



**Research-Based Documentation  
for the Show What You Know® Program**

**OHIO**

**Test-Preparation Materials and  
Professional Development Workshops for the  
Ohio Achievement Tests and the Ohio Graduation Tests**

**Show What You Know® Publishing  
A Division of Englefield & Associates, Inc.  
P.O. Box 341348 • 6344 Nicholas Drive • Columbus, Ohio 43234-1348  
Phone: 614.764.1211 • Toll Free: 1.877.PASSING (727-7464)  
Fax: 614.764.1311 • [www.passtheoat.com](http://www.passtheoat.com)**



## **Introduction**

Show What You Know® Publishing has been developing high quality supplemental materials, specializing in state-mandated test-preparation products in Ohio, since 1993. The Show What You Know® test-preparation program has helped students learn the skills needed to succeed on their state assessment tests.

In 2002, President George W. Bush signed the No Child Left Behind Act (NCLB) which gives every student equal access to a high quality education. Under NCLB, the federal government only invests in educational materials and services that are based on recognized and reliable research. The research evidence should be demonstrated to be effective in enhancing student performance.

NCLB strengthened Title I accountability by requiring states to implement statewide accountability systems covering all public schools and students. It stated that systems must be based on challenging state standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress standards ensuring that all groups of students reach proficiency within 12 years.

Since the No Child Left Behind enactment, Show What You Know® Publishing has published new test-preparation editions to ensure that its materials are up-to-date, accurate, and Title 1 compliant. All Show What You Know® on the OAT/OGT materials are specifically aligned to each Standard, Benchmark, and Grade-Level Indicator (GLE) of the Ohio Academic Content Standards.

## **The Show What You Know® Program: Components for Test Success**

Multiple research studies support that three elements must exist for a student to succeed in high-stakes testing situations. The components include: (1) knowledge, which involves being able to apply everything a student is learning and has already learned; (2) practice on tests that simulate the actual test combined with test-taking skills, which develop critical thinking and finally; (3) confidence, which comes the integration of the other elements and understanding and responding to test anxiety. The foundation for a confident, successful student is established when these elements are combined.

The Show What You Know® Program was developed based on these three elements: knowledge, practice and test-taking skills, and confidence. Ohio school districts have been using these products to teach test-taking skills that are specific to the OAT/OGT, and to provide students with practice on full-length tests that simulate the format of the test. Students will succeed if they know how to apply the knowledge they have learned both inside and outside of the classroom. This includes understanding learnable test-taking strategies and addressing the increasing problem of test anxiety. These strategies, in combination with having practice tests that model the OAT/OGT, are guaranteed to give students the confidence they need to succeed not only on the OAT/OGT, but on every test throughout the rest of their lives. Confidence comes from knowing the information being tested, having good test-taking skills, and the experience of practicing taking tests. Professional Development Workshops add a valuable component to schools by providing training using research-based success strategies and activities tailored to meet the specific needs of individual schools and educators.

The Show What You Know® Program was developed in 1991 by teachers and psychologists based on research on high-stakes testing. With the enactment of No Child Left Behind, the program was revised and updated to integrate the research-based requirements. The following documentation includes the ten facts used to develop this program and how the program continues to ensure that each student using it achieves test success.

### **What Research Shows:**

#### ***Fact 1: Test Anxiety is a problematic and common condition among students.***

Research demonstrates in a number of studies that test instructions can influence the degree of anxiety in the test taker. One study showed that demanding, test-oriented instructions increased anxiety and resulted in performance decrements, especially for students who were already highly anxious (Sarason, 1960). Another study found that originality increased when the test taker was given clues as to what was being looked for in the test (Gerlach, 1964). Study counseling is most likely to result in a reduction in test anxiety when combined with structured behavioral techniques for teaching students how to observe, measure, and change their study behavior and how to prepare for and take examinations (e.g., Allen, 1971, 1973; Gonzalez, 1976).

