



*Teach More, Test Less Assessment Inventory Joint Project*  
*Delaware Department of Education and Red Clay Offices of*  
*Curriculum and Instruction and Research, Evaluation and Professional Learning*

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## Summary of Work

- **Communication**- The district increased communication with parents regarding assessments by creating and distributing flyers specific to each grade level on major state and district assessments administered during the year (including time spent and purposes, as well as information on various types of assessments)
  - Flyers [http://www.redclayschools.com/pages/RedClay/Parents\\_and\\_Students/Assessment](http://www.redclayschools.com/pages/RedClay/Parents_and_Students/Assessment)
- **Input**- 605 staff members, 850 parents, and 1826 students provided input on usefulness of assessments via a survey
  - Results [http://www.redclayschools.com/pages/RedClay/Parents\\_and\\_Students/Assessment/Assessment\\_Survey\\_Results](http://www.redclayschools.com/pages/RedClay/Parents_and_Students/Assessment/Assessment_Survey_Results)
- **Recommendations and Action Planning**- a district committee reviewed input from stakeholders to compile district recommendations with action steps
  - Note about “district” assessments- assessments given meet a federal requirement such as Response to Intervention (SRI, SMI, DIBELS), a state mandate such as Component V for teacher and administrator evaluation (Performance Plus, SRI, SMI, DIBELS), or state requirement from district performance routines to improve our schools (benchmarks)
  - The increase in testing time from 2014-15 to 2015-16 is due to implementing RtI at the secondary level and adding common benchmark assessments at the state’s direction
    - We eliminated common finals at the high school level, replacing ELA at teacher’s request
    - We replaced other assessments with the benchmark testing where possible

## Evidence of Work

- **District recommendation table** Pages 4-16
- **Assessment Inventory Impact Summary Form** Pages 17-18  
Notes in Summary of Work above
- **District Assessments and School Assessment Tables**  
Appendix A School tables by elementary and secondary Pages 20-32
- **School engagement in various phases**  
Directions and information Appendix B Pages 33-52  
Directions for optional parent mini focus group Appendix C Pages 53-56
- **District staff, parent, and student surveys**  
Link above and Appendix D pages 57-530
- **District assessment parent flyers by grade (and various languages)**  
Link above and Appendix E page 531-588



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## Scope of Work

<b>Project</b>	<b>Description</b>	<b>Who</b>	<b>Timeline</b>
<b>Phase One A: District and School Assessment Inventory Information</b>	District Assessment Inventory Table	Curriculum and Instruction Supervisors & Director	May 2015
	School Assessment Inventory Survey	School Teachers and Building Leadership Teams	May 2015
	Compile School Assessments into one Inventory Table	Project Lead and Summer Co-Lead	July & August 2015
<b>Parent Assessment Flyers by Grade</b> (state and district assessments and purposes)	Create template for flyers	Project Lead, Manager Research and Evaluation	July & August 2015
	Revise template and develop grade specific content	Curriculum and Instruction Supervisors & Director, Manager of Research and Evaluation	August 2015
	Get translations and compile, format in various languages (English, Spanish, Korean, Arabic)	Manager of Research and Evaluation	August 2015
	Coordinate copying and delivery to schools	Manager of Research and Evaluation	September 2015
	Distribute to parents at Open House	Teachers	September 2015
	Publish online and distribute at Family Resource Fair	Manager of Research and Evaluation	September (online) & November (fair) 2015
<b>Phase One B: Provide input on usefulness of assessment data</b>  <b>Survey component</b>	Draft parent, student, and staff surveys using Achieve's surveys and marketing material	Project Lead and Manager of Research and Evaluation	August & September 2015
	Create surveys on survey monkey, proof surveys	Red Clay Technology Coordinator, Project Lead, and Manager of Research and Evaluation	September 2015
	Extract state, district, and school key info and purposes/uses to accompany staff survey, have Assessment Uses tables printed	Manager of Research and Evaluation	September 2015
	Promote survey to maximize responses	Coordination of multiple departments School administrators, School Lead Teachers, various District Office departments	October 16 - November 8 2015
	Review and compile results, publish on district website and share with DOE for public comment on five-year assessment plan	Manager of Research and Evaluation	November 2015



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<b>Project</b>	<b>Description</b>	<b>Who</b>	<b>Timeline</b>
<b>Phase One B: Provide input on usefulness of assessment data</b>	Create parent focus group protocol, optional for schools	Project Lead	September 2015
	Conduct mini-focus group with Superintendent's Parent Council	Director of Curriculum and Instruction	October 2015
<b>Parent focus group component</b>			
<b>Phase Two: A Make Recommendations</b>	Review results to inform school recommendations	School Lead Teachers with Building Leadership Team input	December 2015
	Compile school recommendations for committee review	Manager of Research and Evaluation	December 2015
<b>Phase Two: Make District Recommendations and Develop Action Plan</b>	Review school recommendations and survey data to make district recommendations	District Assessment Inventory Committee: Manger of Research and Evaluation, Director of Curriculum and Instruction, Content Supervisors and Specialists, ELL Supervisor, DPAS II administrator	December 2015
	Compile district recommendations	Manager of Research and Evaluation	December 2015
	Compile district testing time in state required document	Director of Curriculum and Instruction, with content supervisors input	December 2015



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## District Recommendations

- State Assessments
- District Assessments
- School Assessments

<b>RCCSD Assessment Inventory</b>					
<b>Recommendations</b>	<b>District Recommendation</b>	<b>Rationale</b>	<b>Authority</b>	<b>Timing of Recommendation</b>	<b>Action Steps</b>
<b>State Assessments</b>					
<b>Name of assessment</b>					
<b>Smarter Summative (ELA, Mathematics)</b>	Modification (Grades 3-8)  Replacement (Grade 11)	Grades 3-8: Current recommendation is to modify for timeliness of results; need more time to see if test provides meaningful, actionable feedback; Grade 11: Replace with SAT since students have both test in spring; students and parents express SAT results are more useful for college entrance	State	Spring 2016	Communicate quicker turn around for scores (as recently communicated by Office of Assessment), continue to emphasize the need for high school students to demonstrate achievement with integrating skills such as research and writing; and math practices (through district assessments)
<b>Smarter Interim Assessment Blocks</b> (performance task portion given in Red Clay Spring 2015, optional school use in 2016)	No change in assessment District requirement modified in 2015-16	Keep as optional, encourage schools to use blocks to inform instruction, recommend that scores be shared with students (meaningful feedback) .	State	Currently and continue	Support schools that choose to administer
<b>Smarter Interim Comprehensive Assessment</b> (not given in Red Clay in 2014-15)	No Change	Keep as not recommended, Takes a long time to administer	State	Currently and continue	none needed

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<b>State Assessments</b>					
<b>DCAS Social Studies/ EOC U.S. History</b>	<b>Modify</b>	The state move to grades 5 and 8 make sense since they are the end of cluster (see Action Steps). Mixed feedback from schools across recommendations; many wanted to eliminate, several wanted content to only cover tested grade	State	2016-17 field test, live 2017-18	Revise results to report on mastery of grade level standards
<b>DCAS Science Summative</b>	<b>Replacement</b>	Replace with more NGSS-aligned items; Although it would be preferable to test every year, we understand our stakeholders believe there is too much testing. Continue with grades 5, 8, and 10 only.	State	ASAP	As soon as new curriculum is available, support teachers with implementation of NGSS.
<b>DCAS EOC Algebra II/ Integrated Math III</b> (optional; given in Red Clay in 2014-15)	<b>No change, optional</b>	Optional allows schools to use it if they wish while it is still available	State	Current and continuing	none needed

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<b>State Assessments</b>					
<b>SAT School Day</b>	No change	State covering cost allows more students to take the test than may otherwise	State	Current and continuing	Continue to support schools with administration
<b>PSAT School Day</b>	No change	Testing in grades 9,10,11, allows students additional opportunities to be prepared for the SAT	State	Current and continuing	Continue to emphasize the need for high school students to demonstrate achievement with integrating skills such as research and writing; and math practices (through district assessments), district covering cost for grades state doesn't cover
<b>PSSS</b> (optional- taken in Red Clay Spring 2015 grade 9 only)	Replacement	Already replaced with PSAT			
<b>National Assessment of Educational Progress (NAEP)</b>	Replacement	See if SMARTER can replace since many states give it, use common cut scores because we need to identify tests that can be eliminated, since students do not get scores it is not meaningful to a majority of our stakeholders	USED	ASAP	

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<b>State Assessments</b>					
<b>Component V Pre Tests &amp; Post Tests, includes Performance Plus Tests</b>	<b>Modification</b>	<b>Continue to modify Performance Plus tests with teacher and leader input, continue to allow schools to select Comp V measure B; Feedback from schools is that many appreciate a growth measure, several feel Performance Plus tests are not of high quality</b>	<b>State</b>	<b>Periodically for each subject</b>	<b>State needs to post tests earlier for earlier administration in the school year (allowing time for ordering, printing, distributing). Also, it is important for the state to engage teachers and leaders in revision process for Performance Plus, continue to allow schools to select other measure Bs</b>
<b>ACCESS (ELL)/ ACCESS ALT (select ELL students)</b>	<b>No change (see action steps)</b>	<b>Provides a language proficiency level and growth over time, guides instruction</b>	<b>State</b>	<b>Currently and continuing</b>	<b>State should allocate funds to districts now that the schools need technology and technical support to administer the test</b>
<b>W-APT (ELL) / MODEL</b>	<b>No change</b>	<b>Provides placement information</b>	<b>State</b>	<b>Currently and continuing</b>	<b>State provide alternate for low-functioning students with disabilities.</b>



RCCSD Assessment Inventory					
Recommendations	District Recommendation	Rationale	Authority	Timing of Recommendation	Action Steps
State Assessments					
DCAS-Alt1 (Reading, Mathematics, Science, Social Studies for select students)	Modify or Replace	Test is time-consuming and disruptive. Recommend shorter, computer-based assessment with touch screen capabilities.	State	Shorter this year, modify/replace future years	Action Steps: State should shorten test this year and in future years replace with a test that meets recommendations.
Kindergarten Early Learner Survey Readiness	Eliminate	Time is needed to do Rtl screening and other readiness/baseline assessments	State	2016-17	State determine another way to determine how early learning centers are preparing students for kindergarten, such as testing teams at preschools and daycares

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<b>District Assessments</b>					
<b>Name of assessment</b>	<b>District Recommendation</b>	<b>Rationale</b>	<b>Authority</b>	<b>Timing of Recommendation</b>	<b>Action Steps</b>
<b>Scholastic Reading Inventory (SRI)</b>	No change	Needed for Rtl screener and to determine growth. Most schools report finding the data useful.	District (for Federal mandated Rtl screener)	Current and continuing	Roll out to additional grades over time, continue to support teachers with use of data
<b>Scholastic Math Inventory (SMI)</b>	No change	Needed for Rtl screener and to determine growth. Most schools report finding the data useful.	District (for Federal mandated Rtl screener)	Current and continuing	Continue to support teachers with use of data
<b>DIBELS</b>	No change	Needed for Rtl screener and to determine growth. Most schools report finding the data useful.	District (for Federal mandated Rtl screener)	Current and continuing	Continue to support teachers with use of data
<b>Advanced Placement (AP) or International Baccalaureate (IB) exams (for students enrolled in an AP or IB course)</b>	No change	Provides valuable measure of college readiness in course with high rigor	District	Current and continuing	Continue to provide PD for teachers of these courses
<b>AAPPL- Assessment of Performance towards Proficiency in Languages (for native speakers and students taking world language)</b>	No change	National test; gives students high school credit based on proficiency	District	Current and continuing	Continue to pay for assessment and support schools with test administration

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<b>Recommendations</b>	<b>District Recommendation</b>	<b>Rationale</b>	<b>Authority</b>	<b>Timing of Recommendation</b>	<b>Action Steps</b>
<b>District Assessments</b>					
<b>Common Exam Initiative/ District Finals</b> (see courses listed for 2014-15, only middle school Algebra 1 for 2015-16)	<b>Modification in 2015-16</b>	Starting in 2015-16 eliminated for high school, kept only middle school Algebra 1 for high school credit	District	Current and continuing	Continue to provide high school credit for middle school students scoring 70% or higher with an A or B final course grade
<b>Reading Series Benchmarks</b>	<b>Modification in 2015-16</b>	Reading series unit assessments used as benchmarks have been aligned to CCSS; this year High school benchmarks (Collections) will be given during midterms and finals at teachers' request	District (in response to state direction in implementation planning)	Current and continuing	Continue to support teachers with use of data. In summer 2015, secondary (Collections) assessments were revised. In summer 2016, item analysis will occur to make any needed additional revisions.
<b>Formative Assessment Probes</b> (2014-15)	<b>Replacement</b>	Replaced in 2015-16 with Mathematics Benchmark Tests aligned to curriculum	District (in response to state direction in implementation planning)	Current and continuing	Continue to support teachers with use of data

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<b>School level Assessments</b>					
<b>Name of assessment</b>		<b>Rationale</b>	<b>Authority</b>	<b>Timing of Recommendation</b>	<b>Action Steps</b>
<b>STAR Reading Assessment</b>	<b>Elimination</b>	District recommends that schools eliminate and use data from Scholastic Inventories	School	Within next few weeks	Share recommendations with schools and encourage them to discuss with district Curriculum and Instruction
<b>STAR Early Literacy</b>	<b>Elimination</b>	District recommends that schools eliminate and use data from Scholastic Inventories	School	Within next few weeks	Share recommendations with schools and encourage them to discuss with district Curriculum and Instruction
<b>STAR Math Assessment</b>	<b>Elimination</b>	District recommends that schools eliminate and use data from Scholastic Inventories	School	Within next few weeks	Share recommendations with schools and encourage them to discuss with district Curriculum and Instruction
<b>Accelerated Reader Book tests</b>	<b>Elimination</b>	District recommends that schools eliminate and use data from Scholastic Inventories	School	Within next few weeks	Share recommendations with schools and encourage them to discuss with district Curriculum and Instruction

**RCCSD Assessment Inventory**

<b>Recommendations</b>	<b>District Recommendation</b>	<b>Rationale</b>	<b>Authority</b>	<b>Timing of Recommendation</b>	<b>Action Steps</b>
<b>School level Assessments</b>					
<b>Achieve 3000 level set tests</b>	<b>No change</b>	District recommends no change, keeping use optional for schools. It is connected to intervention used for Rtl.	School	Annually	Continue to have schools share costs with district. Support in house coaching by vendor.
<b>Common mid-term and final exams</b>	<b>No change</b>	Continue to allow schools to use their own, with the exception of high school ELA using district benchmarks at teachers' request	School	Current and continuing	Emphasize school created assessments be aligned to the rigor of the standards being assessed
<b>Common Grade Level Assessment (ELA: Vocabulary, Reading Comprehension)</b> Examples: teacher-made tests, curriculum-based tests	<b>No change</b>	Combination of district-provided required (in above section) and optional, as well as school-created	School	Current and continuing	Continue to create and require common benchmark assessments 2-4 per year, yet encourage schools to use and refine curriculum unit tests ensuring common core alignment
<b>Common Grade Level Assessment (ELA: Writing)</b> Examples: prompts, PEG Writing	<b>No change</b>	Combination of district-provided required (in above section) and optional, as well as school-created	School	Current and continuing	Continue to revise and include optional prompts in grade level writing modules

