



Parent Tips: How to Help Your Child Prepare for Standardized Tests

Note: To learn more about standardized testing, please see the [Parents' Guide to Standardized Testing](#). Standardized tests currently play a major role in the United States public schools. Your child may take one or more standardized tests during the school year, and your child's teacher may spend class time on test preparation throughout the year. As a parent, there are a number of ways that you can support your child before and after taking a standardized test, as well as a number of ways you can support your child's learning habits on a daily basis that will help her be more prepared when it's time to be tested.

While many parents, educators, school leaders, and policymakers disagree about the kinds of tests administered, how the scores should be used, and how frequently students should be tested, it is important to be supportive of your child's efforts on standardized tests, and to help her do her best. You can also learn more about testing from teachers, parent liaisons, and your local PTA organization to better understand how testing is being carried out at your child's school, and how the results are being used.

Please note that these tips have been adapted from articles published by Scholastic, Inc., the National Parent Teacher Association, and the International Reading Association, and that the sources are indicated after each section of tips.

Before the Test

Be prepared

Many teachers will send information home about testing schedules and class preparation plans. Information that you should know includes:

- What is the test and what will it measure?
- Will the test results affect your child, school, or both?
- Are there ways that you can help your child prepare for the test? (Narang, 2008).

Help your child in areas that are difficult for her

If your child has struggled with a particular area or subject in the past, you may be able to help her overcome some of that difficulty by providing some extra practice. Many workbooks target test preparation by offering practice exercises and questions like the ones students see on the test. Focus your practice on your child's weaknesses rather than her strengths so that she doesn't get bored with the exercises (Narang, 2008).

Give your child a chance to practice

If your child has trouble taking tests, try practicing test questions and studying new words. Your child's school or the library may have some samples to use. Keep the sessions short, and set small, manageable goals so that the extra practice boosts your child's confidence (Narang, 2008).

If you have concerns about the test or testing situation, talk with your child's teacher

Discuss your concerns with the teacher and/or school administrator. If you're not satisfied with the outcome, however, you can reach out to some other organizations that monitor testing, including your local PTA, The National Center for Fair & Open Testing or the ERIC Clearinghouse on Assessment and Evaluation (Narang, 2008).

If you believe that your child's difficulty with standardized tests may be the symptom of a problem such as a language or learning difficulty, speak with your child's teacher to learn if your child qualifies for any assessment accommodations.

On Test Day

Make sure your child gets a good night's sleep and eats a healthy breakfast

Many teachers report that students who don't do well on tests haven't gotten enough sleep, and haven't eaten breakfast on the morning of the test. Doing both of these things will ensure that your child is working at full capacity (Narang, 2008).

Make sure your child is prepared

Some schools may supply the tools your child needs for the test, such as pencils, an eraser, paper, and a calculator. Others may require the students to bring those materials themselves. Check with your child's teacher to see if you need to provide your child with any of these materials. Also, check to see whether you child will be able to make up the test if she is sick on test day (Narang, 2008).

Remain positive

Staying calm will help your child stay calm. If she gets nervous about the test or is likely to experience anxiety during the test, help her practice some relaxation techniques that she can try once she's taking the test (Narang, 2008).

After the Test

What about the results?

Assessments vary from test to test, but the test scores should include information that helps you interpret the results. Talk with your child's teacher if you have any questions about the test results. You may also suggest that the school offer a testing information session to parents (Narang, 2008).

Review tests with your child

Help your child review any parts of the test that she did not understand (Narang, 2008).

On a Daily Basis

In addition to these strategies, there are a number of ways that you can maximize your child's learning capabilities throughout the school year, which can lead to confident test-taking. Some of these strategies include:

- Assisting your child with homework and ensuring that your child is completing all homework assignments
- Helping her to develop good study habits, thinking skills, and a positive attitude towards education from an early age
- Ensuring that your child has good attendance at school
- Staying in communication with your child's teacher
- Encouraging your child to read as much as possible, and to increase her vocabulary - even reading magazines, newspapers, and comic books regularly will help improve her reading skills
- Looking for educational games and programs that engage your child
- Helping your child learn how to follow directions carefully (Dietel, 2008; IRA (2002); Narang, 2008).

Finally, remember that standardized tests and grading systems are not perfect; each format has its own limitations. As you help your child do her best on the tests she takes and in all of her schoolwork, also remind her that testing is just one part of her education. With your support and involvement, she will be well on her way to her own bright future.

