

A Study of Teachers' Attitude, Perceptions and Experiences towards Standardized Testing as a Fair Judging System

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ABSTRACT

A standardized test is one that follows definite set of rules; administered and assessed in a consistent and predictable way. Standardized tests have same questions, administration settings, scoring methodologies, and interpretations, and they are provided and scored in a consistent manner. Achievement tests, diagnostic tests, and aptitude tests are the three types of standardized exams. The use of these tests in the classroom has had a considerable impact. The study aimed to analyze teachers' attitude towards the use of standardized testing as a fair judging system and its effectiveness. Moreover, this research also analyzed teachers' experiences regarding the effect of these tests on their instructional decisions. It was hypothesized that teachers would have positive attitude towards the use of the use of standardized testing as a fair judging system. It was also hypothesized that these tests affect teachers' instructional decisions. This study is a cross sectional survey based on a closed-ended questionnaire that consists of twenty questions followed by five-point Likert scale. Teachers teaching in private and government schools/colleges of Masroor (Karachi) were research population. The researchers collected data from sixteen teachers using convenient sampling technique. The findings of the study illustrated that the majority of teachers had a positive opinion about the implementation of standardized testing as a fair judging system. Standardized assessments help teachers and students better diagnose their strengths and weaknesses. But they should not be used as the sole method of evaluating a student's academic progress. Assessments must cover all the learning objectives.

INTRODUCTION

Any test in which all test takers require to respond in the same way to the same questions, or ask for a selection of questions from a common bank of questions, and is scored in a consistent manner, allowing individuals or groups of students to compare their results, is referred to as a standardized test. According to Kubiszyn & Borich (2016) standardized test is similar in three ways: format/questions, instructions, and time allotted. The three main types of standardized tests are: Diagnostic tests, which compare performance; achievement tests, which determine skill or knowledge comprehension; and aptitude tests, which predict ability. There are many different forms of standardized tests. But the multiple-choice are the most popular for large-scale testing because computers can score them quickly, consistently and affordably. These tests are considered to be more objective and fair. On the other hand, open-ended essay questions are graded by

humans using a same set of criteria or rubrics to maintain consistency in scoring. It is time-consuming and considered more subjective (Kubiszyn & Borich, 2016).

The use of standardized assessments in the classroom has had a significant impact. Teachers are changing their teaching methods and materials. Teaching to the test; changing courses or highlight testable information, and dropping subject matter not covered by tests are all instances of the types of influence observed in different researches. Some objectives of great importance are often overlooked by the teachers because they are not addressed on standardized assessments (Supowitz, 2021). The pressure on teachers to guarantee that their college students score high on standardized tests has increased due to comparisons of schools, districts, and states based on standardized tests. The use of these tests may

influence teachers' attitudes and instructional decisions, thus, it's critical to figure out how much of an impact they make in the classroom.

This study aimed to investigate teachers' attitudes towards the use of standardized tests as a fair judging system and the effectiveness of these tests. Moreover, this research also analyzed teachers' experiences regarding the effect of these tests on their instructional decisions. It's a major issue that teachers teach to the test. Some important objectives in the classroom are commonly neglected because standardized exams do not address them. Furthermore, these tests do not assess students' classroom learning and performance completely but they are considered as a fair judging system.

The research objectives were to:

1. Review teachers' attitude towards the use of standardized testing as a fair Judging System.
2. Investigate the teachers' perceptions regarding the effectiveness of standardized testing.
3. Analyze teachers' experiences if these tests affect their instructional decisions.

It was hypothesized that teachers would have positive attitude towards the use of the use of standardized testing as a fair Judging System. It was also hypothesized that these tests affect teachers' instructional decisions.

Significance of the Study

This study may provide suggestions and recommendations for improvement in standardized testing. This research may help educational policymakers and paper setters in making practical plans for reforming and improving our exam system. The study may help examination boards to revisit the existing practices of assessment of students for effective education and students' growth in real meaning. School administrators may find the study useful when creating assessment planners that include various assessment methods such as projects, end chapter tests, class work and homework analysis, portfolio analysis, etc. It may provide guideline to teachers to use other sources of assessment for student's motivation, skill development, test preparation and healthy growth. It might be helpful to reduce exam pressure on students and teachers.

