

Laura Buxkemper

Education 6310

Dr. M. Eisenwine

7<sup>th</sup> Grade Math

As a middle school resource teacher, I teach 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Math and English. Due to the recent changes under No Child Left Behind (NCLB) my students are feeling a tremendous amount of pressure to conform to the high stakes testing being pushed by both federal and state governments, to ensure teacher accountability and measure student success with the TAKS test. Keeping these changes in mind I have been continually challenged while attempting to try to prepare my students strongly in the area of mathematics, as the majority of special education students are already somewhat behind. This has been a huge undertaking for both myself as a teacher and my students, however, I feel like we are both achieving some success based on the scores seen in my classroom.

I use a significant amount of TAKS material to facilitate my students learning and mastery. The majority of my students still test with the SDAA II (State Developed Alternative Assessment II), therefore I will refer to TAKS and SDAA interchangeably. For most students the SDAA II is a grade level test, on grade level TEKS. As a result most special education students will be expected to be grade level TAKS takers. The major difference between tests is that the SDAA II is a more modified version of the TAKS evidenced by larger font, fewer problems to a page, and no field test questions. Sadly enough the SDAA II is being phased out next year (2006-2007). It is a shame that