

WHY STATEWIDE TESTING PARTICIPATION MATTERS TO STUDENTS

How does taking state tests help me as a student?

- It allows you to show what you've learned and practiced in your school.
- It lets you and your family know if your school is doing a good job supporting your learning.
- It gives you and your family information about how local schools in your community are meeting the needs of all students.
- It tells you and your family about your progress toward completing high school and success after high school, such as attending college and being ready for a career.



How does taking state tests help my school?

- It provides information to your principal and teachers about how well all students are doing at your school.
- It allows your principal and teachers to see any differences between groups of students and make improvements, so that all students can succeed.
- It helps leaders who make decisions know which schools need more money and help.
- It draws attention if some groups of students do not perform as well as others, and allows educators to address the learning needs of these students.



What can my family and I do so I feel supported?

- Talk with your family and make sure everyone understands why you are taking a state test.
- Talk with your family and teachers about things that can help you during the test (a seat far from the window where you won't be distracted, repeated directions if you often miss some of the details, calming music).
- Stay positive! Test scores are just one piece of information to use to reach your goals.
- Remember that testing is a regular part of learning and is supposed to help guide learning.
- Practice strategies that help you relax (breathing exercises, stretching, muscle relaxation), and then remember to use them during the test.



Visit nceo.info for more information

The Center is supported through a Cooperative Agreement (#H326G210002) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. The Center is affiliated with the Institute on Community Integration at the College of Education and Human Development, University of Minnesota. Consistent with EDGAR §75.62, the contents of this report were developed under the Cooperative Agreement from the U.S. Department of Education, but do not necessarily represent the policy or opinions of the U.S. Department of Education or Offices within it. Readers should not assume endorsement by the federal government. Project Officer: David Egnor