**RCCSD Assessment Inventory**

<b>Recommendations</b>	<b>District Recommendation</b>	<b>Rationale</b>	<b>Authority</b>	<b>Timing of Recommendation</b>	<b>Action Steps</b>
<b>School level Assessments</b>					
<b>Common Grade Level Assessment (ELA: Phonics)</b> Examples: Phonics/Spelling Inventories, Rhyming, Walpole assessments	<b>No change</b>	Combination of district-provided required (in above section) and optional, as well as school-created	School	Current and continuing	Continue to provide these and other additional resources that support CCSS-aligned instruction and provide more diagnostic information
<b>Common Grade Level Assessment (ELA: Fluency)</b> Examples: Sight Word Lists, Running Records, High Frequency Selection Tests	<b>No change</b>	Combination of district-provided required (in above section) and optional, as well as school-created	School	Current and continuing	Continue to provide these and other additional resources that support CCSS-aligned instruction and provide more diagnostic information
<b>Common Curriculum-Based Assessments (Mathematics)</b> Examples: Trailblazers, Math Expressions, Do the Math (Engage NY), CMP, IMP, Holt	<b>No change</b>	Assessment aligned to instruction (CCSS)	School	Current and continuing	Look for material aligned to CCSS for high school, continue to create and require common benchmark assessments 2-4 per year, yet encourage schools to use and refine curriculum unit tests ensuring common core alignment

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<b>School level Assessments</b>					
<b>Common Vendor-Created Assessments (Mathematics)</b> Examples: Mastery Connect	<b>Elimination</b>	Schools should use curricular assessments, or refined assessments aligned to CCSS	School	Within next few weeks	Share recommendations with schools and encourage them to discuss with district Curriculum and Instruction
<b>Universal Screening Tool</b>	<b>No change</b>	Optional school use	School	Current and continuing	Emphasize school created assessments be aligned to the rigor of the standards being assessed
<b>Common Teacher Made Assessments</b>	<b>No change</b>	Optional school use	School	Current and continuing	Emphasize school created assessments be aligned to the rigor of the standards being assessed. Encourage leadership to monitor teacher-created assessments
<b>Common Math Fact Assessments</b>	<b>Replacement</b>	Schools should use fluency checks (elementary Math Expressions)	School	Current and continuing	Professional development in Math Expressions ongoing

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<b>Recommendations</b>	<b>District Recommendation</b>	<b>Rationale</b>	<b>Authority</b>	<b>Timing of Recommendation</b>	<b>Action Steps</b>
<b>School level Assessments</b>					
<b>Common Curriculum-Based Assessments (Social Studies)</b> Examples: DRC, TCI	Modification in 2015-16	In 2015-16, the district added a performance task requirement for grades 6-11 one time per year. Also see action steps.	School & District	Current and continuing	Provide support on use of data, continue to emphasize school use of performance tasks from DRC units to guide future unit adaptation and reteaching
<b>Summative Assessments Coalition Units (Science)</b>	No change	Continue to make the decision about using these up to the school	School	Current and continuing	Encourage schools to modify with questions aligned to science and engineering practices
<b>Common Formative Assessments</b> Example: PLC created	No change	Part of the PLC process	School	Current and continuing	Continue to emphasize the use of data in a cycle of inquiry and ensuring school-created assessments align to the rigor of the standards being assessed
<b>Lewis Only: IDEL</b>	No change	Unique need for dual language school	School	Current and continuing	
<b>Lewis Only: Calle de Lectura Unit Benchmarks</b>	No change	Unique need for dual language school	School	Current and continuing	





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# Assessment Inventory Impact Summary Form

District Level



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### Assessment Inventory Impact Summary Form

District/School Testing Time (Hours)

Grade Level	BEFORE INVENTORY				AFTER INVENTORY				
	RTI	District/Charter Content Summative	Other	TOTAL BEFORE Recommendations	RTI	District/Charter Content Summative	Other	TOTAL AFTER Recommendations	TIME changes
K	2	4	2	8	3	8		11	3
1	2	4	2	8	3	6		9	1
2	12	4	2	18	12	7		19	1
3	12	4	2	18	19	8		27	9
4	12	4	2	18	19	7		26	8
5	12	4	2	18	19	6		25	7
6	6	3	10	19	7	6	8	21	2
7	6	5.5	10	21.5	7	7.5	8	22.5	1
8	6	5.5	10	21.5	7	7.5	8	22.5	1
9	6	5.5	15	26.5	7	7.5	13	27.5	1
10		6	15	21	1.5	9	15	25.5	4.5
11		6	15	21	1.5	9	15	25.5	4.5
12		6	15	21		6	15	21	0
TOTAL	76.0	61.5	102.0	239.5	106.0	94.5	82.0	282.5	43.0
AVERAGE	5.8	4.7	7.8	18.4	8.2	7.3	6.3	21.7	3.3

Red Clay must note that increased testing times are a directly result of RTI Implementation and the Delaware Department of Education’s directives through ESEA Routines Performance Evaluation that have increase the need to assess. These are directly related to increased use of ESEA directed Common Assessments and RTI compliance with Universal Screeners and Progress Monitoring. Where ever possible Red Clay is using assessment with dual purpose, like SMI being used as a universal screener and a component V growth measures. Please also note that the chart cannot account for Final Exams or content specific assessments given to high school students based on course. Red Clay also notes that we have optional assessments like the AAPPL. The “other” assessments include rough estimates for Component V assessments. These are state mandated, but district determined. The scope of work in the attached chart cannot account for the wide variety of course or paths students embark on in Middle and High Schools.



# Appendices

Appendix A: District and School Assessment Tables.....pages 20-32

Appendix B: School engagement in various phases.....pages 33-52

Appendix C: Mini Focus Parent Group Directions.....pages 53-56

Appendix D: Survey Results.....pages 57-530

- Parent.....pages 58-220
- Student.....pages 221-382
- Staff.....pages 383-530

Appendix E: Assessment in Red Clay Parent Flyers (front/back)....pages 531-588

- Template.....pages 532-533
- English (front.....pages 534-546
- Spanish(front.....pages 547-560
- Korean(front.....pages 561-574
- Arabic(front.....pages 574-588



# Appendix A:

## District and School Assessment Tables

- District Assessments
- School Assessments
  - Elementary
  - Secondary

RCCSD Assessment Inventory									
Inventory of District Level Assessments Given K-5									
Name of assessment	DIBELS	Scott-Foresman (CCSS aligned) Unit Test	Scholastic Reading Inventory (SRI)	Scholastic Math Inventory (SMI)	Math Expressions Formative Assessment Plan	Common Exam Initiative/ District Finals (see courses listed for 2014-15, only middle school Algebra 1 for 2015-16)	AP Exams	AAPPL- Assessment of Performance towards Proficiency in Languages (for native speakers and students taking world language)	Component V Pre Tests & Post Tests
Entity requiring assessment state – SEA or other agency; district; or school	District	District	District	District	District	District	District	District (optional)	State
Grade(s) tested	K-1*some 2-5 (RTI)	K-5	2-9	3-Algebra I/Integrated I	K - 5	9-12 (if in course), 7-8 (if in math course)	HS course	8 (district wide), 9-12 (optional for native speakers), 3 (Lewis)	K-12
Course(s) or subjects tested	ELA	ELA	ELA	Math	Mathematics	Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Algebra 2/ Integrated Math 3, Civics, Economics, World History, Physical Science	Varied	Spanish Language	Multiple subjects
Which students are eligible or required to take assessment?	All students K-1	All students K-5	All students 2-9	* Students in grades 6 - 8 with a possible expansion to 2 - 5	All students K - 5.	All students enrolled in the listed courses	Students enrolled in AP courses are expected to participate in the AP finals	* 8th grade students in a World Language (WL) course who have an A/B average by the end of the course * 8-12th grade native speakers	Selected students in cohort
Type of assessment summative; interim/bench- mark; formative; diagnostic	Screeners	Summative	Screeners	Screeners	Formative and Benchmark	Summative	Summative	Summative	Diagnostic and Summative
Number of years assessment has been administered in the district	8 years	6 years-recently revised 2 years ago	1 year	1 year	0 years	Many	Many	3 years	4 years
To which content standards is the assessment aligned? (source of alignment verification)	Early Literacy Standards-norm referenced assessment	CCSS-Partnership w/UD	Standardized Measure	CCSSM	CCSSM	Math: CCSSM; Social Studies: State Social Studies Standards and DRC	College Board	ACTFL World Language standards (test developed by ACTFL)	CCSS, State Standards
Intended purpose(s) of the assessment	1. Measure literacy skills 2. Fulfill federal requirement for Response to Intervention (RTI) 3. Identify and monitor students who may be at risk for reading difficulties	1.Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk 2.Determine progress toward meeting standards	1. Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk 2. Measure growth	1. Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk 2. Measure growth	Measure mastery of content standards	Measure mastery of content standards	Measure mastery of course content	Measuring language proficiency	Teacher and Admin accountability
Intended use(s) of the assessment	Inform instructional practice May also be used for DPAS II Component V	Inform instructional practice	Inform instructional practice May also be used for DPAS II Component V	Inform instructional practice May also be used for DPAS II Component V	Inform instructional practice	Ensure alignment of instruction to standards; Middle school: also determines if student receives high school credit	Provide indicator for potential college credit	Determines if student receives high school credit in world language; for grade 3 Lewis- Informs instruction	Accountability
Users of the assessment	Grade level teachers and administrators	Grade level teachers and administrators	Grade level teachers and administrators	Grade level teachers and administrators	Grade level teachers and administrators	Grade level teachers and administrators, students	Grade level teachers and administrators, students	State, district, and school level staff; students	District, staff, DOE
Do users of the assessment use it for its intended use(s)?	See survey	See survey	See survey	See survey	See survey	See survey	See survey	Yes (District) Yes (School Counselors)	See survey
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.	See survey	See survey	See survey	See survey	See survey	See survey	See survey		See survey
Type of administration	one-to-one	whole class or small group	web-based	web-based	Paper	Paper booklet/scantron	Paper	Online	Paper, scantron
Item type(s)	oral assessment	selected response, open response	selected response	Selected response	open response	Selected responses and open ended	Selected response, constructed response, essay	Selected responses and open ended	Selected Response, constructive response, action (phy ed)

RCCSD Assessment Inventory									
Inventory of District Level Assessments Given K-5									
Name of assessment	DIBELS	Scott-Foresman (CCSS aligned) Unit Test	Scholastic Reading Inventory (SRI)	Scholastic Math Inventory (SMI)	Math Expressions Formative Assessment Plan	Common Exam Initiative/ District Finals (see courses listed for 2014-15, only middle school Algebra 1 for 2015-16)	AP Exams	AAPPL- Assessment of Performance towards Proficiency in Languages (for native speakers and students taking world language)	Component V Pre Tests & Post Tests
Accommodations	none	what is allowed on IEP	none	Read aloud option in both English and Spanish Computer Adaptive	Based on student IEP	Based on Student IEP	Based on Student IEP	none	
Test administration time	1 min subtests (approx. 3 subtests per testing period)	1 class period	20-30 minutes	approximately 30 minutes	10 - 15 minutes - formative 60 minutes - benchmark	1 class block	Varies	* 8th grade WL students 90 minutes * 8-12th native speakers 120 minutes	1 class block
Testing window	Fall, Winter, Spring	Quarterly	Fall, Winter, Spring	Fall, Winter, Spring	Throughout the school year	end of year	Early May	* 8th grade WL students --end of course * 8th grade Native speakers - January * 9-12th Native speakers -- varies by school	
Test frequency	3 times a year	4 times a year	3 times a year	Three times per year: Fall, Winter, and Spring	6 - 7 times per year	One time per year in May; Social Studies: at the end of the course either semester or marking period	Once	* 8th grade WL students -- once * 8-12th Native speakers -- once	At least twice per year (pre/post)
Time between test administration and results to users	same day	1 week	immediate	Immediate	Approximately monthly	Approximately 24 - 48 hours	Approximately 2 months	3 weeks	24 to 48 hours
Vendor	Univeristy of Oregon	N/A	Scholastic	Scholastic	HMH Developed	N/A	College Board	ACTFL and Language Testing International	State of Delaware - AIR?
Contract expiration date	No Contract	No Contract	No Contract	No Contract	No Contract	N/A	No Contract	none	
Entity that holds contract	N/A	N/A	No Contract	No Contract	No Contract	N/A	No Contract	District	State
Annual cost (total and per student)	0	0	Assessment is free - annual subscription for tech support needed (district wide \$16,000)	Assessment is free - annual subscription for tech support needed (district wide \$4000)	0	0	District Set aside for students with needs \$15000	* \$15 per 8th grade WL student * \$20 per Native speaker Total - \$9,500.	
Funding source(s)	N/A	N/A	Curriculum and Instruction Local Budget	Curriculum and Instruction - Local Budget	N/A	N/A	Curriculum and Instruction - Local Budget	Curriculum and Instruction - Local Budget	