References

Dietel, R. Helping Your Child Perform Well on Tests. Retrieved April 2, 2008, from http://www.pta.org/archive_article_details_1117835382718.html.

International Reading Association (IRA). (2002). Prepare your child for reading tests [Brochure]. Bachman, T.M.: Author.

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Date	Description	Amount	Balance	Page
1901	Jan 1			
	Jan 10	100.00	100.00	
	Jan 20	50.00	150.00	
	Jan 30	25.00	175.00	
	Feb 1		175.00	
	Feb 15	75.00	250.00	
	Feb 25	30.00	280.00	
	Mar 1		280.00	
	Mar 10	100.00	380.00	
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	Mar 30	25.00	455.00	
	Apr 1		455.00	
	Apr 15	100.00	555.00	
	Apr 25	50.00	605.00	
	May 1		605.00	
	May 10	150.00	755.00	
	May 20	75.00	830.00	
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	Jun 1		860.00	
	Jun 15	100.00	960.00	
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	Dec 15	100.00	2015.00	
	Dec 25	50.00	2065.00	
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Cómo ayudar a su hijo a prepararse para las pruebas estandarizadas

Nota: Para obtener más información sobre las pruebas estandarizadas, consulte la [Guía de pruebas estandarizadas para padres](#).

Las pruebas estandarizadas cumplen en la actualidad un papel fundamental en las escuelas públicas de los Estados Unidos. Su hijo puede dar una o más pruebas estandarizadas durante el año escolar y es posible que el maestro de su hijo dedique tiempo de clase a la preparación para el examen a lo largo del año. Como padre o madre, hay muchas formas de apoyar a su hijo antes y después de dar una prueba estandarizada, así como también hay muchas formas de apoyar los hábitos de estudio de su hijo a diario, que lo ayudará a estar mejor preparado cuando llegue el momento de la prueba.

Si bien muchos padres, educadores, maestros y diseñadores de políticas no están de acuerdo acerca de los tipos de pruebas que se toman, cómo deben usarse las calificaciones, y con qué frecuencia debe evaluarse a los alumnos, es importante que apoye a su hijo con las pruebas estandarizadas y que lo ayude a hacer su mayor esfuerzo. Mientras tanto, también puede informarse sobre las pruebas consultando a maestros, padres que actúan de nexos, y su asociación local de padres y maestros para comprender mejor cómo se llevan a cabo las pruebas en la escuela de su hijo, y qué uso se les da a las calificaciones.

Por favor tenga en cuenta que estos consejos han sido adaptados de artículos publicados por Scholastic, Inc., la Asociación nacional de padres y maestros, y la Asociación internacional de la lectura, y las fuentes están indicadas después de cada sección de consejos.

Antes de la prueba

Estar preparado

Muchos maestros le enviarán información a su casa sobre las fechas de las pruebas y los planes de preparación de la clase. A continuación se indica qué información debería saber:

- ¿Cuál es la prueba y qué se evalúa?
- ¿El resultado de la prueba afectará a su hijo, la escuela o ambos?
- ¿Existen maneras de ayudar a su hijo a prepararse para la prueba? (Narang, 2008).

Ayude a su hijo en las áreas en las que tiene dificultades

Si su hijo ha tenido dificultades anteriormente en un área o asignatura en particular, quizá pueda ayudarlo a superar algunas dificultades haciéndolo practicar más. Hay muchos cuadernos de ejercicios dedicados a la preparación de las pruebas que ofrecen ejercicios y preguntas de práctica como las que los estudiantes ven en la prueba. Oriente la práctica de su hijo hacia sus debilidades y no sus fortalezas para que no se aburra con los ejercicios (Narang, 2008).

Déle a su hijo la oportunidad de practicar

Si su hijo tiene dificultad a la hora de dar exámenes, practique preguntas de pruebas y estudiar palabras nuevas. Puede pedir algunas muestras en la escuela de su hijo o en la biblioteca. Haga sesiones cortas, y fije objetivos pequeños y manejables para que la práctica adicional fomente la confianza de su hijo (Narang, 2008).

