

Figure E.1: Sample Likert Questions for Large-Scale Assessment Tenets

	1	2	3	4	5	
We should place a great deal of emphasis on the scores of individual students on large-scale assessments and communicate to students the importance of receiving high scores on such assessments.						We should consider scores on large-scale assessments as one small piece of information about students and have a process for helping students realize that their score on any type of large-scale assessment is not necessarily an accurate indication of what they know and are able to do.
We should trust that if students learn the content in the curriculum we teach, that knowledge will transfer to them performing well on large-scale assessments.						We should ensure we know the specific content included in the large-scale assessments students take and make sure that all students have the opportunity to learn that specific content.
We should not teach test-specific thinking skills because it is an inappropriate form of "teaching to the test."						We should be aware of the test-specific thinking required on large-scale assessments our students take and make sure students practice those test-specific types of thinking.
We should not be concerned about the context in which students take a test, since it has little to do with their performance on the test.						We should make sure we are aware of all those factors that can artificially inhibit a student's performance on a large-scale assessment and make accommodations to mitigate those factors.
We should not try to motivate students to perform well on large-scale assessments, since they have little to do with their performance.						We should try to motivate students to do well on large-scale assessments, since their level of motivation has a profound influence on the scores they receive.