RCCSD Assessment Inventory						
Inventory of Elementary School Assessments (Grades K-5)						
Name of assessment	Accelerated Reader Book tests	DOLCH Sight Words	Words Their Way	Running Record	STAR Math Assessment	STAR Reading Assessment
School	Multiple- Baltz, FO, Herit, Rich, RPLC, Linden Hill, BSS	Multiple- Mote, Richey, Linden Hill	Multiple- Mote, Her, Mar, Warn, NS, Mote, Linden Hill	Multiple- North Star, Richey, Linden Hill	Multiple- FO, Heritage	Multiple- Baltz, FO, Herit, Rich, Linden Hill
Entity requiring assessment state – SEA or other agency; district; or school	School	School	School	School	School	School
Grade(s) tested	2, 3, 4, 5	K,1,4	1, 2, 3, 4, 5	1	2, 3, 4, 5	2, 3, 4, 5
Course(s) or subjects tested	Reading	Reading decoding	ELA	reading: decoding	Grades 2-5 Math	Reading
Which students are eligible or required to take assessment?	All students grades 2-5	All to select	all students	all 1st grade	School	All students in grade
Type of assessment summative; interim/bench- mark; formative; diagnostic	summative for each book read	interim/benchmark	formative/diagnostic	diagnostic	2, 3, 4, 5	benchmark; diagnostic
Number of years assessment has been administered in the district	10+		5	10+		10+
To which content standards is the assessment aligned? (source of alignment verification)		Fluency and Decoding Standards	ELA Common Core State Standards		Grades 2-5 Math	Reading comprehension
Intended purpose(s) of the assessment	Practice and extend reading comprehension	Measure student knowledge of ELA standard of decoding sight words	Measure student knowledge of ELA standards in decoding and phonics.	assess decoding	Measure students knowledge and growth.	Identify individual students' ZPD. This allows students to read books at their reading level and assess their comprehension and
Intended use(s) of the assessment	Student progress monitoring		Inform instructional practice to form small group focus lessons	component 5 / inform instruction	Component V	Component V/Accelerated Reader and Lexile
Users of the assessment	grade level teacher	grade level teacher	Grade Level Teacher	1st grade teachers	Grade Level Teachers & Building Leaders	Grade level teacher, Building leader
Do users of the assessment use it for its intended use(s)?	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.						
Type of administration	on-line	paper and pencil and entered on computer	Paper and Pencil/Dictation	one:one verbal	Computer	On-line
Item type(s)	multiple choice	oral response	Written	reading	Multiple choice	multiple choice
Accommodations						
Test administration time	10-30 minutes	variable, 5-20 minutes	BOY, MOY, EOY	approximately 15 minutes per students	45 minutes	About 20 minutes
Testing window	As students complete Accelerated reader rated books during the		Fall/Winter/Spring	September, January, May	At the beginning of every quarter students take this test to track	At the beginning of every quarter students take this test to track
Test frequency	Multiple, depends on the number of books read.	4 to 12 times per year, spread out through the marking period	Minimum 3 times per year	3x/year	4 times a year- Beginning of each marking period	Four times, at the beginning of every quarter.
Time between test administration and results to users	immediate	immediate results	immediate	September, January, May	Immediate results	Immediately after the assessment has been completed.
Vendor:	renaissance learning		Words Their Way		Renaissance	Renaissance Learning
Contract expiration date:					7/1/15	7/1/2015
Is the contract with your school only?	Yes					Yes
Annual Cost?	Included in the Star Reading contract					varies per building approx. \$7.90 per student
Funding source:	Building					building

RCCSD Assessment Inventory						
Inventory of Elementary School Assessments (Grades K-5)					No longer administered	No longer administered
Name of assessment	SBAC practice tests	Fry Sight Word Inventory	IPI: Informal Phonics Inventory	Performance Plus	Trailblazers Unit assessments	End of Year Trailblazers
School	Multiple- All elementary	Multiple- Mote, Heritage	Multiple- BSS, Linden Hill	Multiple- All Elementary	North Star Elementary School	North Star Elementary School
Entity requiring assessment state – SEA or other agency; district; or school	school	School	School	School	School	School
Grade(s) tested	2,3,4,5	1, 2, 3, 4, 5	1	K, 1, 2,3, 4, 5	4	2
Course(s) or subjects tested	ELA, MATH	ELA	ELA-phonics	Various subjects- Math and ELA primarily	4th grade math	grade 2 math
Which students are eligible or required to take assessment?	ALL	RTI tiers 2 and 3	all	All students in grade level if teachers are using it as a Comp 5	all 4th grade students	all 2nd grade students take the number sense section of questions
Type of assessment summative; interim/bench- mark; formative; diagnostic	formative	Diagnostic	formative	Summative	formative	summative
Number of years assessment has been administered in the district	1	10 + years		Not sure	3+	3
To which content standards is the assessment aligned? (source of alignment verification)	CCSS ELA, MATH	ELA Common Core	CCSS	Common Core	4.md.7 - measuring angles	cc.nbt.5 cc.2.oa.1 cc.2oa.2
Intended purpose(s) of the assessment	Exposure to SBAC-type questions, unpacking of constructed response questions	Word Reading fluency	measure student growth from the beginning of the year to the end	measure student growth from the beginning of the year to the end	check student learning and understanding form small groups as needed guide instruction	measure students knowledge of number sense and computation
Intended use(s) of the assessment	Exposure to SBAC-type questions, formative assessment of student	Inform instructional practice	to assess what students learned and to create RTI groups	-Comp 5 -Measure growth	check student learning and understanding form small groups as	component 5
Users of the assessment	teachers 2-5	District assessment staff and teachers	teacher	Grade level teachers	grade level teachers	2nd grade teacher
Do users of the assessment use it for its intended use(s)?	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.						
Type of administration	On-line	One on one	paper	paper	paper and pencil	paper and pencil
Item type(s)	MC, short answer, extended response	Teacher checklist	reading	open ended	short and long answers	short answer response
Accommodations						
Test administration time	varies, most over multiple days	20 -30 minutes	15 mins	no time constraints	15-20 minutes	30 minutes
Testing window	multiple times throughout year	BOY, MOY, EOY	5 times per year	pre-test: 1st 6 weeks post-test: last 6 weeks	1 class period after unit(s)	give 1st week of school and again in May
Test frequency	multiple times throughout year	3x	5 times per year	Twice	2-3 (after certain skills are/should be mastered)	2x (September and May)
Time between test administration and results to users	immediate, handed to teacher or submitted	N/A	immediate	1 week	1 day	1 week
Vendor:	AIR	FRY		district		
Contract expiration date:	unknown	?		n/a		
Is the contract with your school only?	No	No		No		
Annual Cost?	??	?		n/a		
Funding source:	??	?		n/a		



RCCSD Assessment Inventory						
Inventory of Elementary School Assessments (Grades K-5)						
Name of assessment	Mastery Connect	Mastery Connect	SS Unit tests from TCI	Math Portfolio	Figurative Language Unit test	Beginning of Year assessments
School	North Star Elementary School	North Star Elementary School	North Star Elementary School	North Star Elementary School	North Star Elementary School	North Star Elementary School
Entity requiring assessment state – SEA or other agency; district; or school	School	School	School	School	School	School
Grade(s) tested	4	1	4	K	4	K
Course(s) or subjects tested	4th grade math	place value, subtraction	social studies	writing numbers through 30 patterns	writing, ELA	letter recognition, sound recognition, number recognition,
Which students are eligible or required to take assessment?	all 4th grade students	all 1st grade	all 4th grade students	all kdg students	all 4th grade students	all kdg students
Type of assessment summative; interim/bench- mark; formative; diagnostic	summative	summative	formative 3+	diagnostic, summative	formative	diagnostic
Number of years assessment has been administered in the district	3 (due to requirements by component 5)	2 years	ss 4-5a&b history	10 years at North Star	4 years	10 years at North Star
To which content standards is the assessment aligned? (source of alignment verification)	4.nbt.5 4.oa.5 4.nf.2		measure student learning and understanding of	K.CC.a.1 K.OA.a.1,2,3 K.nbt.a.1	I.4.5(a-c) - figurative language	RF.K.1d RF.K.2 RF.K.2a-e
Intended purpose(s) of the assessment	measure student learning in 4th grade math	measure student learning of math common core	guide instruction small group formation determine a need for reteaching or challenge	measure student knowledge	measure student learning and understanding of figurative language	measure knowledge
Intended use(s) of the assessment	component 5	component 5, inform instruction	grade level teachers	inform instruction	small group instruction determine student needs	letter and sound recognition used for component 5
Users of the assessment	grade level teacher	1st grade teachers	paper and pencil	teachers (whole group)	grade level teachers	teacher: each component is administered 1:1
Do users of the assessment use it for its intended use(s)?	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.						
Type of administration	paper and pencil	paper/pencil	short and long answers	pencil and paper	paper and pencil	teacher recording students' verbal responses
Item type(s)	short and long answer	fill in the blank math facts and word problems	20-30 minutes	student records answers	short and long answers	teacher records student answers
Accommodations						
Test administration time	90 minutes	15 minutes	1 class period after chapters	each part is given separately on different days, about 20	20 minutes	beginning of year, with marking period updates and
Testing window	pretest (September) posttest (May)	beginning of year and end of year	2-3 as needed	beginning, middle, end of year	end of December	
Test frequency	2 (beginning and end of year)	2x/year	1-2 days	fall, winter, spring	1x in December	10-30 minutes for each assessment with each student
Time between test administration and results to users	1-2 weeks	beginning of year and end of year			1 day	
Vendor:						
Contract expiration date:						
Is the contract with your school only?						
Annual Cost?						
Funding source:						

RCCSD Assessment Inventory						
<b>Inventory of Elementary School Assessments (Grades K-5)</b>	No longer administered					
<b>Name of assessment</b>	<b>Math Probes - Trailblazers</b>	<b>Running Records</b>	<b>CVC Word List</b>	<b>End of Year Math Assessment</b>	<b>STAR Early Literacy</b>	<b>Universal Math Assessment</b>
<b>School</b>	Richey Elementary School	Richey Elementary School	Richey Elementary School	Richey Elementary School	Richey Elementary School	Heritage Elementary School
<b>Entity requiring assessment state – SEA or other agency; district; or school</b>	School	School	School	School	School	district
<b>Grade(s) tested</b>	3	1	K	1	K	2, 3, 5
<b>Course(s) or subjects tested</b>	Math grade 3	ELA Grade 1	ELA	Math Grade 1	Literacy - Kindergarten	Math
<b>Which students are eligible or required to take assessment?</b>	all	All students in grade	All	All students in grade	All students	All students Grade 2-5
<b>Type of assessment summative; interim/bench- mark; formative; diagnostic</b>	interim	benchmark	benchmark - summative	summative	Kindergarten has used this as a benchmark	Diagnostic
<b>Number of years assessment has been administered in the district</b>	?	5+	5		3 years	5 +
<b>To which content standards is the assessment aligned? (source of alignment verification)</b>			ELA		ELA	CCSS Math
<b>Intended purpose(s) of the assessment</b>	Measure knowledge		measure knowledge of phonics skills		Literacy skills	Measure student growth
<b>Intended use(s) of the assessment</b>	Cum Folder	Component V	Component V		Instructional practice	Growth
<b>Users of the assessment</b>	?	Grade level	Kindergarten	Grade level	Kindergarten teachers	Grade Level Teacher & Building Leaders
<b>Do users of the assessment use it for its intended use(s)?</b>	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined
<b>To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.</b>						
<b>Type of administration</b>	paper and pencil		word list	paper and pencil	online	Paper and Pencil
<b>Item type(s)</b>	open ended math problems			multiple choice; fill in the blank; written response	Multiple choice	Multiple choice/Short answer
<b>Accommodations</b>						
<b>Test administration time</b>	5-10mins per problem		5 minutes		Varies from student to student - the test should take no more	45 minutes
<b>Testing window</b>	Given dates by District office		open		Open	N/A
<b>Test frequency</b>	@ 5x/year on the dates decided on by district office 17 DPP's per year	3-4 times a year; at least once each quarter	4 times - marking period		3 Beginning, Middle, and End	3 times a year- Fall, Winter, Spring
<b>Time between test administration and results to users</b>	2 months					Teacher Graded-Immediate results
<b>Vendor:</b>	Trailblazer					?
<b>Contract expiration date:</b>						?
<b>Is the contract with your school only?</b>	No					No
<b>Annual Cost?</b>						?
<b>Funding source:</b>						?

RCCSD Assessment Inventory						
Inventory of Elementary School Assessments (Grades K-5)						
Name of assessment	PEG Writing Pre & Post Assessment	TIER 2 comprehension progress monitoring	TIER 2 comprehension progress monitoring	2-Digit Addition and Subtraction	High Frequency Selection Test	Place Value
School	Heritage Elementary School	Forest Oak Elementary School	Forest Oak Elementary School	Mote Elementary School	Mote Elementary School	Mote Elementary School
Entity requiring assessment state – SEA or other agency; district; or school	District	District	district	School	School	School
Grade(s) tested	3, 4, 5	K, 1, 2, 3, 4, 5	K, 1, 2, 3, 4, 5	2	2	2
Course(s) or subjects tested	Writing	Reading Grades K-5	Reading Fluency	Operations, Grade 2 Math	ELA Grade 2	Number and Operations in Base Ten
Which students are eligible or required to take assessment?	All students in grades 3-5	Identified Tier 2 RTI students	Identified Tier 2 RTI students	All 2nd Grade students	All Students	All students in 2nd grade
Type of assessment summative; interim/bench- mark; formative; diagnostic	formative	diagnostic	diagnostic	Pre and Post assessment	Pre and Post Assessment	Pre and Post assessment
Number of years assessment has been administered in the district	first year	10+	7	3 yrs	3 years	3 yrs
To which content standards is the assessment aligned? (source of alignment verification)	Writing Standards that address narrative and persuasive writing			CC.20A.01	CC2RF3	CC.2.NBT.7
Intended purpose(s) of the assessment	Measure student knowledge for narrative and persuasive writing	Measure student performance in comprehension	Measure student performance in reading fluency	Measure students knowledge of addition and subtraction without regrouping.	Measure student knowledge of ELA standard in phonics	Measure students understanding of solving addition within 1000, using concrete models or drawings and strategies based on place value.
Intended use(s) of the assessment	Inform instructional practice	Student progress monitoring	Student progress monitoring with RTI	Component V	Component V	Component V
Users of the assessment	UDEL Grade level teacher BLT	Grade level teacher, Building leader	Grade level teacher, Building leader	Grade level teachers	Grade level teacher	Grade level teacher
Do users of the assessment use it for its intended use(s)?	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.						
Type of administration	paper and pencil & online	paper and pencil	paper and pencil	paper and pencil	oral	Paper and Pencil
Item type(s)	writing prompt	multiple choice	reading passage	written response	Oral/ reading	Multistep answers
Accommodations						
Test administration time	30 minutes	10-15 min. 3x per marking period.	10-15 min. 3x per marking period.	untimed	untimed	untimed
Testing window	November (pre-test) May (post-test)	3x per marking period	3x per marking period.	Fall and Spring	Fall and Spring	Fall-Spring
Test frequency	twice a year November (pre-test) May (post-test)	12x- 3x per marking period	12x- 3x per marking period.	2 times	2 times	2. twice a year.
Time between test administration and results to users	6 months	Immediate after scoring	Immediate after scoring.	24 hours for data	24 hours	48 hours
Vendor:				teacher created	Teacher created	teacher created
Contract expiration date:				none	N/A	N/A
Is the contract with your school only?	No	No	No	No	Yes	Yes
Annual Cost?				N/A	N/A	N/A
Funding source:	UDEL			N/A	N/A	N/A