Si tiene alguna inquietud acerca de la prueba o la situación de prueba, hable con el maestro de su hijo

Presente sus inquietudes al maestro o autoridad escolar. Si aun así no está satisfecho, puede recurrir a otras organizaciones que supervisan las pruebas, incluidas su Asociación local de padres y maestros, el National Center for Fair & Open Testing (Centro nacional para las pruebas justas y abiertas) o ERIC Clearinghouse on Assessment and Evaluation (Centro de referencia sobre evaluación y pruebas) (Narang, 2008).

Si cree que las dificultades de su hijo con las pruebas estandarizadas pueden ser el síntoma de un problema como dificultades lingüísticas o del aprendizaje, hable con el maestro de su hijo para saber si su hijo reúne los requisitos para arreglos especiales de evaluación.

El día de la prueba

Asegúrese de que su hijo duerma bien y tome un desayuno saludable

Muchos maestros informan que a los estudiantes que no les va bien en las pruebas es porque no han dormido bien y no han desayunado el día del examen. Estas dos cosas asegurarán que su hijo use toda su capacidad (Narang, 2008).

Asegúrese de que su hijo esté preparado

Algunas escuelas pueden proporcionar los útiles que su hijo necesita para la prueba, como lápices, gomas de borrar, papel y calculadora. Otras pueden pedirles a los estudiantes que lleven sus propios materiales. Consulte al maestro de su hijo para saber si el niño debe llevar alguno de estos útiles. Además, pregunte si el niño tendrá la posibilidad de recuperar la prueba si se enferma el día de la prueba (Narang, 2008).

Sea positivo

Mantener la calma ayudará a su hijo a estar calmo. Si está nervioso por la prueba o es probable que se ponga ansioso durante la prueba, enséñele algunas técnicas de relajación que pueda usar mientras esté haciendo la prueba. (Narang, 2008).

Después de la prueba

¿Qué sucede con los resultados?

Las evaluaciones varían entre las distintas pruebas, pero las calificaciones deberían incluir información que le ayude a interpretar los resultados. Pregúntele al maestro de su hijo si tiene alguna pregunta sobre los resultados de la prueba. También puede sugerir que la escuela organice una sesión informativa sobre las pruebas para padres. (Narang, 2008).

Revise las pruebas con su hijo

Ayude a su hijo a examinar las partes de la prueba que no haya entendido. (Narang, 2008).

A diario

Además de las estrategias mencionadas, existen otras formas de aprovechar al máximo las capacidades de aprendizaje de su hijo durante el año escolar, que pueden aumentar su confianza para hacer las pruebas.

Aquí mencionamos algunas estrategias:

- Ayudar a su hijo con la tarea y asegurar que su hijo complete todas los trabajos para el hogar.
- Ayudarlo a crear buenos hábitos de estudio, destrezas de pensamiento y una actitud positiva hacia la educación desde pequeños.
- Asegurar que su hijo tenga buena asistencia en la escuela.
- Estar comunicado con el maestro de su hijo.
- Incentivar a su hijo para que lea lo máximo posible y aumente su vocabulario: incluso leer revistas, periódicos y libros de historietas ayudan a mejorar sus destrezas de lectura.
- Buscar juegos y programas educativos que despierten el interés de su hijo.
- Ayudar a su hijo a saber interpretar las instrucciones correctamente (Dietel, 2008; IRA (2002); Narang, 2008).

Por último, recuerde que las pruebas estandarizadas y los sistemas de calificación no son perfectos; cada formato tiene sus propias limitaciones. Cuando ayude a su hijo a esforzarse al máximo para las pruebas que debe dar y en la tarea para el hogar, también recuérdale que las pruebas son una parte más de su educación. Con su apoyo y participación, estará bien encaminado hacia un futuro brillante.

References

Dietel, R. Helping Your Child Perform Well on Tests. Retrieved April 2, 2008, from http://www.pta.org/archive_article_details_1117835382718.html.

International Reading Association (IRA). (2002). Prepare your child for reading tests [Brochure]. Bachman, T.M.: Author.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

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3. The third part of the document focuses on the analysis and interpretation of the collected data. It discusses the various statistical and analytical tools used to identify trends and patterns in the data.

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5. The fifth part of the document discusses the importance of ethical considerations in research. It highlights the need for researchers to adhere to ethical standards and to be transparent about any potential conflicts of interest.

6. The sixth part of the document discusses the importance of ongoing evaluation and improvement. It emphasizes the need for researchers to regularly assess the quality and effectiveness of their research methods and to make adjustments as needed.