LITERATURE REVIEW

History of Standardized Tests

Standardized exams are not new. The use of first standardized testing has been evidenced in China where candidates had to pass the tests of knowledge of philosophy and poetry for government employment (Strauss, 2021). These examinations began around 100 CE and were permanently established by the Sui Dynasty in 605 CE. By identifying the suitable candidates for the Chinese civil service, they attempted to predict ability. Most standardized assessments were criterion-referenced before the turn of the century. Basic skills in instructional areas were assessed using these exams. In the 1920s and 1930s, norm-referenced became more popular for Job testing in the Army during World War I (Strauss, 2021).

Standardized tests had been used in the United States for over a century. Horace Mann, an educational pioneer, developed an idea in 1845. He advocated for pupils to demonstrate their knowledge through written assessments rather than oral exams. Oral examinations were the major means of assessing educational achievement in American schools before to 1845. Horace Mann is known as the "Father of Standardized Testing" in the United States. He was a secretary of the Massachusetts State Board of Education from 1837 to 1848. In Italy, they were used to help calculate teachers' remuneration. Teacher's salaries were determined by how well his or her students did on tests of various subjects. Teacher payment was later linked to student performance in English colonies. After World War II, school used standardized achievement assessments to determine performance of teachers and students, identify flaws of specific programmes, and assess school curriculum as well as the educational system as a whole (Strauss, 2020).

Types and Uses of Standardized Tests

Onawale (2021) classified standardized tests into three types:

Achievement Tests

Achievement tests are used to determine how well students have learnt a particular subject. These include exams to evaluate compliance with academic content standards. Achievement tests are used in educational systems to determine a student's readiness for a particular level of instruction. High achievement ratings frequently show that pupils have mastered grade-level curriculum and are prepared for higher schooling. Low accomplishment levels may indicate that a student needs remedial instruction or to retake a course (Onawale, 2021).

Diagnostic Tests

Some standardized exams are employed to determine strengths and weaknesses in particular skills, such as reading or math. For instance, a student in primary school may have reading difficulties, and one or more diagnostic tests would provide specific information on the following three elements: fluency (reading and listening comprehension), word recognition (pronunciation), comprehension (vocabulary). School psychologists usually use pre-established protocols to carry out diagnostic assessments. In order to build a profile of a student's skills and abilities and to identify a learning disability, the examiner typically tracks the child's behavior (Onawale, 2021).

Aptitude Tests

Onawale (2021) states that like achievement tests, aptitude tests evaluate what students have learned, but instead of emphasizing a particular topic area covered in class, the test items place an emphasis on linguistic, mathematical, and problem-solving skills taught in class or learnt from general cultural exposure. These tests can be used to predict general school performance because they are often shorter than achievement tests.

Characteristics of Standardized Tests

White, Stepney, Hatchimonji, Mocer, Linsky, Reyes-Portillo & Elias (2016) asserted that standardized tests had the following characteristics:

- **Validity**

In order to be considered valid and useful, a test must be designed to measure what it purports to measure.

- **Reliability**

This is the consistency of a person's scores on the same test taken again. Internal consistency is determined via test-retest and split-half.

- **Norms**

The test requires the creation of norms, or average group performance. It assists in comparing and interpreting an individual's performance against the group's overall criteria.

While Supowitz (2021) states that standardized tests include the following characteristics:

- a. They contain high-quality items. The items are pretested and chosen on the basis of their difficulty, discrimination power, and relevance to explicitly specified behavioral objectives.
- b. Anyone may give and score the test because the directions for administration, exact time limit, and scoring are all clearly defined.
- c. To help in the interpretation of test scores, norms based on representative groups of individuals are presented. Age, grade, sex, and other factors are routinely used to create these norms.
- d. The information required to assess the test's worth is presented. The test's reliability and validity are confirmed before it is made public.
- e. A handbook is provided that outlines regarding the development of the specific test, its aims and uses, instructions for administering, scoring, and interpreting findings.

Norm-Referenced vs. Criterion-Referenced Tests

Koretz (2017) argues that these testing methods are used to measure an individual's abilities. They're used to determine how well people perform. Both are used to assess performance, although they are based on diverse criteria; different formats are used to report and interpret scores. The term "norm-referenced" is used to refer such standardized tests which are used to compare and rank test takers. Percentage or a percentile is used to express the results. In these tests multiple-choice questions are common open-ended and short-answer questions are used as well. Norm-referenced are usually based on national standards rather than regionally created curricula. The most well-known are intelligence tests. SATs, ACTs, and GREs are some examples of norm-referenced assessments. Criterion-referenced tests are those that compare performance to a set of predetermined norms or criteria. It assesses a test taker's ability to understand a specific program of study. The number of correct answers submitted by test taker determines its results. Total score or percentage is used to express the results. These tests include those which are administered in classes, schools and universities by a teacher. They help teachers in determining whether the student should pass the course or not.