According to Dr. Jolie Brams, Ph. D., author of *How to Do Your Best on Every Test*, test anxiety has shown a dramatic increase in young patients who are stressed by tests, particularly statewide assessment tests. Many students have little to no idea how to approach taking tests, particularly at elementary level. At the same time, an increasing number of college students with test anxiety have caused them unnecessary hardship and failure. Had these college students dealt with their test anxieties during youth, their performance in college could have improved (Brams, 2003).

With the greater emphasis on high-stakes tests, test anxiety is becoming a troublesome and common condition among students in public schools. Research indicates that test anxiety may exert a debilitating effect on student performance. The higher the anxiety level, the lower student performance tends to be (Berliner & Casanova, 1988; Hancock, 2001).

### **What Show What You Know® OAT/OGT Products Show:**

#### ***Chapters on reducing test anxiety***

Show What You Know® Publishing's test-preparation workbooks have an entire chapter devoted to reducing test anxiety. Jolie Brams, Ph. D., a psychologist who specializes in children and adolescents, writes the test anxiety chapters on a grade-specific level. Teachers can break this chapter up into different sections, allowing plenty of time to discuss and practice the methods suggested to identify what test anxiety is, help students understand the symptoms of test anxiety, and reduce test stress. The chapters emphasize that test anxiety is common, and demonstrate the efforts students can make to overcome it. According to Dr. Brams, being a little nervous motivates students to do their best, but being overly nervous can make students forget information they need to know for the test.

Each Student Workbook contains a grade appropriate Test Anxiety chapter offering activities to overcome test stress, such as thinking positively instead of negatively, emphasizing the importance of good physical health, and studying and practicing for the test. These are skills that help students succeed on Ohio standardized tests, as well as other tests they will face throughout their lives.

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### **What Research Shows:**

#### ***Fact 2: Test-Taking Strategies can help a student actively apply knowledge.***

Preparing students for tests does not have to involve extensive drilling and memorization. It is about developing the learnable skills needed to test well. It has been shown that increasing test wiseness results in improvement in test scores (Millman, 1965). One study defined test wiseness as "a subject's capacity to utilize the characteristics and formats of the test and/or the test-taking

situation to receive a high score.” This study’s outline of test-wiseness principles includes such practical suggestions as “pay careful attention to directions, determining clearly the nature of the task and the intended basis for response” and “always guess if right answers only are scored.”

It is now recognized that many children and adolescents, particularly those with learning difficulties, need explicit, intensive instruction in study strategies. (Metzler, 1993). Some students may need to learn specific study strategies for organizing, remembering, prioritizing, and shifting approaches flexibly. These processes are the underpinnings of strategic learning and are essential for accurate and efficient studying. Students may also need strategies for identifying global themes while ignoring irrelevant details and shifting from the details to the main ideas (Meltzer, et. al, 2005).

Another element that can hinder students’ ability to perform well on a high-stakes test is a lack of time management skills. Research indicates that when teachers focus on teaching time management skills, all students, including those with disabilities, demonstrated proficiency on exams (Gulek, 2003). It is suggested that the most direct way to build time management skills is to give a few tests with time limits throughout the year so that when faced with a timed test, students do not panic (Clovis, 1999).

#### **What Show What You Know® on the OAT/OGT Products Show:**

##### ***Test-Taking Strategies Chapter promotes test wiseness***

Each Show What You Know® on the OAT/OGT workbook includes a Test-Taking Strategies chapter, which is also written by Dr. Jolie Brams at a grade appropriate level. Some general strategies taught in these chapters are:

- Be an active learner
- Read the directions carefully
- Know how to use the Answer Document
- Map out the information given to you in the question
- Don’t speed through the test, but don’t get stuck on one question
- Answer every question and recheck your work
- Pay attention to yourself and not to others
- Learn how to power guess
- Use partial knowledge and common sense

The chapter then gives specific test-taking strategies for each specific subject being tested. After reviewing the Test-Taking Strategies chapter, students should be able to find their own strategies to help them prepare for tests. The Show What You Know® Program also includes practice tests, which enforce time management skills.