RCCSD Assessment Inventory						
Inventory of Elementary School Assessments (Grades K-5)						
Name of assessment	End of Module Assessment Do the math B	Beginning of Module Assessment B Do the math Fractions	Math facts assessment	Informal Phonics Inventory	Teacher made Math assessments	Sharon Walpole assessments
School	Mote Elementary School	Mote Elementary School	Marbrook Elementary School	Heritage Elementary School	Heritage Elementary School	Heritage Elementary School
Entity requiring assessment state – SEA or other agency; district; or school	School	School	School	School	School	School
Grade(s) tested	3	3	K, 1	1, 2	3	1, 2, 3, 4, 5
Course(s) or subjects tested	math	math	Math	ELA	Math	phonics skills
Which students are eligible or required to take assessment?	all grade 3	all third grade	All students in grades K-1	All first and second grade students	All	Tier 2 and 3 students
Type of assessment summative; interim/bench- mark; formative; diagnostic	summative	diagnostic	formative/diagnostic	diagnostic	formative	diagnostic
Number of years assessment has been administered in the district	3	3	2	3	by unit	3 years
To which content standards is the assessment aligned? (source of alignment verification)	3.NF.A1,2,3, Develop understanding of fractions as numbers	3.NF.a.1,2,3 Develop understanding of fractions as numbers	Common Core-KOA.A5 and 1.OA.C6	CCSS	CCSS	Reading Foundational Skills
Intended purpose(s) of the assessment	measure student knowledge of fractions	measure student knowledge of fractions	Measure student knowledge of basic math facts and ability to add and subtract fluently	Measure student knowledge of ELA phonics skills	knowledge	Measure knowledge of phonics skills
Intended use(s) of the assessment	course grade & inform instructional practice	inform instructional practice	Component V and PLC essential outcome	create skills focused groups for small group reading	inform instructional	Inform instructional practice
Users of the assessment	grade level teacher	grade level teachers	grade level teachers	grade level teachers	Grade level teacher	Rtl teacher
Do users of the assessment use it for its intended use(s)?	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.						
Type of administration	paper and pencil	paper and pencil	Paper pencil	teacher directed	Paper Pencil	Oral and/or written
Item type(s)	fill in blank and short answers	fill in blank short answer	varied math problems	student oral response	Short Answer	Reading or writing
Accommodations						
Test administration time	45 min	45 minutes	BOY EOY and throughout	3-5 minutes	untimed	5 minutes for each student
Testing window	march/beginning of April	beginning of unit (February)	same as above	august-May	?	Before and after teaching the particular skill
Test frequency	1	1	same as above	minimum of 3 times	After each unit	When teaching the skill
Time between test administration and results to users	24 hours teacher graded	teacher graded 24 hours		instantaneous	24 hours	Immediate
Vendor:				none	None	Sharon Walpole
Contract expiration date:				none	None	
Is the contract with your school only?				No	No	
Annual Cost?				none	none	
Funding source:				none	none	

RCCSD Assessment Inventory							
Inventory of Elementary School Assessments (Grades K-5)							
Name of assessment	Teacher made comprehension assessments	IDEL	Calle de Lectura Unit Benchmarks	AAPPL ACTFUL Assesment of Performance	Do the Math Fractions	Math Expressions: Smarter Balance Test Prep	Scott Foresman (Teacher created)
School	Heritage Elementary School	William C. Lewis Dual Language Elementary School	William C. Lewis Dual Language Elementary School	William C. Lewis Dual Language Elementary School	Linden Hill	Linden Hill	Linden Hill
Entity requiring assessment state – SEA or other agency; district; or school	School	School	School	School	School	School	School
Grade(s) tested	3	2	K, 1, 2, 3, 4, 5	3	4	2	2
Course(s) or subjects tested	ELA	Spansh reading	Spanish Language Arts-Reading	Spanish Language	Math	Math	Reading/ELA
Which students are eligible or required to take assessment?	All	all in grade 2	All Grades	All 3rd graders	All students	All	all
Type of assessment summative; interim/bench- mark; formative; diagnostic	Formative	diagnostic, benchmark	Benchmark	Benchmark	pre-test (formative) and post-test	formative and summative	formative
Number of years assessment has been administered in the district	2+	10+	3	first time in 14-15	Not known	1	1
To which content standards is the assessment aligned? (source of alignment verification)	CCSS			World Rediness Standards for Learning Languages	CCSS	CCSS	CCSS
Intended purpose(s) of the assessment	Student knowledge	to inform instruction. Help with grouping	Measure student knowledge of Spanish Language Arts Standard s in reading comprehension.	measuring language proficiency	Measure some of the fraction standards	measures student knowledge of math standards	Measure student knowledge of ELA standards in reading comprehension.
Intended use(s) of the assessment	inform instructional practice	Placement	progress monitoring, inform instruction.	to find student's language proficiency levels	Reteaching tool	inform instructional practice	Inform instructional practice
Users of the assessment	grade level teacher	2nd grade teaches	grade level teachers (especially Spanish) and admin.	DOE nad teachers of Spanish	Teachers	teachers	teachers
Do users of the assessment use it for its intended use(s)?	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined	Will be determined
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.							
Type of administration	paper pencil	individual	paper and pencil	Computerized.	Paper	paper	paper
Item type(s)	Short answer		multiple choice, and open ended, short answers, essays	Open Ended	short answer	selected response constructed response	selected response constructed response
Accommodations							
Test administration time	untimed	6 minutes/student	45-75 minuyrd	30 minutes	60 mins	40-60 mins	40 mins
Testing window	Throughout the year	Beginning of Year, Middle of Year, End of Year	After concluding units 1, 3, and 5.	May	End of fractions unit	1st six weeks last six weeks	all year
Test frequency	weekly	Beginning of Year, Middle of Year, End of Year	3 times per year.	1 X per year	Twice	Twice a year	weekly
Time between test administration and results to users	24 hrs	After administration, data is entered in itracker where it can	corrected by teachers.		immediate	1 week	1-2 days
Vendor:	none				district	Math Expressions	Scott Foresman/Teachers
Contract expiration date:	none				n/a		
Is the contract with your school only?	No			No	No	No	
Annual Cost?	none			?	n/a		
Funding source:	none	District?		DOE	n/a	District	

RCCSD Assessment Inventory				
Inventory of Elementary School Assessments (Grades K-5)				
Name of assessment	Nonsense Word List	Informal Phonics Inventory	Teacher made Math assessments	Teacher made comprehension assessments
School	Linden Hill	Brandywine Springs Elementary	Brandywine Springs Elementary	Brandywine Springs Elementary
Entity requiring assessment state – SEA or other agency; district; or school	School	School	School	School
Grade(s) tested	K	1, 2	3	3
Course(s) or subjects tested	ELA	ELA	Math	ELA
Which students are eligible or required to take assessment?	all	All first and second grade students	All	All
Type of assessment summative; interim/bench- mark; formative; diagnostic	formative and summative	diagnostic	formative	Formative
Number of years assessment has been administered in the district		3	by unit	2+
To which content standards is the assessment aligned? (source of alignment verification)	CCSS	CCSS	CCSS	CCSS
Intended purpose(s) of the assessment	measure decoding	Measure student knowledge of ELA phonics skills	knowledge	Student knowledge
Intended use(s) of the assessment	Comp 5 rating	create skills focused groups for small group reading	inform instructional	inform instructional practice
Users of the assessment	teacher	grade level teachers	Grade level teacher	grade level teacher
Do users of the assessment use it for its intended use(s)?	Will be determined	Will be determined	Will be determined	Will be determined
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.				
Type of administration	paper	teacher directed	Paper Pencil	paper pencil
Item type(s)	student response	student oral response	Short Answer	Short answer
Accommodations				
Test administration time	2 mins	3-5 minutes	untimed	untimed
Testing window	August and May	august-May	?	Throughout the year
Test frequency	Twice per year	minimum of 3 times	After each unit	weekly
Time between test administration and results to users	immediate	instantaneous	24 hours	24 hrs
Vendor:		none	None	none
Contract expiration date:		none	None	none
Is the contract with your school only?		No	No	No
Annual Cost?		none	none	none
Funding source:		none	none	none

<b>RCCSD Assessment Inventory</b>			
<b>Inventory of Secondary School Assessments (Grades 6-12)</b>			
<b>Name of assessment</b>	<b>Achieve 3000</b>	<b>STAR Reading</b>	<b>STAR Math</b>
<b>School</b>	Conrad, JDHS, Skyline, The	Skyline, AIMS,	AIMS
<b>Entity requiring assessment state – SEA or other agency; district; or school</b>	School	School	School
<b>Grade(s) tested</b>	6th-8th	6th-8th	6th-8th
<b>Course(s) or subjects tested</b>	ELA	Reading	Math
<b>Which students are eligible or required to take assessment?</b>	Students in grades 6-8	All students grades 6-8	All students grades 6-8
<b>Type of assessment summative; interim/benchmark; formative; diagnostic</b>	Diagnostic	Diagnostic	Diagnostic
<b>Number of years assessment has been administered in the district</b>	three times per year	three+ years	three+ years
<b>To which content standards is the assessment aligned? (source of alignment verification)</b>	Common Core State Standards	Common Core State Standards	Common Core State Standards
<b>Intended purpose(s) of the assessment</b>	Diagnostic	Identify students' present levels of performance/lexile	Identify students' present level of performance in mathematics
<b>Intended use(s) of the assessment</b>	Monitor student reading level proficiency	Assigning reading texts	N/A
<b>Users of the assessment</b>	Teachers, District Officials, School	Teachers, School Administration, District	Teachers, School Administration, District
<b>Do users of the assessment use it for its intended use(s)?</b>	Yes	N/A	N/A
<b>To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.</b>	N/A	N/A	N/A
<b>Type of administration</b>	Computer Based	Computer Based	Computer Based
<b>Item type(s)</b>	Selected Response	Selected Response	Selected Response
<b>Accommodations</b>	Audio	N/A	N/A
<b>Test administration time</b>	Three times per year	20-30 minutes	20-30 minutes
<b>Testing window</b>	fall-winter-spring	fall-winter-spring	fall-winter-spring
<b>Test frequency</b>	Three times per year	three times per year	three times per year
<b>Time between test administration and results to users</b>	immediate	immediate	immediate
<b>Vendor:</b>	Achieve 3000	Renaissance Learning	Renaissance Learning
<b>Contract expiration date:</b>	N/A	N/A	N/A
<b>Is the contract with your school only?</b>	No	N/A	N/A
<b>Annual Cost?</b>	N/A	approx. \$5,000.00	N/A
<b>Funding source:</b>	N/A	Building	Building

<b>RCCSD Assessment Inventory</b>		
<b>Inventory of Secondary School Assessments (Grades 6-12)</b>		
<b>Name of assessment</b>	<b>Final Exams</b>	<b>Science Coalition Units</b>
<b>School</b>	AIHS, JDHS, Conrad, Cab,	
<b>Entity requiring assessment state – SEA or other agency; district; or school</b>	District (common) and School	School
<b>Grade(s) tested</b>	9th-12th	6th-9th
<b>Course(s) or subjects tested</b>	Social Studies, Science, Mathematics	Science
<b>Which students are eligible or required to take assessment?</b>	All students enrolled in the listed courses	All students in grades 6th-9th
<b>Type of assessment summative; interim/benchmark; formative; diagnostic</b>	Summative	Formative or summative (teacher's choice)
<b>Number of years assessment has been administered in the district</b>	3+ years	8 years
<b>To which content standards is the assessment aligned? (source of alignment verification)</b>	Math: CCSSM; Social Studies: State Social Studies Standards and DRC	Delaware Prioritized Science Standards
<b>Intended purpose(s) of the assessment</b>	Measure student learning, skill acquisition, and academic achievement at the	To inform later instruction, to assess student understanding following instruction.
<b>Intended use(s) of the assessment</b>	*Measure student learning, skill acquisition, and academic achievement at the conclusion of the defined	level teachers of level of student understanding is affected by science instruction, to reveal student misconceptions
<b>Users of the assessment</b>	District staff and students	science teachers, students
<b>Do users of the assessment use it for its intended use(s)?</b>	Yes - award credit and determine final grade	N/A
<b>To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.</b>	Social Studies 2 - Teachers are not privy to other schools data, only their own school's and district average. On annual Social Studies Council survey 90%+ of	
<b>Type of administration</b>	Paper and Pencil	paper booklet, laboratory based performance
<b>Item type(s)</b>	Selected Response/Constructed-	Constructed Response
<b>Accommodations</b>	Based on Student IEP	plan. Accommodations may be based on students' ability to manipulate laboratory
<b>Test administration time</b>	approximately 80 minutes	it varies
<b>Testing window</b>	May 26 - June 5	year
<b>Test frequency</b>	One time per year in May; Social Studies: at the end of the course either semester or marking	3 times per year
<b>Time between test administration and results to users</b>	Approximately 24 - 48 hours	immediate
<b>Vendor:</b>	N/A	N/A
<b>Contract expiration date:</b>	N/A	N/A
<b>Is the contract with your school only?</b>	N/A	Coalition. This assessment is written in to the districts' Regulation
<b>Annual Cost?</b>	N/A	N/A
<b>Funding source:</b>	Curriculum-02	fee in Delaware Science Coalition





# Appendix B:

## School engagement in various phases

- Phase One A: School Assessment Inventory Information
- Phase One B: Provide Input on Usefulness of Assessment Data
- Phase Two: Make Recommendations



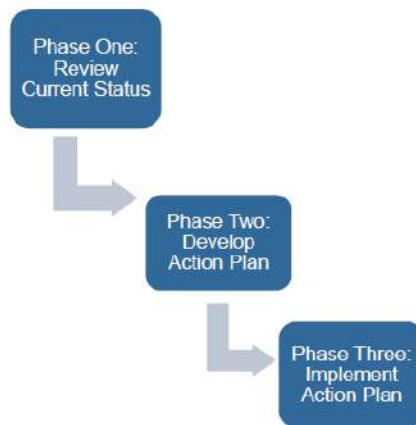
*Teach More, Test Less Assessment Inventory Joint Project  
Delaware Department of Education and Red Clay  
Offices of Curriculum and Instruction  
and Research, Evaluation and Professional Learning*

## DDOE Teach More, Test Less Inventory Project

Red Clay's Assessment Inventory grant, awarded by the DDOE, will include gathering information on the purpose of all district assessments, their cost, audience, reason for administration, when it is administered, and whether or not the data is used and/or useful. After the inventory is reviewed, the district will solicit direct feedback from teachers, students, families, and the community about potential changes to our comprehensive district assessment plan. The district is adapting the protocol outline by Achieve

<http://www.achieve.org/assessmentinventory>. There will be three phases to the project. Red Clay hopes to complete phase one by June 10<sup>th</sup>. In this phase schools conduct a comprehensive review of all current state, district and school assessments for intended use and purpose. The next phase will be completed in early fall where recommendations will be gathered through feedback with educators and other stakeholders. A district team will compile the feedback and develop an action plan for making changes to our current practices and submit that plan to the Department of Education no later than December 31.

