

[DOI: 10.20472/IAC.2016.021.002](https://doi.org/10.20472/IAC.2016.021.002)

ADEL AL-BATAINEH

Illinois State University, USA

JESSICA GUNN

Illinois State University, USA

TEACHERS' PERCEPTIONS OF HIGH-STAKES TESTING

Abstract:

In recent years, the issue of high-stakes testing has been widely debated in the field of education. Studies have shown that high-stakes tests do little to promote learning in schools, yet there are still widely used. While many studies have examined how testing affects students, schools, and communities, little research has been done to determine how teachers perceive high-stakes tests. It is important for us to study not only how these tests impact our students, but how teachers feel about them as well. This study will use a structured survey to question elementary school educators from three Midwestern schools. The purpose of the study is to determine the viewpoints, opinions, and attitudes that teachers have regarding high-stakes tests. The results show that teachers feel there are some benefits to high-stakes testing, in that it allows students to be compared to their peers. The majority of teachers surveyed, however; felt the weakness of such testing outweighs the benefits. Teachers cite pressures from testing and feel that tests are not a valid way to assess what students know. Tests also shape curriculum in that more time is spent in tested subjects, while time spent in untested subjects is reduced or eliminated.

Keywords:

High-Stake Testing, Assessment, Teacher Perceptions

JEL Classification: I20, I29, I21

The paper is published in IJoTE Vol. 4, No. 2

The paper is published in IJoTE Vol. 4, No. 2

The paper is published in IJoTE Vol. 4, No. 2

The paper is published in IJoTE Vol. 4, No. 2

The paper is published in IJoTE Vol. 4, No. 2

The paper is published in IJoTE Vol. 4, No. 2

The paper is published in IJoTE Vol. 4, No. 2

The paper is published in IJoTE Vol. 4, No. 2

The paper is published in IJoTE Vol. 4, No. 2

The paper is published in IJoTE Vol. 4, No. 2

The paper is published in IJoTE Vol. 4, No. 2

The paper is published in IJoTE Vol. 4, No. 2

The paper is published in IJoTE Vol. 4, No. 2