

In your opinion, what effect do you think Common Core will have on testing emphasis?

Comments from respondents (verbatim):
obvious
Many of the items would be difficult to test - are more task oriented
It will only go to passing tests and not help students LEARN.
Teachers will teach to the test. If not, thier students will not perform well, and the teachers will receive poor evaluations. Testing has become a major focus, and it takes a tremendous amount of instructional days and time.
It should teach less to the test. But you are still giving the same test, but expecting us to teach differently. And then grading us on it. Until a method is devised to test what students have learned in a class, the results will be skewed. There are too many variables for real accuracy. Socio-economic, behavioral, willingness, home-life, and yes, intelligence. All kids can learn, but some can/will learn more.
We implemented Common Core this past year, and it seemed that our teachers were testing MORE not LESS.
That is all we do now. Testing is all that matters. There is no emphasis on LEARNING, just the final test.
I do not understand how the tests(essay) were graded by teachers within a week and the bubble sheets were sent off and the students/teachers did not find out how the students did..yet The hard part to grade was done within the week.?
If schools go to pay for performance, the competition between teachers will get serious.
There needs to be less emphasis on test scores. How can a 2-3 hour test be used as a sole measurement of a students achievement level and teacher effectiveness?. What about the other 179 days of school. I also reject how a students growth is based on prediction models derived from tests taken 2 years ago (science)?
Students are not gaining the information they need for everyday lessons in the classroom. It is a consistent push to just know testing materials.
It was very stressful this year being the first year of CCSS. I hoped that I was teaching what was on the test and tried to focus on those specific standards. The test scores are a reflection of the teacher no matter what.
I would hope that it will make a difference not just for testing outcome but for students' education overall. Too much focus is placed on 1 test. It also, places a negative thought in people's minds about struggling schools. There are so many reasons why a school struggles.
I am not sure that testing for Art Ed. will be successful outcome but for core subjects as Math and Reading,it may help..
Although common core has more to do with the thought processes, testing seems to be more of an emphasis now than in the past. Testing k-12 seems a little much. At least at my school if the material is tested there is more emphasis on the material. I don't think that the fifth graders were taught really any social studies because it wasn't being tested and science was. My grade did post and pre-tests for pretty much everything we did. To the point that my students would complain, "not another test." We are testing these students to death and are not having enough time to actually teach them.
Educators will still feel the same pressure to make sure kids are proficient. However, proficiency does not ensure mastery. Until we look to measure mastery, testing really amounts to a hill of beans.
Both. Teachers are obviously going to monitor what is on the test anually and make efforts to ensure that they have covered the content the next year. However, the implementation of more critical thinking, application and analysis, and items without multiple choice answers, and written response/short answer essay response will provide more thinking for students.
I feel that tests have changed to reflect real teaching and therefore if you are teaching the standards

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appropriately you will essentially be teaching to the test.
I think the students will become better critical thinkers and writers and better able to justify their arguments.
I think we are already testing too much and teaching to tests. We are losing the "Teachable moment" teaching as well as creativity and other areas that are so important to just being part of society because there isn't time to vary of course. This is sad.
Which is a shame...unless, one understands that one needs to learn or teach the basics, the concepts of a particular discipline, and incorporates things like abstract/higher order learning skills/strategies and all those other learning strategies into their teaching practices, then teaching to the test is just a natural step in the educational process.
Especially when our jobs and performance rating is tied to our students' test scores !!!
Not only will there be more emphasis on testing as to teaching to the test - there will be more testing and less learning.
I hope there will be more local development of assessments by classroom teachers.
It's all become teaching to the test.
More funds on testing and less on human resources in the class. More tutors, assistants, reading teachers...that's what is needed!
High stakes testing dictates this. Not the curriculum.
I personally feel that no matter what teachers are told to do there is still huge pressure to pass state mandated tests. Until we find a better way to accurately assess and track student growth teachers are always going to feel the need to teach to the test to some extent, which I know is not what is wanted but that is how it happens with all the stress and pressure to do well on the test. It seems that ultimately the whole year always boils down to the test and how students perform on the actual, final test.
It depends upon whether the exam will be used as a major part of the course grade.
Our district is very test driven. This won't change.
Testing is destroying the profession I have been enjoying the past 29 plus years. Schools are one big testing machine. It is sad to see the young teachers teaching to the test. Common Core will have no effect until the nations leaders pull the plug on the oppressive testing atmosphere.
Teachers are already trying to teach to a test instead of teaching to the students. LET US DO OUR JOBS!!!!
It seems my county has increased the amount of assessments they require to give my students.
It is not enough to understand a concept, one has to also understand the testing genre. Once a concept is taught, my class works together to turn it into "test talk". Without that additional step I think I would hinder their learning.
It has already begun!
I see the benefits of common core and I believe that teachers will continually assess throughout the year. As a result of the aforementioned practice, I hope teachers will focus more on student learning than on test results.
As long as teachers' jobs are being evaluated based on how students do on a "test", it comes down to what that student will know on "the test".
This is the downside of CCSS
See previous comment.
The test are specific and we teach a set design
We do so much testing now, there is no time to teach. Every year seems to bring more and more testing, which is very stressful for teachers, parents, and students. I think there will continue to be more and more testing to determine whether or not the Common Core is working.

