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Summary

- The power of a teacher
- Provide inspiration with my information
- **Why not my classroom!**

Five strategies that address test anxiety

- Make them comfortable - perspective
- Let them know how the test structure
- Reflect on previous years test
- Familiar with technology set up
- Constantly talk about the SOL
- Same wording
- Same test set up

1. Practice, Practice, Practice- more quizzes you give lower achievers they better they do
2. Reassurance
3. Stress free environment – Comfortable
4. Sense of humor
5. Review
6. Vocabulary
7. Perspective – “Normal to feel anxiety”
8. Test taking strategies – Provide a checklist
9. Get parents involved – Tips for parents
10. Give sample test – give released item
11. Have students create test questions

Testing Vocabulary

- Be familiar with testing instruction
- Review key test words (evaluate, analyze, compare, contrast, interpret)
- Put a word up every day on the board

Length of test

- Test and writing assignments that mirror the test
- Amount of time to testing should reflect the amount of time you have taught the subject matter
- Give open response questions. Use the twelve words and require a specific number of questions.
- Break students into groups. Let students create test questions in groups.
- Give students choices to discussion questions. Students will work harder because they chose the questions.
- Provide relaxation techniques – “get stressed put the pen down”, close eyes

- Discourage students not to finish test early

#### TEST SIMULATIONS

- Make exam days more similar to SOL days. Use computer labs to take tests.
- Set the atmosphere – “Expect great things”

Get with cafeteria staff on key words

- Departments meet together to talk about the sixteen correctable errors and strategies to meet these errors

Actions perceived as discipline problems that may be culturally based, and how to deal with them

- African American children look down when reprimanded
- Tendency to talk in the conversation while others are talking, difference in conversational patterns
- Keep it real. Don't dance around the truth.
- Tendency to band together when you are in the minority. Place students in groups. Approach the group. Build the rapport everyday.
- Tendency to expect explicit instruction when we are disciplined.
- Perception that the discipline is unfair-

Effectively disciplining across cultures:

- Explain how it impacts them academically
- Explain consequences- make sure the consequences are the same as others
- Let the child know you are personally disappointed
- Tell the child “as long as there is no future problem, we don't have a problem”

Twelve Words

1. What is the one thing you are the most worried about that will trip you up academically on the SOL from my class? (put them in groups about six or seven weeks prior to the test)
2. What is the one thing you would like to see me do everyday that would help you do your best on the SOL state? (put students in groups of three)
3. What is the one thing that is very different on test day that you despise the most? (stress, length of test)

Look for patterns in the three questions

4. What is the one thing that the principal can do all year long that would help your students do their best on the SOL test?