM!

• They have test anxiety for sure. Students with test anxiety will be absent so they can take the test as a makeup in a much less stressful environment.

• Students feel a sense of dread having to take such a long test on multiple days. They worry that this test may keep them from passing onto the next grade. They feel anxious. Some students cry during testing if they are not able to answer all parts of a question.

Comments from Survey of MCS Staff
As a mother that has had her first child take the Istep test, it gives great test anxiety. My child has a learning disability (hearing loss) and it makes him very frustrated. Seeing the student at school {being a staff member} I see the stress and the anxiety the children are dealing with.

MCS Staff Member
EFFECTIVE SYSTEM

• Need an actual growth model test
  • Takes each student where they are and measure their individual growth.
  • The recently adopted IDOE growth table is significantly biased and assumes more than 1/3 of students will not be able to achieve expected growth.

• Need a limit on the amount of testing
  • State mandated testing must give immediate useful feedback or be eliminated.

• Tests needs to be used in conjunction with other indicators to determine a school or corporation’s actual performance.

• Students need to have a horse in the testing race.

• ESSA does allow for optional local control
WHAT COULD WORK

• Any effective system needs to consider:
  • Social and family factors in “grading” or comparing schools along with special needs students
  • Look at growth over time of each student measured against themselves; not normed
    • Normed tests or normed growth rates create winners and losers

If we must have mandatory testing:

• Tests must provide stable and reliable feedback in a timely manner so instruction can be impacted (NWEA’s MAP is a positive example)

• High school level exams should be useful to the students as well (ACT & SAT are examples). Feedback from these exams takes too long

• Tests should be adaptive as they cause less stress and allow for more accurate assessment of each individual
SOME NEWSWORTHY ITEMS

• Alaska canceled all standardized testing this year
  http://www.kcaw.org/2016/04/04/state-calls-off-student-testing/

• Council of Great City Schools found students take an average of 112 mandated exams
  prior to high school graduation

• Problem with standardized tests no one talks about
  https://www.washingtonpost.com/news/answer-sheet/wp/2016/04/1

• Inaccurate scoring of the ISTEP
  http://www.chalkbeat.org/posts/in/2016/01/19/istep-rescore-plans-reduced-after-
  lawmakers-consider-high-costs-expert-advice/#.VxY9AfkrKUk
SOME RESOURCES

• Student Testing in America’s Great City Schools: An Inventory and Preliminary Analysis

• Impact of Standardized Testing (1991) Herman and Golan
  https://www.cse.ucla.edu/products/reports/Tech334.pdf

• Adverse Impact of Standardized Testing on Minority Students (2001)
  http://eric.ed.gov/?id=ED450183

• Video: Kids with severe disabilities taking mandatory standardized test (video is disturbing)
  (Washington Post article)

• Pros and Cons of Standardized Testing