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<p>If we are supposed to be teaching the common core standards and that is what the test is based on, shouldn't we be teaching to the test? I have never understood what the problem is with teaching to the test if the test is based on our objectives/goals!</p>
<p>I think there will be more teaching to the test because if teachers are going to have to prove themselves through the students achievement, then why not teach to the test. I think we should be teaching students how to think instead of teaching them how to take a test.</p>
<p>The state already has lower grades doing DIBELS and now will do Comprehension Reading Test (CRT) with the DIBELS program. CRT requires students to be assessed/progress monitored monthly where students were assessed with running records quarterly. The state used to only have an end of year math assessment for younger grades and plans to give quarterly assessments to schools. Younger grades have never had formal end assessments in science and social studies, but we will this coming year. In the past, teachers used their discretion to give end assessments. All of these scores have to be turned in to the principal and are reviewed by people in the district. Handing in three times the amount of scores as in the past definitely gives the message to teachers that these scores matter and nothing else in your classroom does.</p>
<p>Hopefully less teaching to the test and more emphasis on critical thinking and reasoning.</p>
<p>Testing is tied to teacher success so test success will always be a consideration.</p>
<p>Until lawmakers understand that tests don't make kids smarter, they will keep adding to the number of tests we have to give.</p>
<p>Since testing in NC is geared to teacher achievement we are not addressing Common Core. Teachers have not had a raise in years yet their students are being tested and this will determine not only success for Common Core but success for teacher raises. We are not addressing the real issue of how to get students to think mathematically. We are just raising stress levels for teachers and students</p>
<p>Unfortunately...more pressure to teach to the test to raise scores to keep jobs</p>
<p>Unfortunately, NC has gone overboard with testing which was not the intent of Common Core. Common Core encourages more real-life application assessments such as PBL and portfolios.</p>
<p>It will take the emphasis off the test if all teachers buy into it.</p>
<p>While not necessarily due to Common Core, NC is also concurrently implementing common exams that are used to judge teacher's performance in more subjects than were ever tested before.</p>
<p>There seems to be an increase in testing, but common core requires more writing and thought processing than what the current tests are assessing, so there is not a match.</p>
<p>Without the Pay for Performance initiative CMS is trying to utilize, it would probably result in less emphasis on testing. But, the PFP is hindering this process.</p>
<p>Schools are all about the highest scores. No matter what standards are implemented, the schools are always pressured to meet them.</p>
<p>Not teaching to the test but continuous assessment to teach based in what students already know and challenging them begins what they already know.</p>
<p>Until standards and curricular areas make a better fit and resources become available, I am afraid that teaching will become more and more scripted. This benefits no one and deprives the students of teachers using their individual creativity and teaching styles.</p>
<p>I do not see anything negative about "teaching to the test". The classroom teacher should be able to design lessons that not only cover curriculum and focus on test preparation but also include inquiry and differentiated instruction.</p>
<p>If teachers' salaries are going to be tied to test scores, then teachers are going to do whatever they can for the income!!</p>
<p>A better approach to testing</p>
<p>Which I feel is not a good thing because we are testing students to death.</p>

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<p>Especially since teacher pay will be aligned to student growth and teacher evaluation. What about the OTHER factors that attribute to students not making growth such as parent involvement as well as attendance and behavior? None of those factors come into the picture.</p>
<p>If teachers are judged on a test and our pay is linked to it, inevitably testing will be the focus of our jobs.</p>
<p>already seeing it</p>
<p>There will be probably be more teaching to the test, especially if results are tied to teacher performance evaluations and teacher pay.</p>
<p>I think it will help the students to become better thinkers to comprehend what they are being asked to do.</p>
<p>This will not change. When you evaluate teachers on student performance on x# of tests then the result is expected to be that many teachers will teach to the test.</p>
<p>There is no doubt that it will place more emphasis on testing. We went from a few courses being tested to almost every course taught in the Public Schools being tested.</p>
<p>I believe more emphasis will be placed on the tests; however, the tests we have been exposed to early on in the Common Core trials are horrible reflections of the curriculum. Also, the factor of attaching test scores to pay is always attached to discussions of the Common Core and this will force teachers (for economic reasons) to solely focus on the test.</p>
<p>As long as there are standardized tests, and the results are figured into the ability of the teacher and not the ability of the student, the teacher will usually teach to the test.</p>
<p>It's not the curriculum that emphasizes test results, it's the legislators who try to rule by fear and intimidation, dabbling in a field about which they know nothing.</p>
<p>I believe as a whole (the district), most teachers seem to be more concerned with getting their students to pass the test rather than get them to actually understand the material in order that our students can be successful in life and not just the classroom. Also teachers seem to feel that because the test results are what they are evaluated by, therefore, the test is the most important aspect of the class.</p>
<p>We are constantly teaching to the test.</p>
<p>It will just be a new test to teach to. ESPECIALLY if "teacher effectiveness" is predominantly assessed using standardized tests. Standard 6 of the evaluation instrument is going to put more pressure on teachers to make sure students pass the tests.</p>
<p>With the vagueness of Common Core, it will be more difficult to teach to the test, so I think teachers will be more frustrated in trying to teach to the test.</p>
<p>We rely too heavily on tests. We want our students to develop arguments, develop reasoning and solve problems creatively, and then we design a test contradictory to these stated goals.</p>
<p>I hope we can tone down the testing emphasis - these students are tested WAY too much.</p>
<p>See previous.</p>
<p>And certainly more costs. All of the previous investments in test prep materials and the tests themselves will be scrapped and millions of dollars will be spent on new materials and testing companies. It's not that common core is that bad it's just I don't think they are so good to justify the millions of dollars it will cost districts to realign everything with common core.</p>
<p>Although I feel there is now greater emphasis on testing, I do feel that learning opportunities and testing can be created and facilitated/administered in ways that do not perpetuate simply a "teaching to the test" approach. That approach will be highly likely, however, taking into account the additional move towards assessing teacher performance based on students' test scores. It is possible to assess teacher and student performance as well as provide clear guidelines for what students should be gaining in knowledge and skills, but it will take thoughtful planning and training of administrators,</p>

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teachers, and districts in general to avoid taking away some of the most important and inspiring aspects of teaching and learning and just focusing on test items and test taking strategies.
Common core should NOT cause more testing. This should increase our encouragement of our children to think for themselves, work harder to understand concepts more fully and stay with concepts longer. However, our testing climate seems to have only gotten worse. As a kindergarten classroom teacher, I tested more than I taught this year. I am disheartened for the sake of my students.
Standard six on the teacher evaluation will promote teaching to the test. Teachers are afraid of losing their jobs and will do what they need to do to make sure student scores are as high as possible. This often stifles deeper learning and student creativity as there is no time to get "side-tracked."
I am worried that policy makers will not be patient enough to wait for the results and will jump to some other "reform" or "movement." I hope that enough time is given for the standards' results to be noticed.
It's all about the scores.
Absolutely. Especially now that they are tying I to our evaluations and potential salary.
Common Core and the teacher evaluation system - specifically standard 6 - made the emphasis on testing is go way up.
I spoke with an English teacher who was grading the Common Core exam and he stated that he could not take points off for spelling, grammar or authors of books??? Shouldn't students be able to spell correctly, use correct grammar and know the authors?
This is the equivalent to having an EOC in every class. The outcome affects teachers more than students, which should be reversed.
The building principals only want high scores and don't care about anything else. They want their incentive checks. \$\$\$\$\$\$\$\$\$\$\$\$\$\$
The current tests don't actually measure common core. Too little emphasis on extended writing and literary.
I believe that the CCS will give teachers a foundation and a place to begin so that they are focusing on not only what the students need to learn but additional skills to prepare them globally.
The CCS makes teachers teach to the test instead of teachers doing their job. This does not produce well rounded students that can be competitive in a global work force.
Hopefully with testing they can look at growth rather than only the end result. I work with children who often grow a great deal in a year even though, for example, they may be reading at a H rather than a J at the end of the year but were nonreaders when school began. One can only cross their fingers that children and teachers won't always have to be compared to others but growth in themselves
Teachers have to do what they must in order to get their scores because that is what we are judged on. Student achievement. The ignorance of the masses regarding education amazes me and the masses include government officials.
Tests are a part of the educator's and student's life. Accountability is necessary to hold students and teachers accountable to perform quality work. I do foresee the possibility for better assessments in Common Core, assessments that enable teachers, school systems, and the state to identify a students understanding of a concept, rather that his or her ability to memorize and regurgitate facts.
Not yet
Common Core measures student achievement in a variety of ways. The true test will be in our state choosing tests upon tests. No one seems to ask the teachers. If we are the professionals, why is our opinion not valued?
It seems to me that teachers will have no choice but to teach even more to the test especially if their

