

Texas Woman's University

University Regulation and Procedure

Regulation and Procedure Name: High Stakes Testing

Regulation and Procedure Number: URP: 02.235

Policy Owner: Academic Affairs

POLICY STATEMENT

Professional organizations and associations have warned against the use of any single measure for high-stakes outcomes. Educational institutions are cognizant of the pressure to maintain high pass rates on certification and licensure exams and understand stakeholder concerns about public safety, reputation, recruitment of students, competition, and accreditation.

University-level preparation programs are guided by professional and ethical responsibilities to graduate candidates who possess the knowledge, skills, competencies, and dispositions essential for practice. Thus, the purpose of this URP is to align high stakes testing practices at TWU with the guidelines of professional associations, state boards, and accreditation agencies.

APPLICABILITY

This policy is applicable to TWU Students and Faculty.

DEFINITIONS

1. High Stakes Testing means standardized testing used to provide results that have important, direct consequences for examinees, programs or institutions involved. High stakes testing does not include course or program examinations unrelated to licensure or certification.

REGULATION AND PROCEDURE

I. General Information

- A. Student performance on standardized high stakes tests related to licensure or certification may not be used to prevent candidates from program completion or graduation after all degree requirements have been completed.

B. The fundamental purpose(s) and use of high stakes testing at TWU should be to assess candidate proficiencies, to provide diagnostic information for candidate remediation and intervention(s), and for curriculum development and program improvement.

REVIEW

This policy will remain in effect and published until it is reviewed, updated, or archived. This policy is to be reviewed once every six years. Interim review may be required as a result of updates to federal and state law or regulations, Board of Regents policies, or internal processes or procedures.

REFERENCES

American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME]. 1999. The Standards for Educational and Psychological Testing. Washington, DC: AERA Publications, p. 176.

FORMS AND TOOLS

None

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