

## Closing Activity Feedback

**Instructions:**

Once you have completed the *Closing Activity*, check your responses against those provided in this handout.

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>	<u>Y</u> Academic ethics? <u>Y</u> Score meaning & use? <u>Y</u> Educational value?	Make sure that: <ul style="list-style-type: none"> <li>• curriculum is being taught effectively</li> <li>• <u>students</u> are ready physically &amp; psychologically to take the test</li> <li>• <u>testing environment</u> is conducive to optimal test performance</li> <li>• <u>test administrators</u> are knowledgeable &amp; prepared for the task</li> <li>• <u>teaching and learning climate</u> in the classroom and school is positive and productive</li> </ul>
... know how to answer multiple-choice questions	using multiple-choice questions almost exclusively on her classroom assessments	<u>N</u> Academic ethics? <u>?</u> Score meaning & use? <u>Y</u> Educational value?	Integrate the use of <u>some</u> multiple-choice questions into regular classroom assessments throughout the year for those skills/concepts best assessed using this format. Use other types of questions for those areas requiring other formats (e.g., constructed response, essay).
... 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	<u>?</u> Academic ethics? <u>Y</u> Score meaning & use? <u>Y</u> Educational value?	Review previously learned content—content that may or may not be on the <i>Iowa Tests</i> —periodically throughout the year to reinforce key concepts. This review should not <u>just</u> take place during the months leading up to testing, but should continue afterwards as well.

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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 checked="" type="checkbox"/> Score meaning & use? <input checked="" type="checkbox"/> Educational value?	Teach the curriculum in a sequence that best fits the prerequisite skills related to the discipline area and allows for structuring the learning environment to build essential links between concepts and ideas. Sometimes it is educationally appropriate to rearrange content and sometimes it is not.
... 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 checked="" type="checkbox"/> Educational value?	<ul style="list-style-type: none"> <li>•Review with students, in a positive tone, the purpose of the test and how their scores will be used.</li> <li>•If students have limited experience with this type of test, spend a <u>small</u> amount of time helping students understand how to respond to multiple-choice questions and how to transfer their responses to a separate answer sheet.</li> <li>•When administering the test, make sure all students know what to do prior to starting the test (as indicated in the <i>Directions for Administration</i>).</li> </ul>
... 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 checked="" type="checkbox"/> Academic ethics? <input checked="" type="checkbox"/> Score meaning & use? <input checked="" type="checkbox"/> Educational value?	Make sure that students are receiving the types of accommodations and/or modifications that best fit their special needs. In many cases the test questions can be read orally to the student (but <u>never</u> on the <i>Reading Comprehension</i> test). Paraphrasing the question, however, is <u>never</u> appropriate.
... are familiar with the terminology or vocabulary used on the test	using last year's test to practice with the students	<input checked="" type="checkbox"/> Academic ethics? <input checked="" type="checkbox"/> Score meaning & use? <input checked="" type="checkbox"/> Educational value?	The terminology used on the tests is considered "standard" for the corresponding discipline area. Thus, if nonstandard terms are used in the classroom it is advisable to also integrate the use of the standard terminology. It is important that students learn the concepts and can recognize them in a variety of contexts—not just those that are used by their teacher.
... 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 checked="" type="checkbox"/> Educational value?	Incorporate the teaching and/or reinforcement of test-taking skills—as they relate to a variety of item formats—throughout the entire year. The goal is to promote long-term learning of skills that can be used in a variety of contexts.