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evaluations are tied to the tests
After administering this year's MSL's, as well as Standard 6 on the evaluation tool, teachers will have no choice if the wish to remain employed.
We test more than we teach
Too soon to tell
Too many tests that do not show the results of a classroom.
The state needs to do something to get the amount of testing under control.
There's a huge difference between "teaching to the test" and "teaching the test." We are "teaching to the test" now. In a sense you have to. Why would you test on something you haven't taught? And if testing is the primary measure of our success, you better believe that will be a focus. (You often hear someone say, "That's not on the test," which just means we need to focus on topics and skills that are on the test.) That doesn't necessarily mean we agree with the practice. We also have to focus more on performance tasks, which are a great way to find out what students are thinking and how they learn. I can't wait to use more of them this coming year. We also need to teach students test-taking skills. This year open-ended questions required students in some grades to write in their answers, then bubble them. There were specific guidelines on how to write their answers, for instance, to avoid confusion between mixed numbers and improper fractions. This could be classified as "teaching to the test" also, but we have to do it. A student may be able to find the correct answer to a question, but if they can't write it correctly in the box, they get it wrong.
As a teacher I do the best with what I have to focus on the common core and bring to the students what is expected of me to present to the students. At some time it becomes the student's responsibility to learn the material. As the old saying goes: "you can lead a horse to water, but you can't make him/her drink!" I do not believe teacher's are the sole accountability for a student's progress, and I DO NOT BELIEVE my teaching abilities should be graded on my student's performance. I am a very good teacher, but I can't continually make sure a student has paper/pencil, sleep, breakfast and lunch. There are so many variables that are beyond my control that to say I am a good teacher if all my students perform well on a test, or they don't. I think we need to go back to when a test was just that, a tool in which a student's performance was judged, not a teacher's.
More subjective testing analysis. Students with weaker writing skills will probably not be assessed as highly due to open ended responses in math and literacy. But Definitely same to more. Teachers need more guidance and materials - curriculum, guides, resources. Plus you get a range of rigor across texts that say common core - both literacy and math. No one knows really what is going to be expected for the assessments and even the teachers manuals that I have purchased with my own money are not consistent with the level of rigor - and we as teachers are being evaluated on the student performance when even the texts don't agree.
My prayer is that the state of North Carolina will go to a portfolio based assessment; however, I KNOW that the student-led learning scares law makers and leaders. Standardized testing will never disappear as long as our jobs are tied to Federal funding. This fact sickens me. Common Core actually exacerbated the issue by forcing me to teach one way only to be forced to base my teacher evaluation on multiple choice, standardized tests.
I don't think testing is going anywhere- we will have to held accountable. With or without Common Core we will still worry that the test & the teaching are alligned.
Students will demonstrate their understanding of concepts, their way.
As always test scores rule money schools and teachers receive and determine whether or not I'm a good teacher.
This is the one major drawback that I see.
Its all about testing.....

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More tested subjects = more emphasis on testing (common exams added in many classes)
It is impossible to teach to the test because the curriculum does not clarify what content to expect on exam. It might encourage teachers to challenge students to write critically and problem solve, but only if the exam moves away from a low level rubric.
How can it NOT be? If all tests are the same, it is the government's way to compare apples and oranges, which they seem to be so good at doing... especially in North Carolina. I just don't understand why grownups do not understand that testing a child on one subject on one day does NOT give an adequate or even minimal look at what that child may have accomplished over the year. This year, I had a student whose greatest accomplishment was that after first quarter, he missed very few days of school. That was major.
NC needs to wake up and realize that this emphasis on multiple choice tests is not cost effective nor does it measure student learning or their ability to be successful after graduation. If the goal is to make NC and the students that come out of this state pathetic, mindless drones, then well done on the 100+ tests and the common core!
As long as the state requires the test to be passed and link the scores to the teacher evaluation there will be just as much teaching to the test as there was before.
Students will continued to be evaluated on a test rather than a portfolio of work throughout the year.
Unfortunately when new standards or objectives, in the place, people tend to want to know exactly what will be tested and that leads to teaching to the test. Also since the country is leaning to tests that focus more on a common assessment that will tend to make not only NC, but other Common Core states, teach toward the test.
The reason I indicated "more emphasis on testing" is because teachers now are faced with Standard 6 which will greatly impact their careers. Because of this, teachers will be very aware of the scores and growth shown on the tests, and counties will implement more benchmark testing to ensure that teachers are teaching the required curriculum.
If you are going to insist that a test be given in each and every course and hold the teacher accountable with little to no accountability for learning held to the students and/or parents, you are going to see a massive increase in "teaching to the test." If teachers' evaluations, therefore, their jobs are going to be partially dependent solely on the test scores of their classes, they are going to put a lot of emphasis on getting the best test scores that they can. Unfortunately, that means that some teachers will be paying more attention to some students while those who are more capable will get very little. Whereas most teachers today focus on increasing the abilities of all their students, many will now be focused on those scores. Some students will suffer for it, and it will be the fault of the machine. As a classroom teacher, I understand how many of the younger teachers feel that their job is to get good test scores for their schools, not to teach or to make sure that their students are learning. Sadly, the two do not necessarily always go together.
I think it will be more of an emphasis because the tests are so different from other tests in the past.
I am not sure how this will be held to a high standard when there is a curve put on the scores that allows students with 8/28 to be passing.
less I hope...too much testing already
I agree we are emphasizing teaching to a test and less concerned about teaching to students and less concern about them learning.
Since teacher's pay and job future are being linked to this they will do what they must to protect themselves versus thinking of what is best for the student. The two are not always the same thing.
Since we are not allowed to see the state EOG test we cannot know what to teach to.
There will be more teaching to the test. I would have liked to seen it more performance based than multiple choice. The emphasis on some things was surprising so I will teach that more next year.