7. The seventh part of the document discusses the importance of collaboration and teamwork. It highlights the benefits of working with other researchers and experts in the field to enhance the quality and impact of the research.

8. The eighth part of the document discusses the importance of staying up-to-date on the latest research and developments in the field. It emphasizes the need for researchers to engage in continuous learning and professional development.

9. The ninth part of the document discusses the importance of sharing research findings and knowledge. It highlights the benefits of publishing research and participating in conferences and other academic activities.

10. The tenth part of the document discusses the importance of maintaining a high level of integrity and honesty in all aspects of the research process. It emphasizes the need for researchers to be transparent about any limitations or weaknesses in their work.

11. The eleventh part of the document discusses the importance of being open to feedback and criticism. It highlights the benefits of receiving constructive feedback from peers and mentors to improve the quality of the research.

12. The twelfth part of the document discusses the importance of being patient and persistent in the research process. It emphasizes the need for researchers to stay motivated and focused on their goals, even in the face of challenges and setbacks.

13. The thirteenth part of the document discusses the importance of being organized and efficient in the research process. It highlights the benefits of using time effectively and keeping track of all research materials and data.

14. The fourteenth part of the document discusses the importance of being flexible and adaptable in the research process. It emphasizes the need for researchers to be able to adjust their plans and methods as needed in response to new information or changes in the field.

15. The fifteenth part of the document discusses the importance of being curious and open-minded in the research process. It highlights the benefits of exploring new ideas and approaches and being willing to challenge existing assumptions and theories.

16. The sixteenth part of the document discusses the importance of being collaborative and supportive in the research process. It emphasizes the need for researchers to work together and to provide support and encouragement to their colleagues.

17. The seventeenth part of the document discusses the importance of being resilient and perseverant in the research process. It highlights the need for researchers to stay committed to their goals and to overcome any obstacles or challenges that may arise.

18. The eighteenth part of the document discusses the importance of being honest and transparent in the research process. It emphasizes the need for researchers to be open about any limitations or weaknesses in their work and to provide a clear and accurate account of their findings.

19. The nineteenth part of the document discusses the importance of being ethical and responsible in the research process. It highlights the need for researchers to consider the potential impact of their work on society and to act in a responsible and ethical manner.

20. The twentieth part of the document discusses the importance of being a lifelong learner in the research process. It emphasizes the need for researchers to continue to learn and grow throughout their careers and to stay up-to-date on the latest research and developments in the field.

21. The twenty-first part of the document discusses the importance of being a team player in the research process. It highlights the benefits of working with others and of contributing to the success of the team.

22. The twenty-second part of the document discusses the importance of being a role model in the research process. It emphasizes the need for researchers to set a good example for others and to inspire and motivate their colleagues.

23. The twenty-third part of the document discusses the importance of being a good communicator in the research process. It highlights the need for researchers to be able to clearly and effectively communicate their findings and conclusions to a wide range of audiences.

24. The twenty-fourth part of the document discusses the importance of being a good listener in the research process. It emphasizes the need for researchers to be able to listen to and understand the perspectives and ideas of others.

25. The twenty-fifth part of the document discusses the importance of being a good problem solver in the research process. It highlights the need for researchers to be able to identify and solve problems and to find creative and effective solutions.

26. The twenty-sixth part of the document discusses the importance of being a good decision maker in the research process. It emphasizes the need for researchers to be able to make sound and informed decisions based on the available evidence and their own expertise.

27. The twenty-seventh part of the document discusses the importance of being a good leader in the research process. It highlights the need for researchers to be able to inspire and motivate others and to take responsibility for the success of the team.

28. The twenty-eighth part of the document discusses the importance of being a good collaborator in the research process. It emphasizes the need for researchers to be able to work effectively with others and to contribute to the success of the team.

29. The twenty-ninth part of the document discusses the importance of being a good mentor in the research process. It highlights the need for researchers to be able to provide guidance and support to others and to help them to develop their skills and knowledge.

30. The thirtieth part of the document discusses the importance of being a good colleague in the research process. It emphasizes the need for researchers to be able to work well with others and to contribute to a positive and productive research environment.

31. The thirty-first part of the document discusses the importance of being a good citizen in the research process. It highlights the need for researchers to be able to contribute to society and to act in a responsible and ethical manner.

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