### Teach More, Test Less! The Plan.



### Phase One

1. By May 30<sup>th</sup>, the BLT should identify school wide assessments and record essential information in the inventory table. (This inventory does not cover classroom-specific assessments created by teachers for formative purposes.) To complete the table use this Google form link for every assessment: <https://goo.gl/GjWxqb>  
State and district assessment information will be provided later for step 2. See the Achieve inventory table for more information. Also reference the Achieve FAQ document.
2. During one of the in-service days the Lead Teacher, administrators, and members of the BLT should lead the teachers through review of EACH assessment in the inventory table (state, district, school) and gather feedback on the two questions:
  - Do users of the assessment use it for its intended use(s)? Yes or No
  - To what degree do users of the assessment find it useful or not useful? (1-not useful, -somewhat useful, 3-useful, 4-very useful) EXPLAIN WHY.

We will send out more information on how to collect and report this information after we process the school inventory information.

### Resources:

DDOE Assessment Inventory Project Grants <http://www.doe.k12.de.us/domain/111> includes links to Achieve information and defining components of a balanced assessment system (formative, interim, summative)

Deeper Analyses/ Evaluating Assessments:

Criteria for Procuring and Evaluating High-Quality Assessments:

<http://www.ccsso.org/Documents/2014/CCSSO%20Criteria%20for%20High%20Quality%20Assessments%2003242014.pdf>

Assessment Evaluation Tool (Math): [http://achievethecore.org/content/upload/AET\\_Version2\\_Math\\_K-12.pdf](http://achievethecore.org/content/upload/AET_Version2_Math_K-12.pdf)

Assessment Evaluation Tool (ELA): [http://achievethecore.org/content/upload/AET\\_Version2\\_ELA\\_3-12.pdf](http://achievethecore.org/content/upload/AET_Version2_ELA_3-12.pdf)

# STUDENT ASSESSMENT INVENTORY FOR SCHOOL DISTRICTS

## Inventory Table



<b>Name of Individual(s) completing the table</b>				
<b>Date</b>				
<b>Optional Category: English Language Arts (e.g., grade level, subject)</b>				
<b>Name of assessment</b>	(Example) PLACE ELA			
<b>Entity requiring assessment</b> <i>state – SEA or other agency; district; or school</i>	District			
<b>Grade(s) tested</b>	5-8			
<b>Course(s) or subjects tested</b>	ELA			
<b>Which students are eligible or required to take assessment?</b>	All students in these grades who are also required to take regular state assessment			
<b>Type of assessment</b> <i>summative; interim/benchmark; formative; diagnostic</i>	Benchmark			
<b>To which content standards is the assessment aligned?</b> <i>(source of alignment verification)</i>	Common Core State Standards <i>(Independent review by Dr. Anne Jones using Student Achievement Partners Assessment Eval. Tool)</i>			
<b>Intended purpose(s) of the assessment</b>	Measure student knowledge of ELA standards in reading comprehension			
<b>Intended use(s)<sup>1</sup> of the assessment</b>	Predict ELA performance on state assessment and inform instructional practice			
<b>Users of the assessment</b>	District assessment staff and teachers			
<b>Do users of the assessment use it for its intended use(s)?</b>	Yes <i>(district)</i> No <i>(educators)</i>			
<b>To what degree do users of the assessment find it useful or not useful?</b> <i>1 – not useful</i> <i>2 – somewhat useful</i> <i>3 – useful</i> <i>4 – very useful</i>	<i>2 – district staff find it accurately predicts performance on state assessment, but that the results are not useful for educators to inform instruction</i>			
<b>Explain why.</b>				

<sup>1</sup>Federal and/or state accountability, district accountability, predictive, diagnostic, instructional uses (e.g., grouping), high school graduation, student promotion/retention, factor into course grades, college admissions, teacher evaluation, Advanced Placement credit, International Baccalaureate, English language proficiency, international comparisons, other uses.



## Inventory Table

<b>Type of administration</b>	Paper booklet/scantron			
<b>Item type(s)</b>	Selected response			
<b>Test administration time</b>	150 minutes (includes 15 minutes of instructions read aloud by teacher)			
<b>Testing window</b>	10/1–10/15 and 3/1–3/15			
<b>Test frequency</b>	Given twice a year, in October and March			
<b>Time between test administration and results to users</b>	24 hours for raw data to district; 3 weeks for analysis			
<b>Vendor</b>	Tests4Schools			
<b>Contract expiration date</b>	4/1/2015			
<b>Entity that holds contract</b>	District			
<b>Annual cost</b> <i>(total and per student)</i>	\$38,000 total, \$19.00 per student (grades 5-8)			
<b>Funding source(s)</b>	Local funds			



## FREQUENTLY ASKED QUESTIONS

### 1. Can my district modify the inventory table? YES.

The inventory table, as well as the entire student assessment inventory tool, is openly licensed, allowing for modifications to be made as needed to suit the district's goals and context. Districts are free to modify the tool to better meet their needs. Districts can translate the table into different electronic formats, including into online survey tools. They can transpose columns and rows, or create additional "snapshots" of the information — such as a calendar view.

### 2. My team does not agree on the type of assessment — formative, interim, etc. We all seem to have different ideas about what these terms mean. What do we do?

There are various resources that have developed definitions of different assessment types. For instance, you can review pages 1–2 of the publication *The Role of Interim Assessments in a Comprehensive Assessment System* developed by Achieve, the Aspen Institute and the Center for Assessment. For more discussion on the research base on such assessments, please see [this framework](#) by the National Center for the Improvement of Educational Assessment. We would not encourage you to spend much time, however, sorting this out. If you do not agree, we would suggest that you document the various perspectives and move on.

### 3. What is the difference between the assessment's intended purposes and uses?

The purpose of the assessment is what it was designed to measure, while the intended use of the assessment reflects the kinds of decisions that the assessment is designed to inform. For example, the purpose of an assessment may be to measure students' reading comprehension while the intended use is to identify students in need of extra support/intervention.

### 4. How do we know if users are using the assessment for its intended uses?

After identifying the users of the assessment, you will need to ask them about what decisions they are making based on the information. If their responses align with the intended use, the answer is yes. If not, the answer is no. You can do this through a survey or through interviews/focus groups. If the answer is no, it will also be helpful to find out why.

### 5. How do we know to what degree users find the assessment useful and why?

After identifying the users of the assessment, you will need to ask them about the degree to which they find the assessment useful. You can do this through a survey, asking them to rate the degree of usefulness as the table describes. You can also do this through interviews or focus groups. It will be very important to find out what attributes of the assessment, or context in which the assessment is being given, contribute to its usefulness or lack of usefulness.

### 6. What are some ways to tell if an assessment is aligned to the content standards?

Many assessments, and other instructional resources, make claims about alignment to standards, but it is critical for your district to have confidence in these claims. Your district, individually or in partnership with others, may commission an independent analysis from an external expert or ask a team of master teachers to conduct an analysis. For assessments intended to align with the Common Core State Standards, there are tools such as Student Achievement Partners' [Assessment Evaluation Tool](#) that may be helpful for these analyses. The Council of Chief State School Officers' (CCSSO) [Criteria for High-Quality Assessments Aligned to College and Career Readiness](#) is also a helpful set of guidance in evaluating quality and alignment.

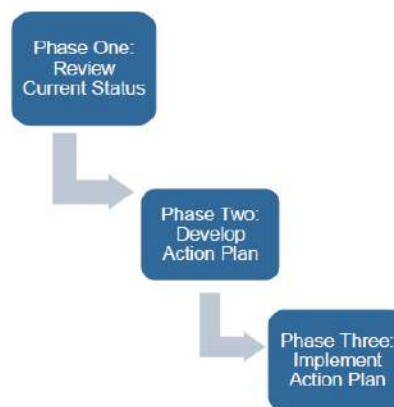


*Teach More, Test Less Assessment Inventory Joint Project*  
*Delaware Department of Education and Red Clay Offices of*  
*Curriculum and Instruction and Research, Evaluation and Professional Learning*

## DDOE Teach More, Test Less Inventory Project

Red Clay's Assessment Inventory grant, awarded by the DDOE, will support the district's work gathering information on the purpose of all district assessments, their cost, audience, reason for administration, when it is administered, and whether or not the data is used and/or useful. After the inventory is reviewed, the district will solicit direct feedback from teachers, students, families, and the community about potential changes to our comprehensive district assessment plan. The district is adapting the protocol outline by Achieve <http://www.achieve.org/assessmentinventory>. There will be three phases to the project. In this phase one, schools conduct a comprehensive review of all current state, district and school assessments for intended use and purpose. The first part of phase one, completing the inventory, was done at the end of the 2014-15 school year. Now we are moving on to the second part, surveying parents and staff on uses of the assessment data. Our timeline was adjusted to accommodate receipt of SMARTER data. We hope to complete the second phase in late fall where recommendations will be gathered through feedback with educators and other stakeholders. A district team plans to compile the feedback and develop an action plan for making changes to our current practices and submit that plan to the Department of Education this winter.

### Teach More, Test Less! The Plan.



### Phase One: A- Completing the Inventory

Thank you for completing the inventory table for school assessments in May and June of 2015.

### Phase One: B- Provide input on uses of assessment data

By the middle of October, after becoming familiar with SMARTER data, teachers and administrators should respond to the educator survey found at [https://www.surveymonkey.com/r/assess\\_inventory](https://www.surveymonkey.com/r/assess_inventory). Teachers should direct any questions to the school's Lead Teacher or administrator.

Teachers will need the inventory tables for state, district, and school assessments to reference the intended uses. The survey will address the following questions:

- Do users of the assessment use it for its intended use(s)? Yes or No
- To what degree do users of the assessment find it useful or not useful? (1-not useful, -somewhat useful, 3-useful, 4-very useful) EXPLAIN WHY.

The survey window is: October 16-November 3

### Resources:

DDOE Assessment Inventory Project Grants <http://www.doe.k12.de.us/domain/111> includes state inventories and links to Achieve information and defining components of a balanced assessment system (formative, interim, summative)

[Deeper Analyses/ Evaluating Assessments:](#)

Criteria for Procuring and Evaluating High-Quality Assessments:

<http://www.ccsso.org/Documents/2014/CCSSO%20Criteria%20for%20High%20Quality%20Assessments%2003242014.pdf>

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Assessment Evaluation Tool (ELA): [http://achievethecore.org/content/upload/AET\\_Version2\\_ELA\\_3-12.pdf](http://achievethecore.org/content/upload/AET_Version2_ELA_3-12.pdf)

State Assessments

Name of assessment	Grade(s) tested	Course(s) or subjects tested	Intended purpose(s) of the assessment	Intended use(s) of the assessment	Users of the assessment
<b>Smarter Summative (ELA, Mathematics)</b>	3-8, and 11	English language arts/Literacy (ELA/LIT), including reading, writing, listening, and research; Mathematics	1. Meet federal requirements for school accountability. 2. Measure student achievement towards the CCSS. 3. Serve as the primary indicator for high-stakes purpose.	School Accountability, student achievement, other high stakes purposes, and to measure College and Career Readiness (CCR)	State, district, school teachers, parents, and various stakeholder groups
<b>Smarter Interim Assessment Blocks</b> <small>(performance task portion given in Red Clay Spring 2015, optional school use in 2016)</small>	3-8, and 11	English language arts/literacy (reading, writing, listening, research); Mathematics	Improve classroom instruction	Assess CCSS, provide evidence to support Smarter Balanced claims in English language arts/literacy and Mathematics, provide information to make instructional decisions and address immediate student needs	District, school, teacher, and parents
<b>Smarter Interim Comprehensive Assessment</b> <small>(not given in Red Clay)</small>	3-8, and 11	English language arts/literacy (reading, writing, listening, research); Mathematics	Improve classroom instruction and determine student achievement toward CCSS	Assess CCSS, provide evidence to support Smarter Balanced claims	District, school, teacher, and parents
<b>DCAS Social Studies/ EOC U.S. History</b>	4, 7, and end of US History course	Social Studies/ U. S. History	Measure student achievement toward the content standards	1. Determine student achievement toward the content standards. 2. Help teachers improve classroom instruction.	State, district, school, teachers, and parents
<b>DCAS Science Summative</b>	5, 8, and 10	Science	1. Measure student achievement toward the content standards. 2. Participation Accountability.	1. Determine student achievement toward the content standards. 2. Used for accountability. 3. Help teachers improve classroom instruction.	State, district, school, teachers, and parents
<b>DCAS EOC Algebra II/ Integrated Math III</b> <small>(optional; given in Red Clay in 2014-15)</small>	High school students who just finished the corresponding courses	Algebra II or Integrated Mathematics III	Measuring student growth in the specific content area	Determine student growth in the specified content area	District school, teachers, and parents
<b>SAT School Day</b>	11	Reading, Mathematics, Writing	Measure student readiness for college	Determine student readiness for college	State, district, school, teachers, and parents
<b>PSAT School Day</b>	10 (and other grades in Red Clay)	Reading, Mathematics, Writing	Measure student readiness for college	Determine student readiness for college	State, district, school teachers, and parents
<b>PSSS</b> <small>(optional- taken in Red Clay Spring 2015 grade 9 only)</small>	9, 10	Reading, Mathematics, Writing	Measure student readiness for college	Determine student readiness for college	District, school, teachers, and parents
<b>National Assessment of Educational Progress (NAEP)</b>	4, 8, and 12	Reading, Mathematics, Science, Writing	Measures student knowledge of reading, mathematics, and science	Predict the performance on national assessment	Nation, State, and large school district-levels
<b>Component V Pre Tests &amp; Post Tests, includes Performance Plus Tests</b>	K - 12	Multiple subjects	Fulfill state requirement for teacher evaluation (Component V)	Measure student growth	District, staff, DOE
<b>ACCESS (ELL)/ ACCESS ALT (select ELL students)</b>	K - 12 ELL / ALT for specific ELL students with disabilities in lieu of ACCESS	Reading, Writing, Listening, Speaking	To measure and ELA student's level of English language proficiency at year-end.	To place students in the appropriate educational setting. To monitor state and local progress toward Title III goals.	State, district, school, teachers, and parents
<b>W-APT (ELL) / MODEL</b>	K - 12 (ELL)/ K-1 ELL	Reading, Writing, Listening, Speaking/ MODEL-New students take listening and speaking, they take reading and writing at the end of the semester	To screen students for placement	To place ELL students in the appropriate educational setting in order to provide required services	District, school, teachers, and parents
<b>DCAS-Alt1 (Reading, Mathematics, Science, Social Studies for select students)</b>	Reading and Mathematics: 3-11 (specific students with disabilities in lieu of Smarter Summative); Science- 5, 8, 10; Social Studies- 4, 7, 9	Reading, Mathematics	1. Meet the federal requirements for school accountability. 2. Measure student achievement toward the Delaware content standards grade-band extension. 3. Serve as the primary indicator for state high-stakes purposes.	1. Determine student achievement toward the content standards. 2. Ensure all students with disabilities are included in Delaware's statewide assessment and accountability system	State, district, school, teachers, and parents
<b>Kindergarten Early Learner Survey Readiness</b>	K	Multiple subjects	Measure Kindergarten Readiness	1. Improve alignment across the early childhood and K-12 systems. 2. Inform classroom instruction for both early childhood and kindergarten educators. 3. Increase understanding of children's developmental readiness for school along multiple dimensions 4. Strengthen partnerships with families	State, district, early childhood and kindergarten teachers, parents, and various stakeholder groups