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#### **What Research Shows:**

##### ***Fact 3: Students will do better if they are familiar with the standards they may be tested on.***

The No Child Left Behind Act mandates that all states set and assess state learning standards that identify the content and skills that students need to acquire at each grade level. Many of the new state standards and their corresponding tests require students to answer very demanding questions. Research indicates that in order to give students a fair chance to demonstrate what they know and can do, it is essential to expose them to all curriculum objectives to be mastered at their grade level (Gulek, 2003). This includes teaching to a state’s standards in advance to be sure the students are proficient in them. Teaching to the state standards and using various assessment approaches and formats constitutes appropriate test-preparation practice (Gulek, 2003).



### **What Show What You Know® on the OAT/OGT Products Show: *Guided Tutorials by Standards for Grades 6-10***

Although Show What You Know® products promote teaching learnable skills, and not just teaching to the test, it is necessary that students understand the Ohio Academic Content Standards. The Show What You Know® test-preparation materials are aligned specifically to the Ohio Academic Content Standards. The secondary level test-preparation series, grades 6-10, then develop these materials using cognitive questioning in the form of student tutorials and assessments. This program provides an awareness of the student's knowledge about a concept or strategy. Students learn to sort through text, organize their thinking, make clear responses to assessment questions, and monitor and evaluate their responses.

The tutorials are designed to guide students through each Standard, Benchmark, and Grade-Level Indicator that may be assessed. A sample question is provided for each Standard, Benchmark, and Grade-Level Indicator. Answers and analysis are usually found in the Parent/Teacher Supplement. For example, in the Reading Tutorial, a complete analysis is given to explain to the student why the correct answer is correct, and why the incorrect answers are incorrect. The purpose of the tutorials is to help students become more familiar with the standards they may be tested on, and to become familiar with the types of questions that they could see on the actual test for each standard.

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### **What Research Shows:**

#### ***Fact 4: Rubrics provide both students and teachers with helpful criteria for success.***

Rubrics are multidimensional sets of scoring guidelines that can be used to provide consistency in evaluating student work. Rubrics display scoring criteria so that multiple teachers, using the same rubric for a student's extended-response question, would arrive at the same score (George Lucas Educational Foundation). According to research, criterion-referenced knowledge provides the right kind of guidance for improving student understanding. (Crooks, 1988; Wilburn & Felps, 1983). Rubrics help students understand what is expected from them. They demystify grades by clearly stating, in age-appropriate vocabulary, the expectations for a test. Rubrics also help a teacher monitor the student's learning process in an authentic way and develop or revise a lesson plan. (George Lucas Educational Foundation, 2003).

### **What Show What You Know® on the OAT/OGT Products Show: *Scoring Rubric Information for the OAT/OGT***

Show What You Know® products include scoring rubrics for qualifying question types asked on the OAT/OGT. Rubrics provide criteria to help students evaluate their work. Rubrics benefit students because it helps them realize the validity and quality of their answers. They can easily visualize the standards that a short-answer question or writing prompt is testing and how it will be scored. Rubrics help students understand that it is better to put down something for an answer, than nothing at all.

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### **What Research Shows:**

#### ***Fact 5: Practice makes a difference.***

Research states that administering practice tests optimizes learning and provides a good review strategy (Bangert-Downs, Kulik, Kulik & Morgan, 1991). Practice tests make students more aware of themselves as learners and are also a form of diagnostic assessment being used to identify students' strengths and weaknesses on particular topics (Gall, Borg, & Gall, 1996). In one study, three years of practice test distribution indicated a direct positive relationship between



the number of practice tests given and student's final scores (Snooks, 2005). Student satisfaction is another measure of teaching effectiveness. Gretes and Green (2000) found that 90% of students believed practice tests helped them study for "real" exams.

