

Planning to De-Stress the Test

Strategies	Before Testing			
	One to Three Weeks	Four to Seven Weeks	Two to Three Months	Four to Six Months
Teach students simple mindfulness strategies to lower stress and calm anxiety. See chapter 5, “Mindfulness Practices for the Classroom” (page 95).	X	X	X	X
Prepare students with basic test-taking strategies as well as with experience navigating the technology that they will use when the test is administered. See chapter 8, “Test Prep for Students and Teachers” (page 147).	X	X	X	X
Explicitly teach students the academic vocabulary (tier two words for the appropriate grade level) that makes up the language of most testing discourse. See chapter 7, “Academic Vocabulary Instruction” (page 135).		X	X	X
Teach students about how their brains’ capabilities are minimized when they perceive threats or are anxious. See chapter 2, “The Stress of High-Stakes Testing” (page 19).		X	X	X
Foster a growth mindset in students to build their self-efficacy, encouraging students to work hard and persevere even when experiencing setbacks. See chapter 4, “The Development of Student Agency Through Self-Efficacy, Growth Mindset, and Perseverance” (page 71).			X	X
Orchestrate and maintain a brain-friendly classroom environment that reduces perceived threat and minimizes stress throughout the year. See chapter 3, “Body- and Brain-Friendly Classrooms and Testing Environments” (page 37).				X
Integrate a variety of formative assessments during learning, and provide students with constructive feedback along with additional time to make the necessary adjustments. See chapter 6, “Feedback and Formative Assessments” (page 119).				X