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More time spent teaching to the test instead of teaching things that matter.
How can teaching to the test be avoided when teacher compensation will be a function of student achievement on one test?
I think it is difficult to teach to the test when no one really knows what the test will look like. Common Core is important support has to be there.
For my students, testing is ridiculous. A more appropriate measure of student progress is reflected in terms of their Individualized Education Plans.
I know that we are looking at having testing as a part of our evaluation instrument and that Common Core teaches asking higher order thinking skills that are traditionally a part of standardized testing, however, I will continue to teach the standards with a heart for the whole student. I will not reduce the young people that come in to my class to a Lexile number in order to classify them. Most teachers I know feel the same way. Those who are not as principled may be affected by the changes mentioned above and may start teaching more to the test in order to please the higher ups, but I will not. I am not sure if the wording of this question is meant to imply that we currently teach to the test, but to me it does. I take exception to that.
Depends on the type of test. We will be teaching our students how to think and reason so the test should be open ended and not multiple "guess".
Never taught to the test.always taught the curriculum
The average classroom teacher will do whats necessary to keep their job. We are already under paid and haven't had a raise in 5 years.
It already has. Instead of teaching Shakespeare, I had to teach how to master the latest and greatest test. I do not want my child educated in this state under this new system of testing.
As long as teaching evaluations are tied to test scores, the standards will have minimal impact on the amount of testing.
I see teachers stressed out not knowing what will actually be on the MSLs for their areas, and especially in World History which covers an enormous amount of time. It is hard to feel you have prepared students when you are trying to cover so many centuries of information and not knowing what details the system believes are important.
With EVERY subject being tested there is much more emphasis on the test. After scoring tests this semester, the whole emphasis on "concept" not "topic specific" questions was a lie. We were told at multiple DPI meetings that the constructed responses for World History would be concept based. They specifically said that it would not matter which ancient civilization a teacher chose to focus on because the questions would assess the concepts related to all ancient civilizations. The 1st question asked specifically about GREEK civilization -- only Greek.
I taught to the test more than I ever have.
Same Emphasis Different Focus More Indepth Questioning On Concepts.
With the emphasis now on teaching effectiveness, teachers are going to do whatever it takes for the students to do well on the tests. The common exams that were just recently given at the end of this past spring were infused with common core and the tests were ridiculously difficult. It was an honor's level exam given to the entire student population.
If common core teaches us to think outside the box then why are we testing so much and using the same state exams?????
Assessments are very different with the common core, not a,ways pencil paper with multiple choice questions. More project based and open ended questions. Our test this year did not match that style of assessment. My students also very seldom throughout the day were sitting at their desk independently working for long periods of time, like they are tested. They work around the room, at stations, in groups, with partners, centers, on the floor, work tables. We go outside when possible,

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technology in their hands in various forms.
Everything seems to be geared toward the test which is ridiculous. We need to focus on educating.
We assess our students through out the year on the standards while we are working on them in formal and informal ways that keep us abreast of their progress. We don't teach them the test, we teach them differently so they are ready for a new way of looking at things.
With new tests, such as the Eng II EOC, being as difficult as it is, with a lot of high level critical thinking, which students just aren't coming to us prepared for, we have no choice but to "teach to the test," especially if we are being "paid to perform." With the MSLS, for example, in all other English courses, I, III, and IV, teachers are now having to abandon literature in efforts to make sure students are ready for the test. For seniors, they have not been exposed to an EOC type test since their ninth grade year. We are force to modify our teaching to the tests.
I think teachers will teach to the test at first, because it's a new, more difficult test. Hopefully, once students see some success, that will ease up
The state's Faustian bargain for Race to the Top dollars has assured the continued emphasis on standardized testing at the cost of more time to actually teach content and skills.
To much pressure on testing now.
I believe testing methods will shift into open ended questions and go away from multiple choice testing which allows students to freely express their ideas and thinking. I do not believe that there will be a lack of emphasis on testing, the method of testing will just change to adapt to the new standards.
Teachers are already scrambling to accomplish high test scores. They are frightened for their jobs and I will be in a tested group next year. I understand their fear.
I don't think that it should, but teaching to the test will be the trend until we stop standardized testing.
If test scores become the standard of achievement for teachers and students, then teaching to the test will become the norm as it did in many situations under the SCOS.
Perhaps the format will change, but.....the results will be weighed the same.
With teacher evaluation - standard 6YOU HAVE TO TEACH TO THE TEST! It's not the CC causing this felling, it's other state regulations.
I don't think testing emphasis changed as EOCs came and went and MSLS came. It just changed who the focus was on (as in subject matter).
students unable to excell on final exam
Which is not teaching students the learning they will remember to be applied to their lives in the future. I see it already where the students only are worried about what will be on the test
Because a teachers' success depends largely on her scores, I feel more teachers will be compelled to teach to the test in order for students to be successful. I seen every student show growth but not at the same rate. That needs to be taken into consideration as well.
Over time, hopefully it will help transform the students' thinking.
Personally, teaching to a test places a cap on how far the student will grow. Our students should go into a test prepared for anything that anyone may throw their way, within the CCSS.
Teachers will still be influenced by end-of-year tests, as their salary will be based upon student gains. Salary will be based upon student gains in academic areas tested.
As long as we put strong emphasis on test scores for teacher evaluations, teachers will somewhat test to the test.
Since teacher evaluations have a student achievement component, teachers will always maintain an emphasis on teaching to the test.
As long as there is an emphasis on data-driven instruction, there will be an over-emphasis on testing and assessments. My district formulated Small Goal Assessments to be given at the end of each unit