It is important for a testing program to include criterion-referenced exams that reflect the quality and depth of curriculum advocated by the standards (Atkin, et. al. 2001).

**What Show What You Know® on the OAT/OGT Products Show:  
*Practice Tests Modeled after the OAT/OGT***

The Show What You Know® Practice Tests are modeled after the actual OAT/OGT. This means that they include the same number of questions, the same format, and the same type of questions, whether it is multiple-choice, fill-ins, short-answer, extended-response questions, and writing prompts.

Practice Tests can be used in several ways: Practice Test 1 can be used as a pre-test to find students' strengths and weaknesses, and which standards need additional review. A correlation chart for teachers is provided to assist with this. Practice Test 2 can be given as a post-test after reviewing the standards identified from Practice Test 1 that needed more attention. The test item distribution of the Show What You Know® workbooks matches what students will see on the actual test, and Item Distribution Charts are included to illustrate the number of question types for each standard and give advice on how to approach the questions. The tests are designed to simulate the actual test; the more familiar students are with the look of the test, the more confidence they will have when they take the actual test.

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**What Research Shows:**

***Fact 6: Diagnostic assessments help teachers distinguish where students are and what they need to work on.***

Research indicates that in addition to informing and supporting instruction, assessments communicate information to people at multiple levels within the school system, serve numerous accountability purposes, and provide data for placement decisions. Tests that are given before the end of a unit can provide both teacher and student with useful information while there is still opportunity to revisit areas where students were not able to perform well. Opportunities for revisions on tests, or any other type of assessment, give students another chance to work through, think about, and come to understand an area they did not fully understand or clearly articulate the previous time (Atkins, et. al, 2001).

**What Show What You Know® on the OAT/OGT Products Show:**

***Assessment Tests with Correlation Charts to identify students' strengths and weaknesses***

In the Parent/Teacher Supplements, there are Correlation Charts aligned to each practice test, which allow quick assessment of students' strengths and weaknesses. The Standard, Benchmark, and Grade-Level Indicator, and answers are listed for each question. To use the chart, teachers can write the students' names in the left-hand column. When students miss a question, the teacher places an "X" in the corresponding box. A column with a large number of "Xs" shows that a class needs more practice with that particular standard, benchmark, and indicator. This makes it easy for a teacher to quickly identify the needs of individual students or the class as a whole.

The Show What You Know® test-preparation series delivers quick diagnostic results regarding individual student performances, enabling students to take an active role in their own learning.

## **Research Shows:**

### ***Fact 7: Immediate feedback helps students learn.***

Feedback has been shown to be one of the most significant activities a teacher can engage in to improve student achievement (Hattie, 1992). In fact, in 1999, John Hattie, Dean of Education at the University of Auckland, summarized his wide ranging view of “what works” in education with the statement, “the most powerful single moderator that enhances achievement is feedback” (Crooks, 2001).

Research identifies that feedback must be timely. If students receive feedback in a timely manner, it will increase the window of opportunity for learning. On the contrary, delay in providing students feedback diminishes its value for learning (Banger-Drowns, Kulik, 1991). Feedback is a research-based strategy that teachers and students can practice to improve their success. Providing the right kind of feedback to students can make a significant difference in their achievement. Feedback that improves learning is responsive to specific aspects of student work, such as tests, and provides specific and related suggestions. This kind of feedback extends the opportunity to teach by alleviating misunderstanding and reinforcing learning. Feedback that is corrective in nature—that is, explains where and why students have made errors— leads to significant increases in student learning (Lysakowski & Walberg, 1981, 1982; Walberg, 1999; Tennebaum & Goldring, 1989). This type of self-assessment is a vital component in student learning. Feedback on assessments cannot be effective unless students accept their work can be improved and identify the important aspects of their work that they wish to improve (Crooks, 2001).

## **What Show What You Know® on the OAT/OGT Products Show:**

### ***Immediate Feedback***

The Show What You Know® test-preparation series provides immediate feedback to teachers and students.

