HIGH STAKES TESTING IN K-12 SCHOOLS
AN ANNOTATED BIBLIOGRAPHY
CURRICULUM AND INSTRUCTION FOCUS

Introduction

This bibliography begins an ongoing effort to develop a resource for those interested in research on high stakes testing in K-12 schools. The bibliography is a work in progress, is not exhaustive, focuses primarily on empirical research, includes mostly references in the past decade, and includes multiple perspectives on the issues.

Feedback or suggestions for other entries (please send complete citation) for this bibliography should be sent to Sandra Mathison at smathison@louisville.edu.

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Bibliography

Borman, K. M., Kromrey, J., Katzenmeyer, W., & Piana, G. D. (2000, April). *How do standards matter? Linking policy to practice in four cities implementing systemic reform.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED445062)

This paper reports on an early assessment of the impact of the National Science Foundation's Urban Systemic Initiative (USI), a multi-year reform effort in 20 cities designed to increase student achievement in mathematics and science. The reform initiative uses both standards-based curriculum and instructional approaches as well as a constructivist approach to teaching and learning. Four different cites are described: Chicago, Miami, Memphis, and El Paso. The report focuses on some initial observations from El Paso on teaching, learning, and assessment related to the use of high-stakes tests. One observed outcome of the use of high-stakes tests is the practice of teaching to the test. Two consequences of this practice are discussed: (1) teachers were able to use test score data to target individual students' needs, and (2) teachers were limited in their ability to enable the student to develop problem-solving strategies necessary for good performance.