## District Assessments

Name of assessment	Grade(s) tested	Course(s) or subjects tested	Intended purpose(s) of the assessment	Intended use(s) of the assessment	Users of the assessment
<b>Scholastic Reading Inventory (SRI)</b>	2-9	ELA	1. Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk 2. Measure growth	Inform instructional practice May also be used for DPAS II Component V	Grade level teachers and administrators
<b>Scholastic Math Inventory (SMI)</b>	3 - Alg 1/ IM 1	Mathematics	1. Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk 2. Measure growth	Inform instructional practice May also be used for DPAS II Component V	Grade level teachers and administrators
<b>DIBELS</b>	K-1*some 2-5 (RTI)	ELA	1. Measure literacy skills 2. Fulfill federal requirement for Response to Intervention (RTI) 3. Identify and monitor students who may be at risk for reading difficulties	Inform instructional practice May also be used for DPAS II Component V	Grade level teachers and administrators
<b>Advanced Placement (AP) or International Baccalaureate (IB) exams</b> (for students enrolled in an AP or IB course)	9-12 (if in course)	AP or IB courses	Measure mastery of course content	Provide indicator for potential college credit	Grade level teachers and administrators, students
<b>AAPPL- Assessment of Performance towards Proficiency in Languages</b> (for native speakers and students taking world language)	8 (districtwide), 912 (optional for native speakers), 3 (Lewis)	Spanish Language	Measuring language proficiency	Determines if student receives high school credit in world language; for grade 3 Lewis- Informs instruction	State, district, and school level staff; students
<b>Common Exam Initiative/ District Finals</b> (see courses listed for 2014-15, only middle school Algebra 1 for 2015-16)	9-12 (if in course), 7-8 (if in math course)	Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Algebra 2/ Integrated Math 3, Civics, Economics, World History, Physical Science	Measure mastery of content standards	Ensure alignment of instruction to standards; Middle school: also determines if student receives high school credit	Grade level teachers and administrators, students
<b>Reading Series Benchmarks</b> (Scott-Foresman in 2014-15)	K-5	ELA	1.Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk 2.Determine progress toward meeting standards	Inform instructional practice	Grade level teachers and administrators
<b>Formative Assessment Probes</b> (2014-15)	1 - 5	Mathematics	Measure mastery of content standards	Inform instructional practice	Grade level teachers and administrators



School level Assessments

Name of assessment	Grade(s) tested	Course(s) or subjects tested	Intended purpose(s) of the assessment	Intended use(s) of the assessment	Users of the assessment
<b>STAR Reading Assessment</b>	2-8	Reading/ELA	Measure student performance in reading comprehension and identify individual students' ZPD and Lexile level	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher and administrators
<b>STAR Early Literacy</b>	K	Literacy	Measure student literacy skills	Inform instructional practice	Grade level teacher and administrators
<b>STAR Math Assessment</b>	2-8	Math	Measure student content knowledge	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher and administrators
<b>Accelerated Reader Book tests</b>	2-5	Reading/ELA	Measure student performance in reading comprehension	Inform instructional practice and progress monitoring	Grade level teacher
<b>Achieve 3000 level set tests</b>	6-12	Reading/ELA	Measure student performance in reading comprehension	Inform instructional practice	Grade level teacher and administrators
<b>Common mid-term and final exams</b>	9-12	Various Subjects	Measure mastery of standards in a given course of study	Grading and course credit	Grade level teacher
<b>Common Grade Level Assessment (ELA: Vocabulary, Reading Comprehension)</b> Examples: teacher-made tests, curriculum-based tests	K-12	Reading/ELA	Measure student performance in comprehension	Inform instructional practice and progress monitoring Some schools report using for DPAS II Component V	Grade level teacher and administrators
<b>Common Grade Level Assessment (ELA: Writing)</b> Examples: prompts, PEG Writing	K-12	Writing/ELA	Measure student performance towards writing standards	Inform instructional practice	Grade level teacher and administrators
<b>Common Grade Level Assessment (ELA: Phonics)</b> Examples: Phonics/Spelling Inventories, Rhyming, Walpole assessments	K-5	Reading/ELA	Measure student phonics skills	Inform instructional practice, including forming small group focus lessons Some schools report using for DPAS II Component V	Grade level teacher
<b>Common Grade Level Assessment (ELA: Fluency)</b> Examples: Sight Word Lists, Running Records, High Frequency Selection Tests	K-5	Reading/ELA	Measure student reading fluency	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher
<b>Common Curriculum-Based Assessments (Mathematics)</b> Examples: Trailblazers, Math Expressions, Do the Math (Engage NY), CMP, IMP, Holt	K-12	Mathematics	Measure student mastery of content standards	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher
<b>Common Vendor-Created Assessments (Mathematics)</b> Examples: Mastery Connect	K-12		Measure student mastery of content standards	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher
<b>Universal Screening Tool</b>	K-5	Mathematics	Measure student mastery of content standards	Inform instructional practice	Grade level teacher and administrators
<b>Common Teacher Made Assessments</b>	K-12	Mathematics	Measure student mastery of content standards	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher
<b>Common Math Fact Assessments</b>	K-12	Mathematics	Measure student performance in math fact fluency	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher
<b>Common Curriculum-Based Assessments (Social Studies)</b> Examples: DRC, TCI	K-12	Social studies	guide instruction small group formation determine a need for reteaching or challenge	Inform instructional practice	Grade level teacher
<b>Summative Assessments Coalition Units (Science)</b>	K - 9	Science	Measure student mastery of content standards	Inform instructional practice	Grade level teacher
<b>Common Formative Assessments</b> Example: PLC created	K-12	Multiple subjects	Measure student mastery of content standards	Inform instructional practice	Grade level teacher
<b>Lewis Only: IDEL</b>	K-5	Spanish reading	1. Measure literacy skills 2. Identify and monitor students who may be at risk for reading difficulties	Inform instructional practice	Grade level teacher and administrators
<b>Lewis Only: Calle de Lectura Unit Benchmarks</b>	K-5	Spanish Reading/ELA	1. Determine progress toward meeting standards 2. Identify students at risk	Inform instructional practice and progress monitoring	Grade level teachers (especially Spanish) and administrators

State Assessments

Name of assessment	Grade(s) tested	Course(s) or subjects tested	Intended purpose(s) of the assessment	Intended use(s) of the assessment	Users of the assessment
<b>Smarter Summative (ELA, Mathematics)</b>	3-8, and 11	English language arts/Literacy (ELA/LIT), including reading, writing, listening, and research; Mathematics	1. Meet federal requirements for school accountability. 2. Measure student achievement towards the CCSS. 3. Serve as the primary indicator for high-stakes purpose.	School Accountability, student achievement, other high stakes purposes, and to measure College and Career Readiness (CCR)	State, district, school teachers, parents, and various stakeholder groups
<b>Smarter Interim Assessment Blocks</b> <small>(performance task portion given in Red Clay Spring 2015, optional school use in 2016)</small>	3-8, and 11	English language arts/literacy (reading, writing, listening, research); Mathematics	Improve classroom instruction	Assess CCSS, provide evidence to support Smarter Balanced claims in English language arts/literacy and Mathematics, provide information to make instructional decisions and address immediate student needs	District, school, teacher, and parents
<b>Smarter Interim Comprehensive Assessment</b> <small>(not given in Red Clay)</small>	3-8, and 11	English language arts/literacy (reading, writing, listening, research); Mathematics	Improve classroom instruction and determine student achievement toward CCSS	Assess CCSS, provide evidence to support Smarter Balanced claims	District, school, teacher, and parents
<b>DCAS Social Studies/ EOC U.S. History</b>	4, 7, and end of US History course	Social Studies/ U. S. History	Measure student achievement toward the content standards	1. Determine student achievement toward the content standards. 2. Help teachers improve classroom instruction.	State, district, school, teachers, and parents
<b>DCAS Science Summative</b>	5, 8, and 10	Science	1. Measure student achievement toward the content standards. 2. Participation Accountability.	1. Determine student achievement toward the content standards. 2. Used for accountability. 3. Help teachers improve classroom instruction.	State, district, school, teachers, and parents
<b>DCAS EOC Algebra II/ Integrated Math III</b> <small>(optional; given in Red Clay in 2014-15)</small>	High school students who just finished the corresponding courses	Algebra II or Integrated Mathematics III	Measuring student growth in the specific content area	Determine student growth in the specified content area	District school, teachers, and parents
<b>SAT School Day</b>	11	Reading, Mathematics, Writing	Measure student readiness for college	Determine student readiness for college	State, district, school, teachers, and parents
<b>PSAT School Day</b>	10 (and other grades in Red Clay)	Reading, Mathematics, Writing	Measure student readiness for college	Determine student readiness for college	State, district, school teachers, and parents
<b> PSSS</b> <small>(optional- taken in Red Clay Spring 2015 grade 9 only)</small>	9, 10	Reading, Mathematics, Writing	Measure student readiness for college	Determine student readiness for college	District, school, teachers, and parents
<b>National Assessment of Educational Progress (NAEP)</b>	4, 8, and 12	Reading, Mathematics, Science, Writing	Measures student knowledge of reading, mathematics, and science	Predict the performance on national assessment	Nation, State, and large school district-levels
<b>Component V Pre Tests &amp; Post Tests, includes Performance Plus Tests</b>	K - 12	Multiple subjects	Fulfill state requirement for teacher evaluation (Component V)	Measure student growth	District, staff, DOE
<b>ACCESS (ELL)/ ACCESS ALT (select ELL students)</b>	K - 12 ELL / ALT for specific ELL students with disabilities in lieu of ACCESS	Reading, Writing, Listening, Speaking	To measure and ELA student's level of English language proficiency at year-end.	To place students in the appropriate educational setting. To monitor state and local progress toward Title III goals.	State, district, school, teachers, and parents
<b>W-APT (ELL) / MODEL</b>	K - 12 (ELL)/ K-1 ELL	Reading, Writing, Listening, Speaking/ MODEL-New students take listening and speaking, they take reading and writing at the end of the semester	To screen students for placement	To place ELL students in the appropriate educational setting in order to provide required services	District, school, teachers, and parents
<b>DCAS-Alt1 (Reading, Mathematics, Science, Social Studies for select students)</b>	Reading and Mathematics: 3-11 (specific students with disabilities in lieu of Smarter Summative); Science- 5, 8, 10; Social Studies- 4, 7, 9	Reading, Mathematics	1. Meet the federal requirements for school accountability. 2. Measure student achievement toward the Delaware content standards grade-band extension. 3. Serve as the primary indicator for state high-stakes purposes.	1. Determine student achievement toward the content standards. 2. Ensure all students with disabilities are included in Delaware's statewide assessment and accountability system	State, district, school, teachers, and parents
<b>Kindergarten Early Learner Survey Readiness</b>	K	Multiple subjects	Measure Kindergarten Readiness	1. Improve alignment across the early childhood and K-12 systems. 2. Inform classroom instruction for both early childhood and kindergarten educators. 3. Increase understanding of children's developmental readiness for school along multiple dimensions 4. Strengthen partnerships with families	State, district, early childhood and kindergarten teachers, parents, and various stakeholder groups

## District Assessments

Name of assessment	Grade(s) tested	Course(s) or subjects tested	Intended purpose(s) of the assessment	Intended use(s) of the assessment	Users of the assessment
<b>Scholastic Reading Inventory (SRI)</b>	2-9	ELA	1. Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk 2. Measure growth	Inform instructional practice May also be used for DPAS II Component V	Grade level teachers and administrators
<b>Scholastic Math Inventory (SMI)</b>	3 - Alg 1/ IM 1	Mathematics	1. Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk 2. Measure growth	Inform instructional practice May also be used for DPAS II Component V	Grade level teachers and administrators
<b>DIBELS</b>	K-1*some 2-5 (RTI)	ELA	1. Measure literacy skills 2. Fulfill federal requirement for Response to Intervention (RTI) 3. Identify and monitor students who may be at risk for reading difficulties	Inform instructional practice May also be used for DPAS II Component V	Grade level teachers and administrators
<b>Advanced Placement (AP) or International Baccalaureate (IB) exams (for students enrolled in an AP or IB course)</b>	9-12 (if in course)	AP or IB courses	Measure mastery of course content	Provide indicator for potential college credit	Grade level teachers and administrators, students
<b>AAPPL- Assessment of Performance towards Proficiency in Languages (for native speakers and students taking world language)</b>	8 (districtwide), 912 (optional for native speakers), 3 (Lewis)	Spanish Language	Measuring language proficiency	Determines if student receives high school credit in world language; for grade 3 Lewis- Informs instruction	State, district, and school level staff; students
<b>Common Exam Initiative/ District Finals (see courses listed for 2014-15, only middle school Algebra 1 for 2015-16)</b>	9-12 (if in course), 7-8 (if in math course)	Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Algebra 2/ Integrated Math 3, Civics, Economics, World History, Physical Science	Measure mastery of content standards	Ensure alignment of instruction to standards; Middle school: also determines if student receives high school credit	Grade level teachers and administrators, students
<b>Reading Series Benchmarks (Scott-Foresman in 2014-15)</b>	K-5	ELA	1. Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk 2. Determine progress toward meeting standards	Inform instructional practice	Grade level teachers and administrators
<b>Formative Assessment Probes (2014-15)</b>	1 - 5	Mathematics	Measure mastery of content standards	Inform instructional practice	Grade level teachers and administrators