Advantages and Disadvantages of Standardized Tests

The studies on standardized testing are full of discussions about the benefits and drawbacks of these assessments for students. Standardized tests are crucial in evaluating a country's educational system's performance and outcomes. Assessment procedures

have an effect on classroom instruction as well as interactions between teachers and students. In standardized tests students' results are more comparable, objective, and less ambiguous than teacher-made tests (Paul, 2016).

The following was a list of the benefits of standardized tests described by Lai (2023):

- A standardized test is used to determine the rate at which a student's skill is developing. It serves as a foundation for determining the students' intellectual abilities, as well as their strengths and weaknesses.
- It validates teacher-made tests.
- It is helpful in determining whether a student is experiencing learning issues or not.
- It helps the teacher in understanding the underlying causes of the students' learning challenges.
- It Provides data for curriculum development and remedial instruction for students who lack behind in school.
- A standardized test assists the instructor in evaluating the success of his or her own teaching and school-based educational programmes.
- It also provides information for tracking a person's growth throughout time.
- It also examines the effects of courses of study, learning activities, teaching methods, and other key elements on educational practices.

There were many researchers who were not in favor of standardized testing and thought that these tests had worse effects (Kittaka, 2016; Sawchuk, 2019; Gewertz, 2020). In order to make sure that students are learning and teachers are imparting the knowledge effectively to perform well on standardized tests, curricula based on academic standards is narrowly focused (Ramlackhan, 2020). Pinar, Reynolds, Slattery & Taubman (2014) argued that instructional tools and strategies developed by "scientific" community and imposed by government such as standardized tests, instructional models and teacher-proof curricula, all work to impede the teacher's ability to use or implement a more focused perspective on teaching and learning.

Sugarman & Villegas (2020) claimed that standardized academic achievement tests had been an important part of the educational system for many years but it is arguable that the employment of these exams and standard formats undermine the

true goals of the educational system. According to Sugarman & Villegas (2020), students find cultural allusions and the setting of writing passages offensive or unfamiliar. Policy makers miss the significance of culturally pertinent information for students in the minority categories in their effort to construct an educational system that is uniformly standardized. These problems impact both the students and the teachers who are forced to follow the exam format.

The excessive emphasis on testing in schools has drawn criticism from those who claim that it causes anxiety in both students and instructors, transforming classrooms into test-preparation factories rather than true, meaningful learning environments (Paul, 2015). Olson and Jerald (2020) warned that unless our current generation performs more significantly to classroom instruction and testing proponents could persuade policymakers and the general public that testing was not a crucial component of school improvement and essential to enhance educational quality, there would be no improvement in educational quality.

The testing system had several issues, but one of the biggest ones for teachers in the classroom was that these tests didn't help the teachers do their job (Greene, 2019). Supowitz (2021) stated that as evolutionary instruments, these tests had some limitations. Administration analyzed school and system performance using the data from assessments, but such tests provided insufficient information regarding individual-level accountability and instructional practices.

Preparation of Standardized Tests

Various individuals are engaged in setting testing standards and standardizing the testing system. According to Polster, Detrich & States (2021), it is the responsibility of the test developer to ensure that valuable information and supporting evidence are provided when choosing, administering and interpreting standardized tests. He believes that curriculum outlines the educational and knowledge-acquisition process. It is made up of concepts, standards, and benchmarks that define a set of limits for student achievement or learning outcomes. Tests are prepared using these outlines of standards and benchmarks.

Silver & Polikoff (2020) asserts that standardized tests are prepared keeping in mind classification of educational objectives described by Benjamin Samuel Bloom, an American Educational

Psychologist. Standardized tests are usually be able to measure how effectively each student has grasped the material / curriculum (knowledge and comprehension), how successfully the learner can apply what they've learned to solve problems (application), as well as a student's ability to express fundamental assumptions, beliefs, and relationships (analysis). Moreover, it is able to examine how well a student can apply what he or she has learned to new situations (synthesis). Knowledge, comprehension, application, analysis, synthesis, and evaluation are the major taxonomic categories described by Bloom. The above mentioned various progressive levels of knowing fall within Bloom's Taxonomy of Educational Objectives.