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<p>that seemed too complex and were not age-appropriate (e.g. assessments that called for abstract reasoning and complex conclusions to be drawn from multiple resources that my brand-new 4th graders could not comprehend). However, as CCSS is adopted and implemented in each grade, a few years from now new 4th graders may actually be able to complete these kinds of SGAs without completely freaking out after looking at the first question. CCSS lends itself to project based discovery learning that transcends the subject being officially taught, so I hope to see more projects and portfolio assessments and less multiple choice questions in the future. CCSS is a holistic approach -- our assessment of student achievement should be also.</p>
<p>Everything they do these days seems to push more and more on that direction</p>
<p>I think there will be more emphasis in teaching to the test due to the change in teacher evaluations.</p>
<p>I don't think the emphasis will change from what it has been in the past but I do feel the content offered through Common Core will be more relevant.</p>
<p>I am concerned about this.</p>
<p>Already seeing that "the test" is everything and the only "good" and "worthwhile" teaching is teaching to the test. The arts and PE and other "soft" subjects are taking a beating -- dropped from schedules and the teachers of these subjects turned into resource teachers who drill and practice the students on "the test".</p>
<p>My hope is that there would be less emphasis on testing as we lose too much academic time to assessment currently and this year the first using common core testing time increased.</p>
<p>It will always be about teaching to the test, because it will always be about teaching to some standard. How else are you going to be able to measure a teacher's effectiveness? (last question meant to be sarcastic)</p>
<p>Which is not good, since way too many teachers still teach to the test. I guess I understand when your job performance is based on whether your students can pass.</p>
<p>The assessment component will be the most challenging to implement and score. There is a high need for performance based assessments and rubrics.</p>
<p>The LEAs are allowed to manipulate the scores to show improved growth. Many of our scores were curved over 75 % to show all students passing. The test is thus invalid and useless.</p>
<p>Students will need to have to learn the same amount of skills or topics but their strategies will be applied to everything they learn.</p>
<p>The only interest is in the test. Student knowledge does not figure in to anything. We spent the last month of the school year on tests. We could have used that time to teach our students.</p>
<p>It depends on your objective. If you are trying to measure what students have learned for the purpose of refining their skill set then it will have a positive effect and there will be less emphasis on testing. However, if you are testing children for the sole purpose of merit pay, school achievement, and all things NCLB (No Child Left Behind), then it will most certainly have more emphasis on teaching to the test. The truth of the matter is, it's too soon to tell. Common Core is still very new and there are still aspects of its implementation that need to be addressed.</p>
<p>With the addition of PE and Music EOG's, enhancement teachers have pressure to teach to the test.</p>
<p>More emphasis should be placed on teaching to the test. Without an assessment, however, Common Core currently has no effect on testing.</p>
<p>I've already seen it. All we talked about for weeks before and after testing were MSLs (tests). It is a sad day when education has sold out to Pearson.</p>
<p>There can't be much more emphasis on testing than we already have.</p>
<p>This is absolutely more teaching to the test. Although I have students ready to learn other subjects, I find that I use available time to reinforce the material that is going to be on the test instead of getting them excited about learning new things, or even things that are not tested.</p>

In your opinion, what effect do you think Common Core will have on testing emphasis?

<p>The bar for teachers is now so high it is almost unreachable. However, we are a unique kind and we will continue to jump through hoops and climb mountains so our students achieve regardless of what the EOG score states.</p>
<p>The bottom line for principals and districts is testing. It is the main source of data that is used for determining funding, programming, and a plethora of other school running necessities. When the tests are not the main source of data, then testing will not be the focus.</p>
<p>"Teaching to the test" is a catch phrase that needs to be understood. If I AM teaching to the test, then I am doing my job, because I am teaching the students how to problem solve, think critically, and work with persistence to finish a problem. IF you want to refer to the teachers that teach 'test taking' strategies, instead of mastering problem solving, then this type of testing will surely lessen that because of the Gridded Response questions. There aren't answers to 'test' in those situations. The student Has to know how to solve the problem and reach a solution.</p>
<p>Because how students do on a test are directly linked to teacher evaluations and standard 6, more teachers will feel the need to teach directly to the test and only the test.</p>
<p>You are asking the wrong questions!</p>
<p>We do not teach to the test. We teach the content and include test taking strategies.</p>
<p>Honestly, NC was already a high stakes testing state. It can't possibly be any worse than it was before. Perhaps there will even be less emphasis since a student's ability to pass a course in high school will no longer be tied to whether or not they pass the final exam (former EOCs), but with our Standard 6 evaluations and this poorly considered potential transition to "merit based pay" I don't see the emphasis decreasing. I find it ironic that the very people who are most frustrated with high stakes testing seem to be first in line for merit based pay. There is little difference for kids in the classroom in either situation.</p>
<p>At the end of the day all that matters is what the students make on a test, so common core doesn't change that</p>
<p>It will waste time and money on testing.</p>
<p>The first test for our subject area has come out, and it was the poorest representation of curriculum I have ever seen in 27 years of teaching. 9 out of 25 problems were devoted to the two topics in the curriculum that mean the least. My students came to the exam prepared to know everything, and they had to be as disappointed as I was.</p>
<p>This question is impossible to answer because it depends on the person... The Common Core stresses less testing, and more emphasis on authentic tasks, yet CMS is emphasizing more testing with regard to the ES and how those numbers will be used to evaluate teacher performance. It will difficult to impossible to satisfy both criteria, and without a conclusive decision being made about which one to follow, teachers and schools will follow the one that relates directly to thier performance ratings for fear of their jobs.</p>
<p>Our students and teachers are already tested way too many times.</p>
<p>Teachers were not sure how the test would look and we were unsure on how we should present the material. There was not enough models to go by.</p>
<p>That is all we do</p>
<p>When I plan, I use the Common Core Standards to determine what needs to be taught. Since the test addresses those standards, I am teaching what is tested not teaching to the test.</p>
<p>I feel that we already stress the importance of testing enough without getting crazy. I would like to see that emphasis remain the same.</p>
<p>This is my biggest complaint with the Common Core! There's no doubt that the increased rigor and expectations attached to the new standards will encourage educators to teach to the test. And, our students will suffer. Just today, a member of my department asked me to support her desire to</p>

In your opinion, what effect do you think Common Core will have on testing emphasis?