School level Assessments

Name of assessment	Grade(s) tested	Course(s) or subjects tested	Intended purpose(s) of the assessment	Intended use(s) of the assessment	Users of the assessment
<b>STAR Reading Assessment</b>	2-8	Reading/ELA	Measure student performance in reading comprehension and identify individual students' ZPD and Lexile level	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher and administrators
<b>STAR Early Literacy</b>	K	Literacy	Measure student literacy skills	Inform instructional practice	Grade level teacher and administrators
<b>STAR Math Assessment</b>	2-8	Math	Measure student content knowledge	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher and administrators
<b>Accelerated Reader Book tests</b>	2-5	Reading/ELA	Measure student performance in reading comprehension	Inform instructional practice and progress monitoring	Grade level teacher
<b>Achieve 3000 level set tests</b>	6-12	Reading/ELA	Measure student performance in reading comprehension	Inform instructional practice	Grade level teacher and administrators
<b>Common mid-term and final exams</b>	9-12	Various Subjects	Measure mastery of standards in a given course of study	Grading and course credit	Grade level teacher
<b>Common Grade Level Assessment (ELA: Vocabulary, Reading Comprehension)</b> Examples: teacher-made tests, curriculum-based tests	K-12	Reading/ELA	Measure student performance in comprehension	Inform instructional practice and progress monitoring Some schools report using for DPAS II Component V	Grade level teacher and administrators
<b>Common Grade Level Assessment (ELA: Writing)</b> Examples: prompts, PEG Writing	K-12	Writing/ELA	Measure student performance towards writing standards	Inform instructional practice	Grade level teacher and administrators
<b>Common Grade Level Assessment (ELA: Phonics)</b> Examples: Phonics/Spelling Inventories, Rhyming, Walpole assessments	K-5	Reading/ELA	Measure student phonics skills	Inform instructional practice, including forming small group focus lessons Some schools report using for DPAS II Component V	Grade level teacher
<b>Common Grade Level Assessment (ELA: Fluency)</b> Examples: Sight Word Lists, Running Records, High Frequency Selection Tests	K-5	Reading/ELA	Measure student reading fluency	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher
<b>Common Curriculum-Based Assessments (Mathematics)</b> Examples: Trailblazers, Math Expressions, Do the Math (Engage NY), CMP, IMP, Holt	K-12	Mathematics	Measure student mastery of content standards	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher
<b>Common Vendor-Created Assessments (Mathematics)</b> Examples: Mastery Connect	K-12		Measure student mastery of content standards	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher
<b>Universal Screening Tool</b>	K-5	Mathematics	Measure student mastery of content standards	Inform instructional practice	Grade level teacher and administrators
<b>Common Teacher Made Assessments</b>	K-12	Mathematics	Measure student mastery of content standards	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher
<b>Common Math Fact Assessments</b>	K-12	Mathematics	Measure student performance in math fact fluency	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher
<b>Common Curriculum-Based Assessments (Social Studies)</b> Examples: DRC, TCI	K-12	Social studies	guide instruction small group formation determine a need for reteaching or challenge	Inform instructional practice	Grade level teacher
<b>Summative Assessments Coalition Units (Science)</b>	K - 9	Science	Measure student mastery of content standards	Inform instructional practice	Grade level teacher
<b>Common Formative Assessments</b> Example: PLC created	K-12	Multiple subjects	Measure student mastery of content standards	Inform instructional practice	Grade level teacher
<b>Lewis Only: IDEL</b>	K-5	Spanish reading	1. Measure literacy skills 2. Identify and monitor students who may be at risk for reading difficulties	Inform instructional practice	Grade level teacher and administrators
<b>Lewis Only: Calle de Lectura Unit Benchmarks</b>	K-5	Spanish Reading/ELA	1. Determine progress toward meeting standards 2. Identify students at risk	Inform instructional practice and progress monitoring	Grade level teachers (especially Spanish) and administrators

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<b>DIBELS</b>	K-1*some 2-5 (RTI)	ELA	1. Measure literacy skills 2. Fulfill federal requirement for Response to Intervention (RTI) 3. Identify and monitor students who may be at risk for reading difficulties	Inform instructional practice May also be used for DPAS II Component V	Grade level teachers and administrators
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<b>Reading Series Benchmarks</b> (Scott-Foresman in 2014-15)	K-5	ELA	1. Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk 2. Determine progress toward meeting standards	Inform instructional practice	Grade level teachers and administrators
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<b>Common Grade Level Assessment (ELA: Writing)</b> Examples: prompts, PEG Writing	K-12	Writing/ELA	Measure student performance towards writing standards	Inform instructional practice	Grade level teacher and administrators
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<b>Common Teacher Made Assessments</b>	K-12	Mathematics	Measure student mastery of content standards	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher
<b>Common Math Fact Assessments</b>	K-12	Mathematics	Measure student performance in math fact fluency	Inform instructional practice Some schools report using for DPAS II Component V	Grade level teacher
<b>Common Curriculum-Based Assessments (Social Studies)</b> Examples: DRC, TCI	K-12	Social studies	guide instruction small group formation determine a need for reteaching or challenge	Inform instructional practice	Grade level teacher
<b>Summative Assessments Coalition Units (Science)</b>	K - 9	Science	Measure student mastery of content standards	Inform instructional practice	Grade level teacher
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*Teach More, Test Less Assessment Inventory Joint Project  
Delaware Department of Education and Red Clay Offices of  
Curriculum and Instruction and Research, Evaluation and Professional Learning*

## DDOE Teach More, Test Less Inventory Project

Red Clay's Assessment Inventory grant, awarded by the DDOE, will support the district's work gathering information on the purpose of all district assessments, their cost, audience, reason for administration, when it is administered, and whether or not the data is used and/or useful. After the inventory is reviewed, the district will solicit direct feedback from teachers, students, families, and the community about potential changes to our comprehensive district assessment plan. The district is adapting the protocol outline by Achieve <http://www.achieve.org/assessmentinventory>. There will be three phases to the project. In this phase one, schools conduct a comprehensive review of all current state, district and school assessments for intended use and purpose. The first part of phase one, completing the inventory, was done at the end of the 2014-15 school year. Now we are moving on to the second part, surveying parents and staff on uses of the assessment data. Our timeline was adjusted to accommodate receipt of SMARTER data. We hope to complete the second phase in late fall where recommendations will be gathered through feedback with educators and other stakeholders. A district team plans to compile the feedback and develop an action plan for making changes to our current practices and submit that plan to the Department of Education this winter.

### Phase One: A- Completing the Inventory

Thank you for completing the inventory table for school assessments in May and June of 2015.

### Phase One: B- Provide input on uses of assessment data

Thank you for completing the fall staff survey, encouraging parents to complete the survey, and for arranging for your students to take the survey (required in grades 6, 9, 12). 605 staff members, 950 parents and 1,826 students submitted surveys. Non-comment results are being sent and posted at our internet site, Red Clay Schools. We will be categorizing and summarizing comments and publishing as soon as possible. We are providing each school with their staff results and comments.

### Phase Two: A- Make recommendations

We are asking each school, each curriculum council, and district office to make recommendations for each assessment. The recommendations should be informed by results of the surveys.

Please:

1. Review survey results from your staff, district parents, and from students in applicable grade levels: elementary reference grades 3-6 (6th graders likely reflecting on their elementary experiences), middle schools reference grades 6-9 (9<sup>th</sup> graders likely referencing middle school experiences), and high schools reference grades 9-12.
2. Complete the excel form for collecting recommendations.
3. Submit the excel form to your Lead Teacher, who will in turn submit to district office by December 7<sup>th</sup>.

#### Resources:

DDOE Assessment Inventory Project Grants <http://www.doe.k12.de.us/domain/111> includes state inventories and links to Achieve information and defining components of a balanced assessment system (formative, interim, summative)

Deeper Analyses/ Evaluating Assessments:

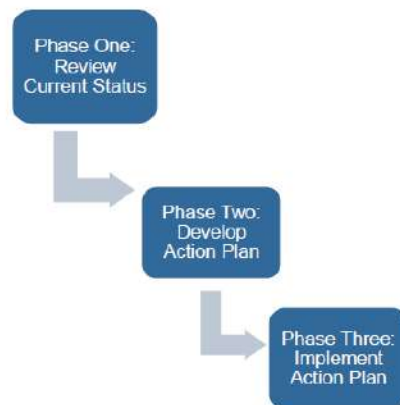
Criteria for Procuring and Evaluating High-Quality Assessments:

<http://www.ccsso.org/Documents/2014/CCSSO%20Criteria%20for%20High%20Quality%20Assessments%2003242014.pdf>

Assessment Evaluation Tool (Math): [http://achievethecore.org/content/upload/AET\\_Version2\\_Math\\_K-12.pdf](http://achievethecore.org/content/upload/AET_Version2_Math_K-12.pdf)

Assessment Evaluation Tool (ELA): [http://achievethecore.org/content/upload/AET\\_Version2\\_ELA\\_3-12.pdf](http://achievethecore.org/content/upload/AET_Version2_ELA_3-12.pdf)

## Teach More, Test Less! The Plan.



<b>RCCSD Assessment Inventory</b>		<b>Group Name (School, Curriculum Council):</b>			
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<b>Recommendations</b>					
<b>Name of assessment</b>	<b>Click in the cell and select a recommendation from the drop down menu: No change, Modification, Replacement, Elimination</b>	<b>OPTIONAL for comments if recommending No change</b>	<b>OPTIONAL for comments if recommending Modification</b>	<b>OPTIONAL for comments if recommending Replacement</b>	<b>OPTIONAL for comments if recommending Elimination</b>

<b>State Assessments</b>					
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<b>Smarter Summative (ELA, Mathematics)</b>					
<b>Smarter Interim Assessment Blocks</b> (performance task portion given in Red Clay Spring 2015, optional school use in 2016)					
<b>Smarter Interim Comprehensive Assessment</b> (not given in Red Clay)					
<b>DCAS Social Studies/ EOC U.S. History</b>					
<b>DCAS Science Summative</b>					
<b>DCAS EOC Algebra II/ Integrated Math III</b> (optional; given in Red Clay in 2014-15)					
<b>SAT School Day</b>					
<b>PSAT School Day</b>					
<b>PSSS</b> (optional- taken in Red Clay Spring 2015 grade 9 only)					
<b>National Assessment of Educational Progress (NAEP)</b>					
<b>Component V Pre Tests &amp; Post Tests, includes Performance Plus Tests</b>					
<b>ACCESS (ELL)/ ACCESS ALT (select ELL students)</b>					
<b>W-APT (ELL) / MODEL</b>					
<b>DCAS-Alt1 (Reading, Mathematics, Science, Social Studies for select students)</b>					
<b>Kingergarten Early Learner Survey Readiness</b>					



RCCSD Assessment Inventory		Group Name (School, Curriculum Council):			
Recommendations					
Name of assessment	Click in the cell and select a recommendation from the drop down menu: No change, Modification, Replacement, Elimination	OPTIONAL for comments if recommending No change	OPTIONAL for comments if recommending Modification	OPTIONAL for comments if recommending Replacement	OPTIONAL for comments if recommending Elimination
<b>District Assessments</b>					
Scholastic Reading Inventory (SRI)					
Scholastic Math Inventory (SMI)					
DIBELS					
Advanced Placement (AP) or International Baccalaureate (IB) exams (for students enrolled in an AP or IB course)					
AAPPL- Assessment of Performance towards Proficiency in Languages (for native speakers and students taking world language)					
Common Exam Initiative/ District Finals (see courses listed for 2014-15, only middle school Algebra 1 for 2015-16)					
Reading Series Benchmarks (Scott-Foresman in 2014-15)					
Formative Assessment Probes (2014-15)					

<b>RCCSD Assessment Inventory</b>		<b>Group Name (School, Curriculum Council):</b>			
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<b>Recommendations</b>					
<b>Name of assessment</b>	Click in the cell and select a recommendation from the drop down menu: No change, Modification, Replacement, Elimination	OPTIONAL for comments if recommending No change	OPTIONAL for comments if recommending Modification	OPTIONAL for comments if recommending Replacement	OPTIONAL for comments if recommending Elimination

<b>School level Assessments</b>					
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<b>STAR Reading Assessment</b>					
<b>STAR Early Literacy</b>					
<b>STAR Math Assessment</b>					
<b>Accelerated Reader Book tests</b>					
<b>Achieve 3000 level set tests</b>					
<b>Common mid-term and final exams</b>					
<b>Common Grade Level Assessment (ELA: Vocabulary, Reading Comprehension)</b> Examples: teacher-made tests, curriculum-based tests <i>If you give more than one of these tests, please list each in the comment area for the recommendation your team is making for that assessment</i>					
<b>Common Grade Level Assessment (ELA: Writing)</b> Examples: prompts, PEG Writing <i>If you give more than one of these tests, please list each in the comment area for the recommendation your team is making for that assessment</i>					
<b>Common Grade Level Assessment (ELA: Phonics)</b> Examples: Phonics/Spelling Inventories, Rhyming, Walpole assessments <i>If you give more than one of these tests, please list each in the comment area for the recommendation your team is making for that assessment</i>					
<b>Common Grade Level Assessment (ELA: Fluency)</b> Examples: Sight Word Lists, Running Records, High Frequency Selection Tests <i>If you give more than one of these tests, please list each in the comment area for the recommendation your team is making for that assessment</i>					

RCCSD Assessment Inventory	Group Name (School, Curriculum Council):				
Recommendations					
Name of assessment	Click in the cell and select a recommendation from the drop down menu: No change, Modification, Replacement, Elimination	OPTIONAL for comments if recommending No change	OPTIONAL for comments if recommending Modification	OPTIONAL for comments if recommending Replacement	OPTIONAL for comments if recommending Elimination
<b>Common Curriculum-Based Assessments (Mathematics)</b> Examples: Trailblazers, Math Expressions, Do the Math (Engage NY), CMP, IMP, Holt <i>If you give more than one of these tests, please list each in the comment area for the recommendation your team is making for that assessment</i>					
<b>Common Vendor-Created Assessments (Mathematics)</b> Examples: Mastery Connect <i>If you give more than one of these tests, please list each in the comment area for the recommendation your team is making for that assessment</i>					
<b>Universal Screening Tool</b> <i>If you give more than one of these tests, please list each in the comment area for the recommendation your team is making for that assessment</i>					
<b>Common Teacher Made Assessments</b> <i>If you give more than one of these tests, please list each in the comment area for the recommendation your team is making for that assessment</i>					
<b>Common Math Fact Assessments</b>					
<b>Common Curriculum-Based Assessments (Social Studies)</b> Examples: DRC, TCI <i>If you give more than one of these tests, please list each in the comment area for the recommendation your team is making for that assessment</i>					
<b>Summative Assessments Coalition Units (Science)</b> <i>If you give more than one of these tests, please list each in the comment area for the recommendation your team is making for that assessment</i>					

RCCSD Assessment Inventory	Group Name (School, Curriculum Council):				
Recommendations					
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<b>Common Formative Assessments</b> Example: PLC created <i>If you give more than one of these tests, please list each in the comment area for the recommendation your team is making for that assessment</i>					
<b>Lewis Only: IDEL</b>					
<b>Lewis Only: Calle de Lectura Unit Benchmarks</b>					



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# Appendix C:

Directions for optional parent mini focus group

## Optional Mini Focus Parent Group:

### Suggested Opportunities:

PTA or PTO meetings

Curriculum or Parent Nights

### Materials Needed:

Moderator

Note-taker/Scribe

District Assessment Sheets for the appropriate grades

Parking Lot Area- Chart Paper, white board space

### PURPOSE

The purpose of this discussion is to engage and educate parents on assessments given in to students in our school and how data from the assessments are used. Parents can share their views of the usefulness of assessments given in Red Clay schools. Further information will be obtained through the district assessment survey given to every parent in the district.