For Grades 3-5, the Practice Tests provide immediate feedback to teachers in the Parent/Teacher Supplements through extensive answer analyses. The tests can be used in two ways: as an assessment, as previously mentioned, or as a step-by-step model tutorial, which the teacher can break apart into standards, pages, or questions and work through with the students. The correlation chart assists in determining which standards the students are mastering, and which standards need attention.

For Grades 6-10, the Tutorial sections for each subject tested walks the students through questions that model each test, with answer analyses that help a student through the thought process of how to select the correct answer. The question analyses with answers are immediately provided for the student to understand in detail why each answer is correct and why the other choices are incorrect.

Like the elementary products, grades 6 and 7 include the Practice Test answer analyses in the Parent/Teacher Supplement. Ohio Academic Content Standard correlations and answer analyses are provided in the Student Self-Study Workbooks for OAT Grade 8 and OGT. This allows middle and high school students to study at their own pace and concentrate on the areas that they need the most work.



Flash cards, modeled in the format of the specific OAT/OGT questions, give students immediate feedback on why the correct answer is correct and why the incorrect answers are incorrect. Therefore, learning is twofold. In addition, each flash card identifies the Standard, Benchmark, and Grade-Level Indicator being assessed.

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### **Research Shows:**

#### ***Fact 8: Students learn in different ways.***

Many studies exist that prove students learn differently from one another. Some students are kinesthetic learners, while others prefer visual or auditory methods. Research demonstrates that planning appropriate and varied lessons will improve both instructional and classroom management. Lessons should reflect an understanding of individual differences by appropriately incorporating strategies for a variety of styles. When individual student differences are considered, many researchers claim that students will have higher achievement levels (Reiff, 1992).

It is good practice to expose students to a variety of assessment approaches, tools, and formats because this allows students to apply their knowledge in multiple learning situations (Gulek, 2003).

### **What Show What You Know® on the OAT/OGT Products Show:**

#### ***Additional Teaching Tools***

A **Glossary of Terms** is provided to help students understand terms that they should be familiar with on the test. Glossaries review subject-specific concepts or terms, such as the meaning of the words, *i.e.*, *synonym*, *figurative language*, or *Pythagorean Theorem*.

A list of **Important Terms** is also provided for the students. This includes words that might be included in the instructions of the tests. For example, the words *delete*, *edit*, and *apply* might be included on the important terms for the English Language Arts OGT. Obviously, if a student does not understand the meaning of the word “*edit*”, it is unlikely that he or she will get the question correct.

**Real World Data** is included in the Show What You Know® on the OAT/OGT Mathematics materials.

In addition, **Cross-curricular** reading and writing passages are included in Show What You Know® on the OAT/OGT test-preparation materials.

#### ***Additional Test-Preparation Products***

The Show What You Know® Flash Cards are an excellent way to incorporate many forms of differentiated instruction in your OAT/OGT preparation curriculum. Each deck provides an additional practice questions. These flash cards can be used as Questions of the Day, OAT/OGT Jeopardy-style games, bell work, group work, and tutoring, among other techniques.



### **Research Shows:**

#### ***Fact 9: Graphic Organizers provide a systematic approach to develop critical-thinking skills***

Graphic organizers provide students with an organizational framework to help them plan their thinking and organize their thoughts. This allows a student to find connections, organize large amounts of information, brainstorm ideas, and make decisions on the best way to communicate those ideas.

Graphic organizers come in many types and have been widely researched for their effectiveness in improving learning outcomes for students with and without disabilities. (Hall, Meyer 2003). In *Reading First*, a program implemented under No Child Left Behind, it explains that good comprehension instruction includes explicit instruction in comprehension strategies along with numerous opportunities to read and discuss text. One strategy that is suitable for teaching these comprehension skills is through the use of graphic organizers.

There is solid evidence for the effectiveness of graphic organizers in facilitating learning (Hall, Meyer, 2003). Graphic organizers are most effective when these skills are used daily, and in a repetitive manner. When this curriculum is implemented, students will develop consistency in the way they process and answer critical-thinking questions (Thompson, et. al 2003).

