



NOTHING ABOUT US WITHOUT US

We must involve students in the assessment process.



Nothing about us without us

Have you ever served on an education committee that planned an activity for students or teachers?





Student Preference Survey

<https://forms.gle/VvwQscTHX52Qaj2u5>





What the research says:

The Main Study results suggest that test takers prefer a range of physical movement/activities during testing, from no action to engaging in multiple movements/activities. Furthermore, the results indicate that students also have a range of preferences for noises/sounds during testing, from complete silence to loud noises. The results provide evidence that high school students have some combination of action and sound preferences during standardized testing. People have individual inclinations for processing information, and making choices, with these preferences having an impact on education and learning (Kise, 2011). The knowledge gained from this study on Generation Z's test environment preferences can enhance the educational experience of students.



Research

Research has supported that bringing water to an examination room is linked to improved student grades (Pawson, Doherty, Martin, Soares, & Edmonds, 2012). The researchers concluded that accessing and drinking water may have physiological benefits for cognitive processing that lead to reduced test anxiety and enhanced performance (Pawson, Doherty, Martin, Soares, & Edmonds, 2012). Conversely, Ritz and Berrut (2005) found that dehydration significantly reduces attention, concentration, and shortterm memory (Ritz & Berrut, 2005). Thirsty test takers have increased drowsiness and headaches, which also prolongs their response time to exam questions. These findings suggest that concentration and memory performance can be improved by drinking water.



Research

Similar to the above, a study from the Baylor College of Medicine indicated that chewing gum has a positive impact on teen academic performance. Students who chewed gum had a statistically significant three percentage point improvement (N = 108) on math standardized test performance and better final grades than those who did not chew gum (Johnston, Tyler, Stansberry, Palcic, & Foreyt, 2009). Overall, the evidence indicates that chewing gum aids academic performance and other cognitive abilities.



research

Movement while learning optimizes focus and attention, allowing a release of energy so that concentration is directed toward the assessment at hand. Additionally a recent study found that walking improves creative thinking by up to 81% (N = 48) compared to sitting (Oppezzo & Schwartz, 2014). Adults have the autonomy to move readily available. They can fidget, doodle, stretch, or get up and walk around (Hess, 2015). Overall, a majority of classroom instructors have understood the value of student movement for years, but freedom of movement is generally unavailable to student standardized test takers.



Research

Time of Test Another component of academic performance is clock time as it relates to the natural sleep cycles of teenagers. Similarly, the American Academy of Pediatrics endorses later start times for middle and high schools to allow optimal levels of sleep and improved academic performance (American Academy of Pediatrics, 2014)

Research suggests that during adolescence biological changes dictate both sleep duration (i.e., of approximately nine hours) and later wake and bedtimes (Crowley et al., 2014). While most children and teens need nine hours of sleep throughout adolescence, data show that older adolescents are biologically inclined to stay awake later than younger ones (Crowley et al., 2014).

This tendency, in turn, makes them “groggier” during the same hours standardized tests are administered.



Research

The forthcoming generations of test takers have been conditioned to expect customization and individual choice in all areas of life. These entitlements are contrasted with testing companies that in an effort to minimize random error provide little variety in test environment conditions. There are extrinsic influences that create obstacles to measuring the actual performance of the student during a test. These factors include temperature, light, sound 32 inside/outside the examination room, seating arrangements, and the testing staff (Rasul & Bukhsh, 2011). When students are impacted physically or psychologically by peripheral stimuli such as the environmental conditions noted above, the validity and reliability of students' test scores (i.e., their actual abilities) are tenuous (Crocker & Algina, 2008; Zhu & Han, 2011). . Conversely, students whose preferred testing environment is congruent with traditional high-stakes assessment settings may receive an inadvertent advantage over others. These “one-size-fits-all” testing practices presume that all students prefer and can benefit from uniform assessment conditions (Johnson, 2008).



Teach them to advocate for themselves

Because of various schedules students many times do not test with a test administrator that is not their teacher. Give young students an index card or a business card that says:

I get the following designated supports on testing:

If there is a question please call: (put CTC name and number)



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Research

<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/904/Efficient-vs-Effective-Environments-Testing-the-Testing-Environment.aspx>

[http://scholar.harvard.edu/files/jisungpark/files/temperature test scores and human capital production - _j_park - 2-26-17.pdf](http://scholar.harvard.edu/files/jisungpark/files/temperature_test_scores_and_human_capital_production_-_j_park_-_2-26-17.pdf)

<http://www.jensenlearning.com/news/help-students-score-higher/brain-based-learning>

Some research shows small groups detrimental if it isn't used regularly.



Write Your Legislator

Please write your legislator and let them know that we must give students the best testing environment possible in order to get reliable data. Therefore they must mandate that only students taking a STAAR test attend school on assigned testing days. This does not mean adding days to the 187 day mandate! But this would allow for optimum testing environments.

We could use entire buildings and all of the rooms to test and all teachers to monitor (better security) better in



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