

## Closing Activity

**Instructions:**

In Part 2 of the module, a set of sample test-preparation practices was presented that might result from a teacher’s “good intentions.” As a final activity, working individually or as a small group, consider what negative consequences might be associated with each of the following actions. That is, consider each action in terms of academic ethics, score meaning & use, and educational value. Using the third column of the table make note of which criteria are most likely to be violated by the action by using the following coding scheme: “Y” = violated, “N” = not violated, and “?” = no obvious violation.

Then, in the last column, describe a more appropriate action that could have been taken, if possible, in order to achieve the same goal. Once you’ve completed the closing activity, check your responses against those provided in the handout titled *Closing Activity Feedback*, which can be obtained from the “Downloads” page.

Teacher’s good intentions related to students	Corresponding action taken by teacher	Criteria Violated?	What more appropriate action(s) could have been taken?
... do really well on the test(s) and score as high as they can	giving students more time to take the test than what is stated in the <i>Directions</i>	<input type="checkbox"/> Academic ethics? <input type="checkbox"/> Score meaning & use? <input type="checkbox"/> Educational value?	
... know how to answer multiple-choice questions	using multiple-choice questions almost exclusively on her classroom assessments	<input type="checkbox"/> Academic ethics? <input type="checkbox"/> Score meaning & use? <input type="checkbox"/> Educational value?	
... remember what I taught them earlier in the year	spending two weeks right before the test reviewing and practicing content known to be on the test	<input type="checkbox"/> Academic ethics? <input type="checkbox"/> Score meaning & use? <input type="checkbox"/> Educational value?	

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Teacher's good intentions related to students	Corresponding action taken by teacher	Criteria Violated?	What more appropriate action(s) could have been taken?
... have had the opportunity to learn the content and skills covered by the test	conducting a mini lesson right before the test to cover a particular content area on the test that's taught later in the year	<input type="checkbox"/> Academic ethics? <input type="checkbox"/> Score meaning & use? <input type="checkbox"/> Educational value?	
... feel comfortable and not anxious when taking the test	using commercially-prepared practice tests the week before the test is administered	<input type="checkbox"/> Academic ethics? <input type="checkbox"/> Score meaning & use? <input type="checkbox"/> Educational value?	
... can understand what the questions are about, especially special education students and ELLs	reviewing the test questions in advance with these students to help them understand what the questions are asking	<input type="checkbox"/> Academic ethics? <input type="checkbox"/> Score meaning & use? <input type="checkbox"/> Educational value?	
... are familiar with the terminology or vocabulary used on the test	using last year's test to practice with the students	<input type="checkbox"/> Academic ethics? <input type="checkbox"/> Score meaning & use? <input type="checkbox"/> Educational value?	
... are testwise and know the "tricks" when taking a multiple-choice test	teaching test-taking skills for two days right before the test	<input type="checkbox"/> Academic ethics? <input type="checkbox"/> Score meaning & use? <input type="checkbox"/> Educational value?	