<p>purchase test prep. material aligned to the Common Core. Need I say more...</p>
<p>I feel it will be the same until teachers have a chance to really use it and get used to it. It is hard to break old habits...but I feel in a few years, we will do less teaching to the test, and more TEACHING...and yet, I feel that the student scores will still improve! Teaching the common core will align with what is on the tests!</p>
<p>At this point, not much. The common exams was poorly written, so I will not waste instructional time on it.</p>
<p>Tying teacher evaluation to student performance on high stakes tests will have an overwhelmingly greater impact on testing emphasis.</p>
<p>For World Languages, the Common Core Standards are the test. We design our lessons using backward design beginning with the Common Core Standards that we want to focus on in each of our lessons. While we are not "teaching to the test" in the traditional sense, basing our lessons on the Common Core Standards does help us ensure that all of our content should help our students do well on the final assessments. So, in yes, we are teaching to the test now, but in a good way.</p>
<p>Teachers will increase the level of teaching to the test because of standard 6 on the teacher evaluation system.</p>
<p>Every question needs a not sure choice.</p>
<p>Teachers are freaking out about the tests because we don't have any information - we can't teach to the tests because we don't know what they look like, how they're phrased or anything. I hate this part - giving the new tests with zero teacher support in preparing our students for them, it's crazy, we have study books for the ACT, SAT, Praxis, GRE, AP exams etc. is it really that bad to give us some guidance?</p>
<p>If my ratings as a teacher is based on how well students do on the test, I definitely will be teaching to the test. I want my students to do well and I want to be rated accordingly.</p>
<p>Teachers are spending more time testing than they are teaching.</p>
<p>Mostly because it is to be tied to teacher evaluations</p>
<p>Every activity is focused on the test. That is how a "Good" teacher is measured. Not by the development and movement of individual children through out the year.</p>
<p>Are we educating or are we suffocating?</p>
<p>The kids are not being tested on the new things in CC. The test still match the old curriculum-at least at lower grades.</p>
<p>What else is a teacher to do? Keep job... teach to the test.</p>
<p>This is the expectation... teach the standards so students will make you (the teacher) look good to the state, district, parents, community leaders etc...Who cares if students actually learn as long as the scores are good.</p>
<p>The only thing that I disagree with as far as the implementation of these standards is concerned, is the fact that the summative MSLs and Common Exams only assess a small fraction of a student's ability in a class. The state wants to know if a student can take a test and it is not concerned with what they have necessarily been taught. The ideals behind Common Core are valid (the ability to synthesize knowledge and apply it to unfamiliar concepts, diving deeper within specific texts instead of spreading yourself too thin, etc.), but the assessments are flawed and do not accurately reflect a student's knowledge or ability within the class itself.</p>
<p>With EVAAS, every teacher I know will be teaching to the test.</p>
<p>Our entire effort this year -- from the pacing guides we developed to the actual classroom instruction -- was driven entirely by an effort to generate good test scores.</p>
<p>Again, I think it's dependent upon the teacher. The pressure and accountability of the test will ALWAYS be there for teachers.</p>

In your opinion, what effect do you think Common Core will have on testing emphasis?

<p>I am concerned that all we do is test. Testing is necessary to drive instruction but should be driven locally.</p>
<p>How can teachers avoid teaching to the tests! And we have yet to see the tests!</p>
<p>Let's not pretend that legislature is not holding teachers feet to the fire! Teachers feel obligated to teach to the test! Learning is not so much fun anymore...it is temporary! Learning, or a love for it should have an appeal to the student! That is what makes it last. Learning for the 21st Century is good in some respects. For example it allows teachers to stray from a strictly defined lesson plan, and side track to answer student interest questions which actually gives students ownership over what they learn! This also shows them relevance to their own interests!</p>
<p>Some of the material is so difficult, teachers may feel the need to really 'drill' some concepts, problem sets, etc. The difficulty of some of the material coupled with the EVAAS data being tied to our teaching evaluations, some teachers may feel more pressure to make sure students are prepared for tests.</p>
<p>Technically it should be less emphasis, but since criteria has changed and it is harder, teachers may teach to the test more any way.</p>
<p>Testing results will directly influence our yearly evaluation. It would not be very smart to do anything other than teaching very closely aligned to the test.</p>
<p>If you go by the actual curriculum it will have less; however the way it is being implemented means a greater emphasis.</p>
<p>Our students and parents are frustrated and angry - because the test samples were not available to teachers, we were unable to prepare them for the test. The test scores are a poor reflection of their ability, and we have lost faith in any state test system.</p>
<p>Testing has gotten completely out of hand. If the test actually told us something, it would be different. Which each system setting its own curve for MSLs we can't even compare progress within the state let alone on a national level. These test tell us nothing. They simply stress out students and teachers and waste huge amounts of time and money that could both be used much more wisely somewhere else.</p>
<p>As long as we have testing, there will be a need to teach students how to answer questions with similar wording. The kids also need to know how to take a test. I teach 3rd, so this is completely new to them.</p>
<p>Want to work on forming the answers better</p>
<p>Exactly what we don't need!</p>
<p>Due to the connection of teachers evaluation to testing results it puts teachers in a position that forces them to teach to the test instead of to the student.</p>
<p>I wouldve checked infinitely more if there was a box for it. With pay for performance as well, teachers will be in direct competition for dollars rather than colleagues that work together for betterment of children.</p>
<p>It's all about testing. Until states and districts determine how to evaluate teacher performance, the almighty test score controls everything. Very, very short sighted.</p>
<p>I think that if you are teaching to the test that it means you are teaching your curriculum the way you should. This is a blanket excuse statement when schools or districts do not have good test scores. It is also a parent excuse for student performance. That being said, we do give too many tests and we need to look at things besides tests to determine student readiness.</p>
<p>With the introduction of the MSLs, I cannot help but conclude that these changes are increasing the focus on testing.</p>
<p>This creates an environment where teachers certain try to "teach to the test."</p>
<p>Sadly, with so much riding on the outcome of standardized testing scores there will always be</p>

In your opinion, what effect do you think Common Core will have on testing emphasis?

teaching to the test. Is this a problem? Not really, because all our lives we are required to pass one kind of test or another. We spend a great deal of time learning to the test in preparation for this eventual experience.
We will still be busy trying to provide opportunities for students to experience all the standards. It is a conflict between covering all the material and being able to go more in depth and not covering everything.
That is the ball game isn't it...cover the standards and hope for the best. As stated earlier...it is No Child Left Behind with a different name.
I think we are coming away from better teaching practices and will be geared more towards testing, especially in seeing results from this year. We are in a data-driven society and unfortunately it limits us in a lot of ways. I think our legislators should remember that we are not making a product, as in a factory, but we are shaping childrens' education and these children come from all backgrounds with varying experiences. It's not science...we are in the business of people.
As a classroom teacher, I can tell you what each child knows and doesn't know because we assess constantly. What is frustrating is that I no longer have time to TEACH what the child doesn't know! The state needs to understand that when we assess, instruction time is lost. I can teach or I can assess, but I can't do both and do each one well. So the children, of course, are the ones who lose in this situation. I teach a classroom of first graders all by myself, so when I assess, I have to sit in a corner with one child at a time. Multiply that time loss by 23, and my teaching time is drastically reduced. Some of the assessments take about 30 minutes or more per child. Multiply that by reading and math assessment time, and my teaching time is pretty much gone. Also if you nconsider the time to grade assessments with no planning time, you have to have children working independently again while the paperwork is done. I've been teaching 26 years, and sadly it would be hard for me to recommend this career to young people. We have become "data managers", not teachers!
All I know, is that now teachers will teach THIS test, just like in the past.
We are already teaching to the test. We received a list of what is going to be on the MSL and what will not, and we did not teach the CC objectives on the NOT to be on the MSL list. HOWEVER, several of these objectives were, in fact, on the MSL.
It will no doubt be more. It's built right in to Race to the Top. Now with the intent of the state legislature to somehow institute merit pay, Standard Six, Teacher/Instructional Availability, it will consume teachers.
Testing is useless
The tests the student takes in classes aligned with the common core have them showing their work and explaining their reasoning and thinking. The EOG or standardized tests that the students take at school do not align with the tests that they are given with the common core. The standardized tests that are given are difficult and do not want them to show their work or reasoning. The tests need to be more aligned with the common core to be able to see the results that they should be receiving and seeing.
I am not real positive on this note though.
Our school did not place any additional pressure on us about testing. We are expected to consistently teach the curriculum.
From a teacher's view, not having the math assessment all year keeps us from teaching to the test. It also, unfortunately, had some elements in there that go beyond what is asked of the standards in CC. This has led to poor scores for many of our students who, throughout the entire year, have done very well in math. However, because of the style of questions and the need to answer the questions in ONE specific method to get full credit, many did not get scores I would have expected of them.