Types of Errors in Standardized Tests

Polster, Detrich & States (2021) believes that despite the objectivity of these tests, some measures are required for maximum accuracy and efficiency in scoring. Following errors may occur:

- Consistent errors might come from a failure to understand scoring directions, resulting in consistently low or high scores.
- Variable errors can occur as a result of inaccurate scoring, adding, computing, or transcribing.
- An interpretative error which is defined as inaccurate interpretation of obtained data.

Other Methods of Assessment

Quiz, project, assignment, self-assessment, portfolios and many other sources have been introduced to assess students' learning (Morgan, 2016). Kuyyogsuy (2019) describes peer assessment is a method to evaluate and specify the level of the students. It is the process of rating by the peers. He claims that peer assessment can be used at all levels of education, from elementary to graduation, and from school learning to vocational/professional training. The rationale behind employing peer-assessment is pedagogical, i.e. multiple dimensions of learning. Many scholars like Topping (2017), Zhang (2018), Kuyyogsuy (2019) and many others suggested that students engaged in a well-designed peer-assessment framework can make good progress. According to studies, peer and teacher assessment can be compared and students have a realistic sense of their own talents by comparing peer, self, and teacher assessment. According to Double, McGrane & Hopfenbeck (2020) many publications revealed a strong link between peer and teacher evaluations.

Standardized Tests as a Big Cause of Stress and Anxiety

Lowe (2019) claims that standardized Tests cause anxiety, which is described as "general anxiety that students experience in testing situations," has an impact on all students. It is similar to stress that interferes with their abilities and significantly lowers academic progress. Ten to forty percent of pupils generally have exam anxiety; and fifteen to twenty-two percent experience severe cases (Lowe, 2019). A study of 32 students shown that when students create their own final portfolios, they become enthusiastic about the criteria used to score them rather than taking a standardized test, which causes stress and test anxiety (Brown, 2019). Two to three students in a typical classroom experience high levels of tension and anxiety before tests; this has a negative impact on their performance (Sternberg, 2017).

Fair Judging System

According to the Cambridge Advanced Learners' Dictionary, "fairness" is the quality of treating others equally. Similarly, the Merriam-Webster Dictionary describes that such test will be fair which is marked by impartiality and honesty (free from self-interest, prejudice, or favoritism). Thus, according to these definitions, testing practices are considered fair if they are free of biases and favoritism. Fair judging system in education can be associated with either the concept of "equality" or "equity," (Nisbet & Shaw, 2019). The both concepts strive to guarantee that all test-takers experience the same assessment conditions, such as learning materials, resources, time, and location. In order to attain objectivity, fair judging system requires the same administration, content, scoring, and interpretation of results (Murillo & Hidalgo, 2020).

Research Methodology

Participants

Teachers who were teaching at private and government schools/colleges in Masroor (Karachi) were research population. The researcher collected data from sixteen teachers who were teaching at SSC and HSSC level using convenient sampling technique. The participants were 9 (56.2%) teachers employed in public and (43.75%) teachers were working in private schools/colleges. Descriptive statistics are presented in Table 1.

Table 1

Descriptive Statistics on Demographic Variables

| Variable | n | % |
|----------|----|-------|
| Males | 11 | 68.75 |

| | | |
|-----------------------------|----|-------|
| Females | 5 | 31.25 |
| Age below 35 | 3 | 18.75 |
| Age 35-40 | 4 | 25 |
| Age 41-45 | 3 | 18.75 |
| Age 45-50 | 4 | 25 |
| Age above 51 | 2 | 12.5 |
| Teaching Grade 9-10 | 6 | 37.5 |
| Teaching Grade 11-12 | 10 | 62.5 |
| Experience 6-10 yrs | 5 | 31.25 |
| Experience 11-15 yrs | 6 | 37.5 |
| Experience more than 15 yrs | 5 | 31.25 |

Procedure

Subjects were told that the purpose of the study was to investigate teachers' attitude towards the use of standardized testing as a fair judging system and its effectiveness. The researcher sent questionnaires to twenty teachers but sixteen of them responded.

Measure

The researcher used a close ended questionnaire in this study because questionnaires are effective, cheap and quick means of measuring behaviors, views, attitudes, and other factors in a group and to make generalizations (McLeod, 2023).The teachers' views

on the effectiveness and use of standardized tests in the form if statements were developed first. All survey items were intended to measure a facet of teachers' attitude, perceptions and experiences regarding the necessity of standardized tests and influence of these tests on instructional practices. The questionnaire was developed on the basis of measures used in some previous researches (Schuette, Wighting, Spaulding, Ponton & Betts, 2010; Weiss, 2021; Lai, 2023). The researcher piloted it with a sample of 6 teachers which were not part of actual study to ensure reliability, usefulness and appropriateness of the instrument. The researcher also validated questionnaire from two experts. After that, it was reviewed and reformed accordingly. The questionnaire was comprised of twenty statements followed by five point likert scale (5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree). The Cronbach's Alpha value was calculated to ensure reliability, which was 0.82 with number of items 20. S-CVI value were also computed which was 0.84.

