

# HW 5.5 To Test or Not to Test

## The Big Question



Learning Outcome	Pedagogical Intent	Student Position
<p><b>Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their assessment.</b>  <b>Assessment: 50 pts.</b>  <b>Due: Session 8</b></p>	<p><b>Teachers can prepare English learners for high stakes testing through learning about kinds of test questions and helping students understand the process.</b></p>	<p><b>Students have learned about and developed expertise in classroom-based assessment of students. Now they consider high stakes testing that is external to the classroom. They will explore the benefits and draw-backs of high stakes testing as they consider pro and con statements from literature in the field.</b></p>

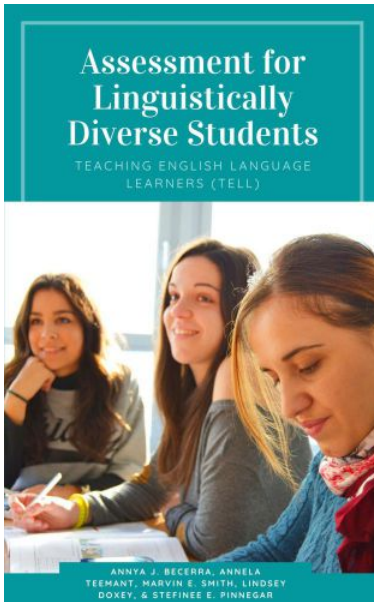
## **Instructions**

### **Part A: Information gathering.**

1. Read the 49 items and determine item by item whether each item’s statement is a pro or a con statement. Click and download the link to read the 49 items: [Pro Con Quotations](#).
2. Record your findings on the Pro or Con note-taking sheet with this assignment. Put the last name of the person followed by a one-sentence summary of the statement.

### **Part B: Summarizing Pros and Cons**

1. At the bottom of the worksheet, summarize the pros and cons and answer the question provided. Click and download the following link to fill out the worksheet: [Pro Con Worksheet](#).
2. Bring this sheet to session 6 to participate in an activity.



Becerra, A., Teemant, A., Smith, M. E., Doxey, L., & Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from [https://edtechbooks.org/diverse\\_assessment](https://edtechbooks.org/diverse_assessment)