

## SCOPE OF STANDARDIZED TESTS

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*The aim of the Discussion Group is to capture the sense of the community, not only from experts about standardized testing. Reflection should provide a report to consider implications to global policies. How standardized testing favour math education aims and how much sensitive is to diversity? A regular view is “Standardized tests are needed because they can provide an amount of information and evidence of validity. Of course there can be incorrect interpretations from using any test, but these can be reduced if the quality of the test has the attributes that are associated with standardized assessments” A critical approach is to highlight “Limited Scope of standardized tests in school maths, because these tests undermine abilities to conjecture and to encourage open problems in class. Standardized testing devalues abilities to collaborate, to take risks, and to engage in real-world experience; failing to the mission of schooling: the pursuit of happiness and justice of all. In this sense, ethic issues are unsolved: policymakers do not know how to use test-based incentives to improve education. Some school systems are under great pressure to raise their scores so they have decreased time spent in recess. Tests create competition between students, schools, districts. Standardized testing does not take into account external factors as diversity, test anxiety, langue of students, and special needs. So they fail ecological validity exigencies.”*

Tuesday, 16.30–18.00:	Topic	Material / Working format / presenter
16.30–16.35	Brief Introduction:: aims and organization	Plenary format Olfos
16.40 – 16.49	Standardized tests and digital technologies	Plenary format Santos-Trigo
16.50 – 17.09	Participants share in small groups their vision and write relevant ideas	Paper and pencil /Group work discussion / Individual writing Participants
17.10 – 17.19	Ethic consequences of standardized tests use	Plenary format Rampal
17.20– 17.49	Participants share their vision and write relevant ideas	Paper and pencil / Group work Participants

*Last names of the organisers*

17:50 – 18.00	Continuing on Friday  Voluntaries collect participants notes	Individual writing in paper  Vysotskiy
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Friday, 16.30– 18.00:	Topic	Material / Working format / presenter
16.30 – 16.39	Models for proceedings and interpretations of results	Plenary format  Vysotskiy
16.40 – 17.09	Share their vision and write relevant ideas	Paper and pencil / <i>Group work discussion / Individual writing</i>  Participants
17.10– 17.19	Limited Scope of standardized tests	Plenary format  Isoda
17.20–17.29 17.30 –17.49	Group summary on scope of standardized testing  Provide oral group summaries	Group writing in paper and Plenary format  Representative participants
17.50– 18.00	Closing words / Voluntaries collect groups notes	Olfos

**References**

- Ligoeki, D. & Wilkins, M. (2013). How Standardized Examinations Negatively Impact Minority. Retrieved from [https://www.academia.edu/4146252/How\\_Standardized\\_Examinations\\_Negatively\\_Impact\\_Minority\\_Youth](https://www.academia.edu/4146252/How_Standardized_Examinations_Negatively_Impact_Minority_Youth)
- Barth, P. & Mitchell R. (2006) Standardized tests and their impact on schooling: Q&A. Center for Public Education. Retrieved from <http://www.centerforpubliceducation.org/Main-Menu/Instruction/High-stakes-testing-and-effects-on-instruction-At-a-glance/Standardized-tests-and-their-impact-on-schooling-QA.html>
- Flanagan, D., Mascolo, J. & Hardy-Braz, S. (2009) QUALITY OF STANDARDIZED TESTING INSTRUMENTS. Retrieved from <http://www.education.com/reference/article/standardized-testing/>