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## **STUDENT ASSESSMENTS:**

**How valuable are they,  
and what do teachers  
think of their  
effectiveness?**

# Top Ten Signs Your School is Too Focused on the State Test

180

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**What value do you believe our current assessments hold?**

**What do you deem to be an assessment?**

**What can we do to ensure that assessments better align with what we are teaching?**

**What kind of time are assessments taking away from instruction?**



**What value do you believe our current assessments hold?**

**What do you deem to be an  
assessment?**

**Standardized Tests**

**Benchmarks**

**Teacher Made Assessments**

**Midterms**



# ASSESSMENT

Teach TN Ready Standards, not SPIs



Provide Progress Monitoring

Weed through the “fluff”



Offer students immediate Feedback

# INSTRUCTION

What can we do to ensure that assessments better align with what we are teaching?

# What kind of time are assessments taking away from instruction?

**Part of each class period is spent in preparation for assessment**

TCAP mode, 5 weeks before TCAP – Each day spent preparing

5 minutes used for checking understanding of taught standard

**Imbalance of time between TCAP mode versus acquisition of skills needed for advancement**





# Overall Teacher Concern of Assessments

We **differentiate**

instruction, but

[standardized] testing is

**a one-size-fits-all...**

**“The context of high-stakes testing creates conflicts between what teachers believe is best practice and how they address accountability pressures in real time.”**



**Brimijoin, K. (2005). *Differentiation and high-stakes testing: An oxymoron?*  
Retrieved from ERIC database (EJ692309)**