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SHOULD PASSING A STANDARDIZED TEST BE A HIGH SCHOOL GRADUATION REQUIREMENT?

Word Generation - Unit 2.01

Focus Words

standardized | assess | criteria | correspond | formulate

WEEKLY PASSAGE



In many states high school students must pass a **standardized** test to graduate. For example, Massachusetts law requires the MCAS. The law was passed to make sure high schools are challenging their students. Businesses often complain that high school graduates cannot read and do math needed on the job. Colleges worry that not all high school graduates can do college work. The tests are used to see who has the skills expected by employers and colleges.

Tests like MCAS **assess** students' ability to write, read critically, and do difficult math. The tests are geared to the skills people need in jobs and in college. Supporters say standardized testing is fair because all students are graded using the same **criteria**. For example, writing might be graded by how many examples the students give.

Some people think graduation tests are unfair to students who are learning English. These students might know the information but have trouble with the test questions. Other students might have trouble focusing their attention. Their test scores might not show what they really know.

Students in different schools learn different things. The standardized test might not **correspond** to what some students were taught in a particular school. Students in another school, however, might find the test matched what they learned in class. People argue this isn't fair. Some people also worry that standardized tests make teachers just cover what is on the test. Teachers might not **formulate** lessons that will be interesting to their students.

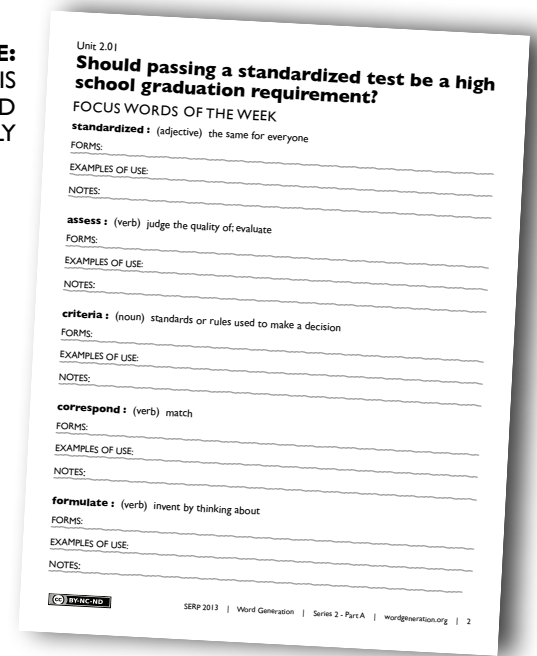
Other people think that standardized testing is valuable, but that there should be different ways for students to show that they are ready to graduate.

Do standardized tests hold all students to high standards? Or do they unfairly keep some students from graduating?

TEACHER - Discussion Questions

- ▶ Are there other standardized tests you have taken besides the MCAS?
- ▶ What criteria do your teachers use to assess writing in class?
- ▶ When you took the math MCAS, did the questions correspond to what you had learned in class?
- ▶ What groups of students might be hurt if we use the MCAS for graduation?

PLEASE NOTE:
THE STUDENT VERSION OF THIS
PAGE IS FORMATTED
DIFFERENTLY



Unit 2.01

WORD CHART FOR TEACHERS

This chart is not in the student book. It is a resource for teachers to support students in the use of the focus words each week. Students are provided one page in each unit immediately following the weekly passage with a basic definition printed and space for taking notes.

Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/Suffixes	
standardized	(adj.) - the same for everyone		standard	standardize standardizes standardizing standardization	
assess	(v.) - judge the quality of; evaluate	assesses assessing assessed		assessment assessor	session
criteria	(n.) - standards or rules used to make a decision	criterion (sing.)			critic criticize critical
correspond	(v.) - match	corresponds corresponding corresponded		correspondence	respond response responsive
formulate	(v.) - invent by thinking about	formulates formulated formulating	formula	formulation formulator formulaic	form

Should passing a standardized test be a high school graduation requirement?



PROBLEM OF THE WEEK

We want high school graduates to meet important **criteria**. They should read well. They should **formulate** ideas logically and express them clearly. They should understand basic ideas about math, science, and social studies. What is the best way to **assess** whether students meet these criteria? Is a **standardized** graduation test too harsh? In Massachusetts in 2010, several thousand students failed to graduate because they failed one or more of the state tests.

Option 1: Of the 69,008 Massachusetts 2010 high school seniors, 2,556 failed the MCAS math exam. Which answer **corresponds** to the percentage of the class that failed the exam?

- A) about 2.4%
- B) about 3.7%**
- C) about 4.1%
- D) about 6.7%

Option 2: Under a new Massachusetts state rule, students must pass all three MCAS exams to graduate: the Science exam, the English exam, and the Math exam.

Of the 69,008 Massachusetts high school seniors in 2010:

- 1,958 failed the English MCAS
- 2,556 failed the Math MCAS
- 2,933 failed the Science MCAS

- a) Based on these numbers, what is the smallest possible number of students who could not graduate because of the tests? (Hint: Remember that students could have failed all three exams, so the amounts could overlap.)