After data collection, data was analyzed through descriptive statistics using MS Excel and presented in Table 2.

RESULTS

Table 2

Descriptive Statistics on Teachers' Attitude, Perceptions and Experiences towards Standardized Testing

| Sr. | Statements | n | SA | A | UD | DA | SDA | Min | Max | Mean | SD |
|-----|---|----|----|----|----|----|-----|-----|-----|------|------|
| 1 | Standardized tests are generally trustworthy (the outcomes of the tests are consistent throughout the student group). | 16 | 9 | 6 | 0 | 0 | 1 | 0 | 9 | 3.2 | 4.09 |
| 2 | Standardized exams are generally valid (they measure what they claim to measure). | 16 | 10 | 5 | 1 | 0 | 0 | 0 | 10 | 3.2 | 4.32 |
| 3 | The achievement of a student in the classroom is more essential than his standardized test scores. | 16 | 5 | 9 | 0 | 2 | 0 | 0 | 9 | 3.2 | 3.83 |
| 4 | Before students take standardized tests, teachers "teach" the topics they expect to be covered in them. | 16 | 7 | 8 | 1 | 0 | 0 | 0 | 8 | 3.2 | 3.96 |
| 5 | Scores from standardized tests are being abused (when scores are utilized for purposes other than | 16 | 2 | 13 | 1 | 0 | 0 | 0 | 13 | 3.2 | 5.54 |

| Sr. | Statements | n | SA | A | UD | DA | SDA | Min | Max | Mean | SD |
|------------|--|----------|-----------|----------|-----------|-----------|------------|------------|------------|-------------|-----------|
| | those intended). | | | | | | | | | | |
| 6 | On the basis of standardized test scores, schools should not be compared to one another. | 16 | 5 | 8 | 1 | 2 | 0 | 0 | 8 | 3.2 | 3.27 |
| 7 | Teachers make effective use of standardized test results. | 16 | 6 | 8 | 0 | 2 | 0 | 0 | 8 | 3.2 | 3.63 |
| 8 | The standardized test scores of their students are used to evaluate teachers' classroom performance. | 16 | 6 | 10 | 0 | 0 | 0 | 0 | 10 | 3.2 | 4.60 |
| 9 | Teachers are given training in subject curriculum areas prior to administering standardized tests. | 16 | 6 | 7 | 1 | 1 | 1 | 1 | 7 | 3.2 | 3.03 |
| 10 | Standardized assessments are necessary to provide constructive feedback to students. | 16 | 10 | 5 | 1 | 0 | 0 | 0 | 10 | 3.2 | 4.32 |
| 11 | Standardized tests are essential for the growth of students. | 16 | 12 | 3 | 1 | 0 | 0 | 0 | 12 | 3.2 | 5.07 |
| 12 | Teachers use test scores to become sharp observer of students' performance. | 16 | 7 | 8 | 0 | 1 | 0 | 0 | 8 | 3.2 | 3.96 |
| 13 | Teachers follow scheme of studies instead of these tests. | 16 | 4 | 8 | 3 | 1 | 0 | 0 | 8 | 3.2 | 3.11 |
| 14 | Teachers change their teaching methods and material for standardized tests. | 16 | 5 | 8 | 2 | 1 | 0 | 0 | 8 | 3.2 | 3.27 |
| 15 | Teachers only teach to the test. | 16 | 1 | 9 | 2 | 4 | 0 | 0 | 9 | 3.2 | 3.56 |
| 16 | Grading or scoring of students' performance is must. | 16 | 5 | 11 | 0 | 0 | 0 | 0 | 11 | 3.2 | 4.87 |
| 17 | Peer or other assessments can be used for evaluation. | 16 | 8 | 7 | 1 | 0 | 0 | 0 | 8 | 3.2 | 3.96 |
| 18 | Professional course participants should be tested using standardized tests. | 16 | 5 | 10 | 1 | 0 | 0 | 0 | 10 | 3.2 | 4.32 |
| 19 | Standardized tests are effective for assessment of knowledge, skills and | 16 | 4 | 11 | 1 | 0 | 0 | 0 | 11 | 3.2 | 4.66 |

| Sr. | Statements | n | SA | A | UD | DA | SDA | Min | Max | Mean | SD |
|-----|--|----|----|----|----|----|-----|-----|-----|------|------|
| | abilities. | | | | | | | | | | |
| 20 | Professional course participants should be assessed using alternative methods that allow for a more accurate assessment of their skills. | 16 | 2 | 14 | 0 | 0 | 0 | 0 | 14 | 3.2 | 6.10 |