In your opinion, what effect do you think Common Core will have on testing emphasis?

<p>However, since we're taking into account their performance on classroom work throughout the year, I put very little emphasis on the test itself and graded more based on the way they have performed the past 180 days. The test almost becomes more of a procedure than a relevant source of useful information for me.</p>
<p>Teachers do not want to be considered substandard so they will do what ever it takes to get them off of that list.</p>
<p>That is hard to say. How do you prepare students for things without giving them the experiences that directly reflect what they are measured by?</p>
<p>It is hard to be assessed on something that you don't know you are being assessed on. Teaching to the test is not bad as long as it is what needs to be taught.</p>
<p>my county leans often to drill and rote and teaching to the test.. I do not think it is an outcome of the Common Core.</p>
<p>But only if done right....STOP MULTIPLE CHOICE TESTS!!!! The new curriculum requires open ended responses, much the same way the International Baccalaureate Exams are structured.</p>
<p>This year testing was insane. We certainly added tests. EOG scores arriving late meant that the kids were tested twice in math and LA.</p>
<p>new assessments rolled out at same time as common core, confusing the whole issue. definitely could have been cleaner in terms of piloting and implementation.</p>
<p>i already am spending more time on testing than teaching. I give them chapter and unit tests and then turn around and spend two whole days each nine weeks administering benchmark test (Ilike I don't already know what my students know or how they are performing). The students look at me like we have already tested on this by you. And the benchmarks do not match my teaching pacing guide because I am not on the same schedule as other teachers since I am limited to 4 1/2 weeks each nine weeks with them. This is one of the reasons I am quitting. Don't rate me on student test scores when science is still the step child.</p>
<p>Much, much more since our principal has told us that our jobs are dependent on the students' EVAAS and test scores. We do not take into account that children are coming with significant "baggage" and ADD/ADHD issues, mostly not medicated. We can only do what we can with the students that walk in the door.</p>
<p>in addition to teaching to the test, we also now have to spend additional time teaching how to take the test, as the format has changed for many subjects. also more course now have to teach to the test, because moere subects are tested. Which means considerably less opportunities to teach to the students' needs, which ought to be the reason we are here. And now that test scores are a part of teacher evaluation (they always were, but now it is formal) teachers feel even more pressure to teach to the test... despite the gaps in student knowlwedge that need to be filled. We have created an environment where testing is more important than teaching. It is very, very wrong,</p>
<p>Common Core or not, our state is going to assess almost to the extent that teacher comes secondary. We have so many different ways of assessing and checking progress that it is often hard to have time to help the students make progress that they would like shown in the assessment.</p>
<p>Did not get test results this year so I do not know. I focus on preparing my students for graduating high school and life beyond and how what we learn will help them in life. If they can see the relevance they will make connections and apply learning in their lives and then will master it.</p>
<p>More emphasis on why the student is not performing well and how to help the student perform better. It would be helpful to be more engaging towards the students in order to better serve them.</p>
<p>With such standards in place, there is no doubt that accountability measures (i.e. high stakes testing) will be put in place.</p>
<p>How can it have any other affect?</p>

In your opinion, what effect do you think Common Core will have on testing emphasis?

Same crap repacked and given a new name. Progressive agenda.
This year, no one knew what the test would look like, so it was difficult for anyone to "teach to the test". However, I suspect now that we teachers have seen the test, some will resort to teaching the students so they will do well on the test. Effective teachers will still teach the curriculum how it needs to be taught.
Especially when the test has other grade level curriculum on it.
We are still giving standardized tests, but the types of questions have changed based upon the emphasis on writing in the common core.
Not sure how we can effectively test a curriculum that makes connections between disciplines.
The current MSLs are destroying the alternative assessments supported by the common core. If teacher effectiveness is measured by how students do on a test, a teacher would be crazy not to prepare her students for that test. Unless there is a drastic change in these tests, they will undermine the success of Common Core.
When teachers are being evaluated almost exclusively on student's proficiency scores it is more likely that those scores are what will be focused on on the classroom
I am not sure there could be much more emphasis on testing!
If we did not hold tests as the biggest measure of student learning then there would not be teaching to the test. What about more project based learning....
This must happen if a state measures student achievement based on a test score. The EVAAS data that purports to predict what individual student gains should be is dubious at best, and no teacher I know and few administrators can explain it to me with any real degree of understanding. This again, I believe, is by design. Teachers can hardly question a system of measurement they don't understand or that can not be adjudged by independent verification to be viable and valid. Pretesting AND post-testing is the ONLY way to accurately measure student achievement gains. This would make wholly unnecessary a system that purports to predict student achievement gains. If this model of predicting student success were removed, however, the state's politicians would have nothing to hold over teachers' heads. This Sword of Damocles is what politicians use to win votes from frightened parents at election time.
It will stress out teachers, administration, and students. While kids will still mostly fail. It is absolutley criminal what we are doing to these children. We are told to start teaching fractions or volume and our kids can't even add, subtract, or mulitply. They don't know perimeter or area yet!!! Why are we doing such a disservice to our children.
We were only provided with a mid and summative math test in kindergarten this year. I have to say when I finally got my hands on the summative I had to spend a lot of time making sure my students would understand what the quesitons are asking. So much of the standards are left to interpretation and I did not dream of the level the students would be assessed at. Especially the fact fluency test where my 5 and 6 year olds were expected to know $2 + __ = 5$ in 5 seconds. Why do they have to have the facts memorized. Wouldn't it be better to see there thinking process.
I have already seen and heard these comments from teachers at my school.
The testing frenzy has already begun, and the detrimental effect on the students is already visible.
Pay for Performance will make "more teaching to the test" a reality because they want benchmarks and measures for everything. Common Core just seems the same as NCSCOS so far, no great improvement.
Based on the assessments this year in all areas, I believe testing has increased. I am disappointed because through the research within Common Core, we should be teaching the students how to think, but we are having to complete new assessments in the K-2 setting. This year alone, I spent 12 weeks assessing students, and it still seemed to not be enough based on the progress monitoring set within