Smallest possible number: 2,933. This assumes that the students who failed the Science exam also failed the English and Math exams and thus are already counted.

- b) Based on these numbers, what is the largest possible number of students who could not graduate because of the test? (Hint: Remember that each student could have failed only one exam, so the amounts could not overlap at all.)

Largest possible number: 7,447. This assumes that each student failed only one exam, so the number of students prevented from graduating is the sum of the three categories.

Vaznis, J. (2010, May 20). Education officials may scrap MCAS test. *The Boston Globe*. Retrieved on July 20, 2010 from http://www.boston.com/news/education/k_12/mcas/articles/2010/05/20/education_officials_may_scrap_mcas_test/?page=full

Vaznis, J. (2010, May 28). 2,933 to miss diploma over science MCAA. *The Boston Globe*. Retrieved on July 21, 2010 from http://www.boston.com/news/education/k_12/mcas/articles/2010/05/28/2933_to_miss_diploma_over_sciences_mcas/



Discussion Question: Standardized tests must change each year to prevent cheating. Each year testing companies **formulate** new exams. Teachers and experts review each question. A good exam question meets these **criteria**: it **corresponds** to what students should be learning in class, and it fairly **assesses** what students know. These carefully prepared exams are expensive. For example, the state of Massachusetts spends \$35 million each year on making its standardized test. Is this a good use of state money? Why or why not?

Should passing a standardized test be a high school graduation requirement?



THINKING SCIENTIFICALLY

The students in Mr. Seemy's class are going to high school next year, and some of them are concerned about taking the new high school exit exam. The class is debating whether passing a **standardized** test should be required for students to get a high school diploma.

Camila and Josef think an exit exam is a great idea and are happy about the new test. "We need strict **criteria** to figure out who should get to graduate," says Josef. Camila agrees with Josef and adds, "How can we be sure that students deserve a high school diploma unless we **assess** what they know?"

Malik isn't so sure. He says, "I don't think a standardized test is the right way to go. What about kids who take all the right classes and get good grades but still don't pass the test? And what about teachers who feel they should teach only the skills that **correspond** to the test?"

"Those are interesting questions, Malik," says Mr. Seemy. "You're raising the issue of high-stakes testing. It sounds like you are beginning to **formulate** a hypothesis about the effect exit exams will have."

Malik thinks for a moment. "I bet a lot of kids would drop out of school if they have to take a test. My hypothesis is that more kids will drop out of high school in states that have exit exams like ours."

"You'll have to gather and analyze data," says Mr. Seemy. "Camila and Josef can work with you to see if your hypothesis is correct."

➔ Malik, Camila and Josef were very interested and found information on the Internet about high school dropout rates in the U.S. They selected three states that all started required exit exams recently and studied the data.

Question:

Do standardized high school exit exams affect dropout rates?

Malik's Hypothesis:

States that have exit exam requirements will have higher dropout rates after requiring students to pass an exit exam.

Data Source:

National Center for Education Statistics - "Event dropout rates for public school students in grades 9-12, by state: School years 1993-98 through 2007-2008."

	Arizona	California	Idaho
2004	6.7	3.3	3.1
2005	6.2	3.1	3.0
2006	7.6	3.7	2.7
2007	7.6	5.5	2.6
2008	6.7	5.0	2.0

(first year diplomas withheld)

✍ In 2006, the states in this data set began withholding diplomas from students who didn't pass exit exams. Did dropout rates increase starting in 2006 or thereafter? Cite specific information from the data table.

Only increased in California and Arizona only, but then a year later, decreased in Arizona.

✍ Was Malik's hypothesis supported by the data or not? Cite specific evidence that supports your conclusion, if you can make one.

No, the data are inconsistent.

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DEBATING THE ISSUE

Get ready...

Pick one of these positions (or create your own).

A

Students should be required to pass a standardized test to graduate from high school. This is the best way to make sure that all students are ready for jobs and college.

B

Students should not be required to pass a standardized test to graduate from high school. Tests can't show everything they know.

C

Schools should give students standardized tests, but formulate other ways to assess students who speak another language or who have other educational needs.

D

Schools should require different kinds of student work instead of standardized tests. This will show more about what students know and are able to do.

E

TEACHER

Whatever debate format you use in your class, ask students to use academically productive talk in arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read these sample positions to illustrate some possibilities, but students should also be encouraged to take their own positions on the issue at hand.

Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

GO!

Be a strong participant by using phrases like these.

I believe that...

I agree with you, but...

You make a good point, but have you considered...

Can you show me evidence in the text that...



Support your position with clear reasons and specific examples.
Try to use relevant words from the Word Generation list in your response.

standardized | assess | criteria | correspond | formulate

Put the writing prompt on the overhead projector (or the board) so that everyone can see it. Remind students to refer to the word lists in their Word Generation notebooks as needed.

» http://www.kidshealth.org/teen/school_jobs/school/adhd.html

» <http://www.help4adhd.org/en/education/rights>

[illegible]