Note: n= Number of participants, SA=Strongly Agree, A=Agree, UD=Undecided, DA=Disagree, SDA=Strongly Disagree, Min= Minimum, Max= Maximum, SD= Standard Deviation

The findings of the study indicate that the majority of teachers had a positive opinion regarding the implementation of standardized testing as a fair judging system. The majority of teachers believed that standardized assessments are reliable, valid, and necessary for students' development but they also believed that a student's performance in class is more essential than his standardized test score. Most of the teachers were of the view that teachers teach the topics to the students that are expected to be included on standardized tests. The majority of them were also agreed that test results should not be used to compare schools. They believed that test scores are used to judge teachers' and students performance in the classroom. Mostly teachers were agreed and even some of them were strongly agreed that they are provided training in subject areas prior to administering these assessments. More than half of the teachers who took part in the survey agreed that teachers teach to the tests, but they follow the scheme of studies and make instructional decisions in accordance with it. They believed that peer assessment and other methods might be effective in their classes as well. Most of the teachers believed that professional course participants should be evaluated using other ways in addition to standardized assessments. They thought these test are also useful for evaluating skills and abilities.

Discussion

The finding that teachers believed that standardized testing was a fair judging method was entirely expected. According to numerous previous studies, teachers believed that standardized assessments were the best way to gauge their students' progress (Kubiszyn & Borich, 2016; Silver & Polikoff, 2020; Supowitz, 2021). It is not surprising that teachers feel the need to modify their assessment system when children perform poorly in standardized tests. This may lead to more unfavorable sentiments about the impact of the examinations (Morgan, 2016;

Sternberg, 2017; Sawchuk, 2019). The finding that teachers believed that standardized examinations had a greater influence on teachers' classroom instruction and students' learning styles is consistent with previous researchers (Schuette, Wighting, Spaulding, Ponton & Betts, 2010; Lai, 2023). It is time to employ alternative evaluation techniques that are motivational, encouraging, and don't harm students' mental health because these tests induce anxiety and tension among students (Kittaka, 2016; Weiss, 2021).

Conclusion and Recommendations

It is concluded that teachers have positive attitude towards standardized testing. They expect that standardized tests help teachers and students better diagnose their strengths and weaknesses. Moreover, standardized tests also help with talent identification and selection for different academic programmes, college, scholarships and jobs. In determining the needs of exceptional pupils, the results can be quite useful. These tests assist to describe a student's learning capacities, academic achievements, and predict college success with accuracy. In short, standardized testing genuinely increases academic performance. They believe that standardized tests influence their instructional decision due to administration's pressure to ensure that their college/school students achieve high test scores, as well as the fact that teachers' promotion and salary increase are based on the GPA of the courses they teach.

The followings are some recommendations:

- Researchers, educators, and paper setters should be aware of the limitations of the tests when developing and implementing standardized tests.
- Standardized examinations should not be used as the sole method of evaluating a

student's academic progress. Assessments must cover all the learning objectives.

- Descriptive tests must be included in standardized assessments to examine additional learning abilities such as creative writing, conceptual thinking, and problem solving.
- As students are well aware that their exam results are important and they might have an effect on their lives in the future; they go to any length to pass them, including cheating. There must be proper check and balance for it.
- Measures of other learning skills of twenty-first century such as creative thinking, communication, character, citizenship, collaboration, conceptual thinking and problem solving must be covered in these tests.
- Student's coursework, daily test scores, assignments, portfolios, and projects should

also be promoted to evaluate academic success.

- The time required to prepare students for the test puts a stress on the teachers. This has had a significant impact on their classroom instruction as well as their attitude. There must be proper planning to avoid anxious situation.
- High-stakes testing can cause undue stress among students and can affect their performance badly. We must prepare our students adequately well in time so that in exams they prepare for tests without feeling anxiety.
- In order to correctly fill in the bubbles on these exams, students must grasp the basics of test-taking.
- It is necessary to review and change standardized examinations so that they focus on the students learning and their growth rather than their test scores.

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