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Reflection of U3 Multimodal Project

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Reflection

The genre I chose for my unit three assignment is a brochure based on standardized testing. The reason why I decided on standardized testing is that I always hated doing it throughout elementary school, middle school, and high school. It's been a wandering issue if students learn anything from this or if teachers find it unnecessary to their teaching. At the end of the year, they have to cover material that may seem irrelevant to their students or curricular plan. So it might seem disruptive to teachers when the students have to do constant testing. I am interested in writing about standardized testing because it is the leading cause of why students are stressed and have anxiety in school. After all, this determines their future if they don't pass. Many people support having it, and some don't because it is a vast concept of whether it benefits students. Students are the future, and there is more to life than trying to create a good test taker that would be useless in the real world. Creating a brochure will help me inform the Department of Education (DOE), Colleges, College board, instructors, and students because it is easy to read and has eye-catching designs that can attract people's interest by offering simple information. A brochure will convey my message that standardized testing is detrimental to students' well-being.

I will share my research with the Department of Education (DOE), Colleges, College board, instructors, and students because they are the prominent people who can make these changes to standardized testing. The Department of Education (DOE) can make changes through pre-k to grade 12, decide whether standardized testing is beneficial for students' academic achievements, and determine whether these skills can be applied in the real world. Colleges can get rid of standardized testing when applying to a university and offer other requirements that can show a student's academic achievements. The College Board administers standardized tests and provides study prep, but they can help change it to other assessments that can be helpful to students instead of having standardized testing. Instructors can help inform whether standardized testing is helpful for a student's education and if it interferes with their lesson plan. Lastly, students can explain how standardized testing makes them feel since they are the ones that are being prepped and taking the exam, as well as explaining if it is helping them learn or getting them ready for the real world.

My research relates to these people because they are the ones that can help change the concept of standardized testing and stop making it a high stake grade for students. Or we can eliminate it entirely to a different assessment that would be useful for students instead of just creating a good test taker. My audience knows that standardized testing is useless but carry-ons with administering it because they want to compare students' scores locally and nationally through standardized testing. However, standardized testing is viewed as sexist and racist and is based on a biased system. My concern about this particular topic is that they will keep standardized testing, and no changes will be made for students. Also, if it does not convince the audience enough that standardized testing does not prepare you for the real world, such as

providing you with skills for a job. My brochure's traits are its compelling message, graphic images that explain my claim, and valuable content that explains how standardized testing does not benefit student academics. These attractive designs make my brochure engaging to read and think about. I provided statistics that make my claim more vital and my uniqueness.