

EDUCATION: WILL 2016 US PRESIDENTIAL CAMPAIGNS RESCUE EDUCATION?

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ABSTRACT

“Does the 2016 US Presidential campaign nix ‘high-stakes’ standardized testing on students?” Preceding; is the scholarly evidence-based qualitative research I did within various institutions’ educational relevance not limited to University of Alaska Fairbanks, Kuskokwim Campus; McNeese State University: Louisiana; Georgia College & State University; Delaware State University; Winston-Salem State University: North Carolina; and Dallas Texas Home School Education Agency (2002 -2015). “High stakes” standardized testing with “value-added measures” in US education system (P-12); drive some educators to teach “only” for tests. Formal tests: norm-referenced, or standardized; use commercially / formally prepared instruments. Students' norm-referenced tests scores are compared with those of students who used the standardized test (norm sample). To ensure students' scores compare fairly with students’ scores from norm sample; strict procedures for test administration, scoring, and interpretation are followed by test administrators (Richek et al; 2002). Contrary to authentic or informal assessment, teacher(s) cannot adapt or change formal testing procedures. Standardized tests are formal assessment measures divided into “high-low stakes”. A “high-stakes” standardized test is used to make important decisions about students, educators, schools, or districts, mostly for accountability. Such test scores are used to determine *punishments* example: sanctions, penalties, funding reductions, negative publicity; *accolades* example: awards, public celebration, positive publicity, *advancement* example: grade promotion or graduation for students, or *compensation* example: salary increases or bonuses for administrators and teachers. Simultaneously, low-stakes standardized tests are used to measure *academic achievement*, identify *learning problems*, or *inform instructional adjustments*, among other purposes. Low-stakes tests generally carry *non-significant or public consequences to an individual teacher or student*. Scores are not used to punish or tarnish the reputation of students, teachers or schools. What distinguishes a high-stakes from a low-stakes test is not its form of design; but its function on how results are used.

Keywords: Standardized-tests-“high-stakes”, 2016 -US-Presidential-elections, education-teacher-student-performance, income-inequalities-unemployment-discrimination, Qualitative-research.