In your opinion, what effect do you think Common Core will have on testing emphasis?

the assessment system. Because of the expectations and the inexperience of kindergarteners and parents, we have to get the to think like the assessments we are handed.
By the end of each semester, these kids do not care to take another test. Most of them just bubble in answers without fully understanding the question or answers. With all the tests they've had to take; PSAT, SAT, ACT, computer testing, etc, they are DONE!!!
Civics and Economics Common Core Assessment was a joke to education. How do you give a Civics test that doesn't have any questions about the Constitution, Declaration of Independence, the three branches of government, or Supreme Court Cases. A complete waste of time.
High stakes testing forces you to teach for the testing and not for learning
I feel like CMS balanced literacy and common core standards shift the practice of learning that replicates real life.
We are testing the kids too much. Teachers are scared that their pay will be based on test scores, therefore will be teaching to the test.
I think numbers can always be skewed to show anything anyone wants to show...whether or not it is real depends on how deeply someone is willing to look at the numbers and what is real versus what is intended to be displayed to others.
Another effect, great teachers resigning because nobody who earns a 6 figure income in education thinks the teachers are doing enough or are doing a good job. You can only beat down people so much before the whole system breaks down.
Nothing but the test is important.
To me, it's obvious. The curriculum will fall by the wayside as we train our students to take a test. I will fight tooth and nail to prevent this from happening, but since we are judged on test scores, the teaching will naturally move towards achieving good scores, not well-rounded citizens.
There is less time to talk about additional topics because you need to make sure that you cover what is on the test. I can't pick what is important - someone decides for me. I'm a professional - treat me like one.
We are still teaching the test because we are trying to teach the standards that should be on the test, but we don't know if they are aligned or not.
I like teaching and have taught 36 years. During this time I have seen more and more "teaching to the test" happening. I am not against testing, but I am against making the test the only thing you teach. Teaching for testing, not for learning is what I see happening more and more each day.
More emphasis on rating teachers.
I have already reviewed the SmarterBalanced test questions in math. They choose confusing ways to answer questions. If the answer is 38, a student should be able to type 38. In one problem, I knew the answer, but could not figure out how to enter it into the computer! So, yes, we are going to have to spend a lot of time teaching HOW to take the test!
Testing is too politically driven. The tests are used to measure teacher effectiveness, without anyone else beyond educators held accountable for their role in student achievement (parents or students).
Because as we all know, these tests accurately measure how much our students have learned.
Common core = TEACH THE TEST + Face consequences on your PDP for failure to achieve arbitrary scores.
it will impact teaching a meaningless test that does not reflect how or what the students have learned
Common core and CC assessments require us to teach children to THINK.
Linking teacher retention to standardized testing? Of course there will be more teaching to the test.
There will be a need to see how students are performing with these standards. But the testing dynamic will change. How we test and the setting in which children will test should evolve with technology.

In your opinion, what effect do you think Common Core will have on testing emphasis?

Especially if pay will be based on student achievement.
Since N.C.'s tests are not aligned with the common core and our evaluations are tied to these assessments, teaching to the test is going to be a huge problem with seeing true positive results from the standards.
I hope less.
Our kids are tested to death!
With the new standard 6 on teacher evaluations, teachers will teach the test.
Now all state will be on the same playing field teaching the same standards on the same grade levels. Now states will start comparing each other's results.
Unfortunately, but it is inevitable.
Although we teach collaboration and how to defend answers; we encourage leadership and model effective group dynamics; students are not tested that way. My concern however, is how subjective the scoring could be if students answer more and more open-ended questions. What is a great answer showing growth and aquisition of knowledge for one student, may not be true of another. It is hard to evaluate a student on open-ended questions in relationship to how far they have come in that subject area.
If testing is used to determine teacher effectiveness, evaluations and/or paychecks, and observations check to see that teaching is aligned with Common Core Standards what teacher would not try to teach to the test? For students with documented intellectual disabilities (severe, mild, moderate), which signify irreversable medical conditions, how realistic is it to hold these students and their teachers responsible for achievement in higher level thinking skills?
Everything is data driven--data has its place and is informative, but we're placing entirely too much emphasis on testing. The amount of time we spend on testing-related activities (preparing, reviewing, taking tests) is outrageous, and it is not at all reflective of the methods we use to teach. We differentiate in so many ways--providing alternative assignments, shortening assignments, providing independent studies, offering multiple ways to access information/demonstrate mastery--but then we ask 8, 9, and 10 year-old children to be silent and still for 3 hours (with a 3-minute break every hour) and take a test which is being administered in identical ways all over the state. It pains me, when they finish and ask if they can read, to tell them, "No." If I did this as part of my regular instruction, I would be dismissed from my job. And all the while we are being told the test is a snapshot of how a child did on one assessment, one day of their lives, our jobs and pay rates are increasingly dependent on those scores. My job is dependent on a snapshot? I fear Common Core is just going to put a new face on the old routine with respect to testing.
Does not bode well for actual learning
More time taken away from actual teaching.
More emphasis on testing and less learning taking place!
If they tell us what will be tested that is all we will teach
same as with the EOC, teach to the test. With our salaries being tied to exam results, I will grade my students easier and other teachers harsher, this bodes well for morale
I like the common core curriculum. However, I am not in support of the trend in testing that is wasting so much instructional time and money. I support the common core but believe that testing should used solely for teachers to use in order to guide their instruction. I do not feel the testing we presently do is best practice. I am an EC teacher and much of the learning that my students have done this year will go unmeasured according the the tests given to them this May. I strongly feel that we can have a common curriculum and common sense too.
Students don't want to be surprised on a test and would prefer teachers to "teach to the test". This does not motivate them to learn the material but just enough to do well on the test. Students are