### **What Show What You Know® Products Show:**

#### ***Graphic Organizers are included in Supplemental Skill-Building Materials***

*Read on Target*, Show What You Know® Publishing's supplemental reading comprehension and critical-thinking skills workbook series for grades 1-6, uses reading maps, a form of graphic organizers. These reading maps guide students through the thinking process and provide a blueprint for students to build their ideas into a clear, conceptual structure.

In 2003, a study was done to evaluate the effectiveness of the reading comprehension tools contained in *Read on Target*. The study consisted of correlation studies with pre-tests and post-tests on a group of two student test groups. One group used *On Target* and the other did not. Students who used *Read on Target* showed measurable gains on reading comprehension tests. (See attached).

The *Write on Target* series for grades 1-6, consists of a similar framework utilizing graphic organizers to write to 11 modes of writing. When the appropriate graphic organizer is used, teachers are able to trace a student's thinking during the planning and writing stages. The graphic organizer helps improve a student's organizational structure with a clear beginning, middle, and end. Students are able to write to the purpose of the mode, even when the student's final products are not fully developed. This allows teachers to see where students are breaking down in their writing process and offers a plan for appropriate intervention.

*Math on Target*, for grades 3-5, uses math maps, a form of graphic organizers, to provide an approach for working through any math problem. It presents mathematics problems that help students develop the conceptual understanding and higher-level thinking skills. *Math on Target* provides sample problems for modeling, practice, and diagnostic assessment purposes. Once again, this makes it easy for a teacher to analyze where students break down in their knowledge of facts, skills, and mathematical processes that have already been taught in the regular mathematics program.



### **What Research Shows:**

#### ***Fact 10: Professional development can add value to student achievement***

In 2001, the National Staff Development Council identified professional development as concentrating on the improvement of student learning through the improvement of knowledge and skills for educators (2001). Elmore stated the professional development should be aimed directly on the effect of the classroom's daily experience (Elmore, 2002). Professional development should be tailored to address the difficulties encountered by students in real classrooms, as well as broad systematic objectives and should be located as close to the physical location of delivery, within specific schools or within districts, rather than off-site (McNamara, 2007).

In addition, professional development will positively impact student achievement when:

- (1) Professional development includes strategies and activities that directly support the curriculum (Terry, 2007). When professional development directly supports the curriculum, teachers tend to adopt the practices taught in their professional development (Cohen, 2001).
- (2) Professional development provides practical strategies linked to specific skills, such as strategies for answering multiple-choice, extended-response, or two-part questions
- (3) Professional development is aligned to Ohio educational guidelines (Terry, 2007).  
In fact, a study of federal programs found a focus on building on what teachers already have learned and aligning professional development with state and district standards and assessments had the greatest effect on their skills and led to changes in instructional practice (Garet, 2001).

### **What Show What You Know® Products Show:**

#### ***Professional development workshops are tailored to meet individual needs and provide added value to student achievement***

Show What You Know® Publishing's School Site Professional Development Workshops, *Success Strategies for Ohio's Achievement Tests*, (including Ohio Graduation Tests) provide training using research-based success strategies and activities tailored to meet the specific needs of individual schools and educators. By participating in the workshop, educators will be better prepared to help students understand the format of the Ohio Achievement Test/Ohio Graduation Test, how to increase test scores with proven test-taking strategies, and how to eliminate the stress students feel about the tests by demonstrating methods for recognizing and reducing test anxiety. The professional development workshops are specifically aligned to Ohio's Academic Content Standards and focus on helping educators raise test scores to better meet the Federal requirements of No Child Left Behind. They include interactive activities and handouts, which directly support Ohio's curriculum. The presenters are educators themselves, and are known for their enthusiasm and knowledge for the topic of standards-based assessments and research-based strategies to help prepare students for test success.



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