### INTRODUCTION AND WARM-UP

A warm-up period for focus groups is important to help participants understand the goals for the session, create a common understanding around how participants and the moderator will interact, and build comfort among participants and with the moderator. Below are a suggested set of “ground rules” and an introductory exercise, followed by sample focus group questions.

*Note to moderator: Prior to conducting this focus group, it is important to be clear with participants about the types of assessments for which the district would like feedback. There be discussion of assessments that are given across multiple classrooms or schools as part of a district/school assessment program. This should be discussed as part of the introduction and warm-up.*

#### • Introduction of moderator and focus group guidelines:

- > We’re going to be talking about testing in Red Clay schools. This will help the district better understand the volume, quality and use of tests given in the district.
- > The district will look at all of its testing through the perspective of students. It is important to understand how our students experience testing. That is why we have invited parents of students from different grades, schools and backgrounds to participate in these focus groups.
- > This focus group is part of a larger process to examine many kinds of tests given to students. Through this process, the district will make decisions about which tests are high quality and necessary for students to take and which tests can be modified or eliminated.
- > One person should speak at a time.
- > There are no “wrong” answers to any of these questions. We are interested in hearing your perspectives as parents.
- > We value confidentiality. We will not associate any feedback that comes out of this focus group with a particular individual.
- > Everyone will have a chance to speak. If you have not had an opportunity to provide your perspective, I may call on you.
- > Please turn off or silence your cell phones.
- > Are there additional guidelines the group would like to add?

- **Disclosure of note-taking:**

> A note-taker is present to make sure that we get all of your feedback. The note-taker will not associate comments with names.

- **Parking lot:**

> There is a “parking lot” chart/board/area where we can put ideas or thoughts that come up in our discussion that are important but may not be related to the purpose of this group. We want to capture those important thoughts, but we also want to keep focused on the purpose of our meeting. These ideas or thoughts will be shared with appropriate individuals following the meeting.

- **Communicating results of focus groups:**

> The results of the focus groups will be summarized, and you will receive a summary by {date}. If we missed any key points you raised during this conversation, please let us know.

- **Introduction to testing (see Red Clay Grade Level Testing Flyers):**

Flyers can be found and printed from the district intranet Assessment site.

[http://www.redclayschools.com/pages/RedClay/Parents\\_and\\_Students/Assessment](http://www.redclayschools.com/pages/RedClay/Parents_and_Students/Assessment)

> Types of tests given to students

> Examples of tests given in the district

> What questions do you have about testing before we begin?

- **Introductory exercise (possible options):**

> How long have you lived in this community?

> What kinds of activities are your kids involved in?

> What do you like to do for fun?

## FOCUS GROUP QUESTIONS

1. What are some examples of tests that you have found useful in monitoring your child’s progress in school? Why have they been useful? (Moderator prompt: results are timely and clear; test measures important concepts, predicts later performance or readiness for college and careers)

2. What are some examples of tests that you have not found useful in monitoring your child’s progress in school? Why have they not been useful? (Moderator prompt: results are not timely or clear; test doesn’t measure important concepts, is not helpful in predicting later performance or readiness for college and careers)

3. Are there any other suggestions you want to make to the district as it reviews its testing program?

## AFTERWARD

Thank parents for sharing their views with the district. Parents will have an additional opportunity to share their views through the district parent assessment survey that will be given electronically. Again, the information that they discussed will be shared and collated with other parent responses to shape the district’s assessment program.

Transcripts of parent answers can be scanned and emailed to Dr. Gerri Marshall

([gerri.marshall@redclay.k12.de.us](mailto:gerri.marshall@redclay.k12.de.us)) and Shane Rifenburg ([shane.rifenburg@redclay.k12.de.us](mailto:shane.rifenburg@redclay.k12.de.us))

### FOCUS GROUP Note-taking Sheet

What are some examples of tests that you have found useful in monitoring your child's progress in school? Why have they been useful?

2. What are some examples of tests that you have not found useful in monitoring your child's progress in school? Why have they not been useful?

3. Are there any other suggestions you want to make to the district as it reviews its testing program?





# Appendix D:

## Survey Results

- Parent.....pages 58-220
- Student..... pages 221-382
- Staff.....pages 383-530

# Parent Assessment Survey

Thursday, November 19, 2015

# 850

## Total Responses

Date Created: Thursday, November 19, 2015

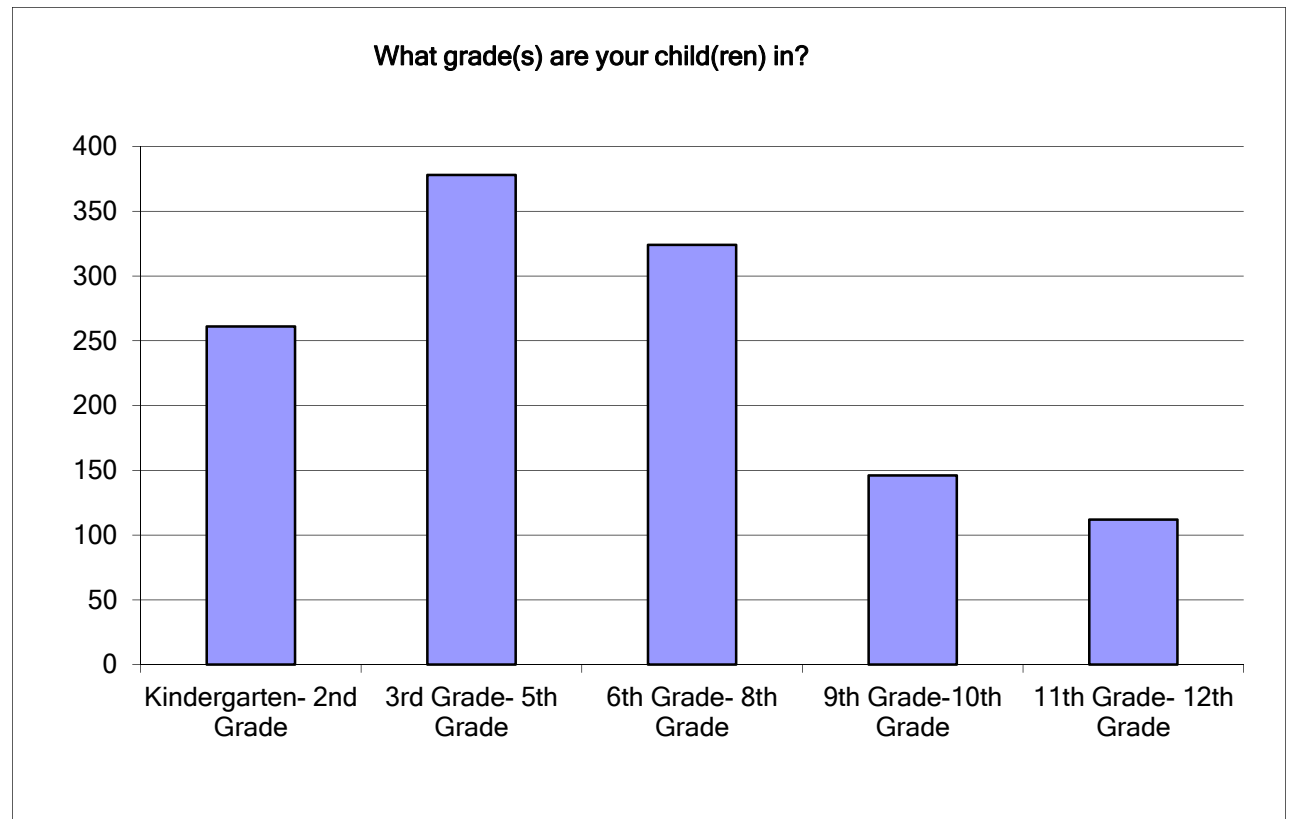
Complete Responses: 840 (English) + 10 (Spanish)

*Spanish and English data combined, Gerri Marshall, Ed. D.*

# Q1: What grade(s) are your child(ren) in?

Answered: 846 Skipped: 4

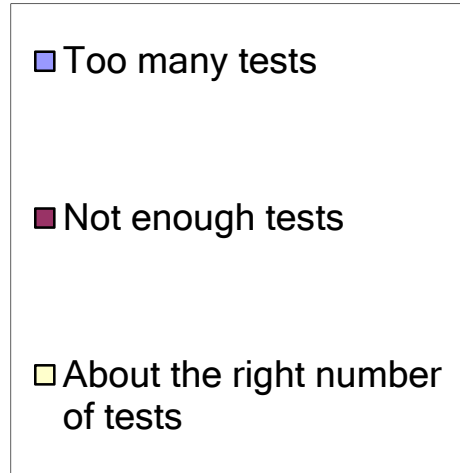
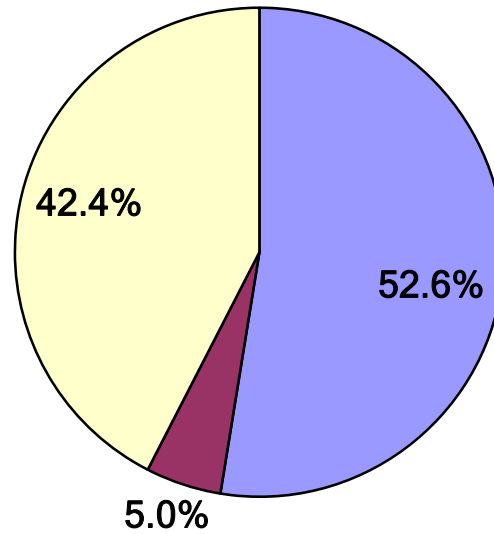
	Response Count
Kindergarten- 2nd Grade	261
3rd Grade- 5th Grade	378
6th Grade- 8th Grade	324
9th Grade-10th Grade	146
11th Grade- 12th Grade	112



**Q2: Do you think students in this district are given too many tests, not enough tests or about the right number of tests throughout the school year?**

Answered: 841 Skipped: 9

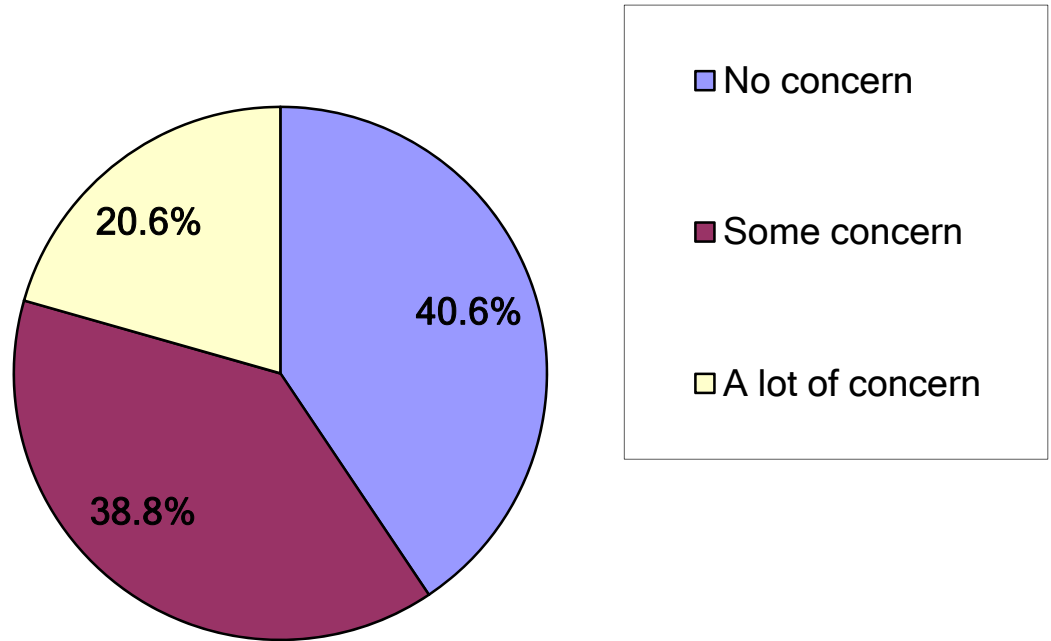
	Response Percent	Response Count
Too many tests	52.6%	442
Not enough tests	5.0%	42
About the right number of tests	42.4%	357



### Q3: What level of concern has your child expressed to you about the time spent on testing?

Answered: 845 Skipped: 5

	Response Percent	Response Count
No concern	40.6%	343
Some concern	38.8%	328
A lot of concern	20.6%	174



## Q4: What concerns do you have about testing, if any?

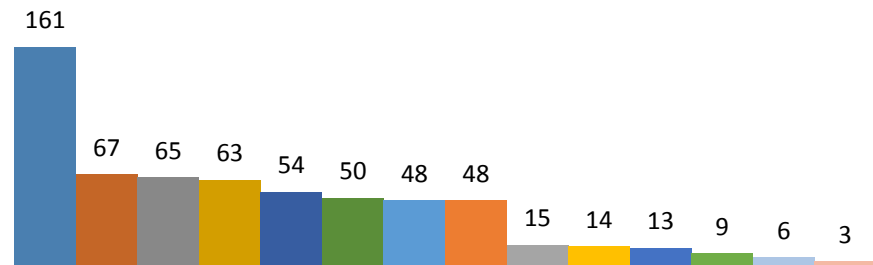
Open Ended (English and Spanish)

Answered: 554 Skipped: 296

Answered but commented-  
"I don't know", "no", nonsense: 44 (4 in support of testing)

**Applicable comments: 510**

*Comments were categorized based on themes*



- Assessments take time away from learning
- Tests increase student anxiety or put excess pressure on students
- miscellaneous comments
- No concerns about assessments
- Educators teach to the test
- Assessment results are not a true reflection of student ability
- Takes focus away from teaching other subjects/skills
- There are too many assessments
- Information from tests not useful
- Standardized tests are not good tools for assessing students
- Communication of assessment results poor
- Assessments are weighted too much in student grades
- Too many resources/money devoted to assessments
- Students are unprepared for standardized assessments

## Q5: How useful to you, as a parent, are each of the following types of assessments?

Answered: 843 Skipped: 7

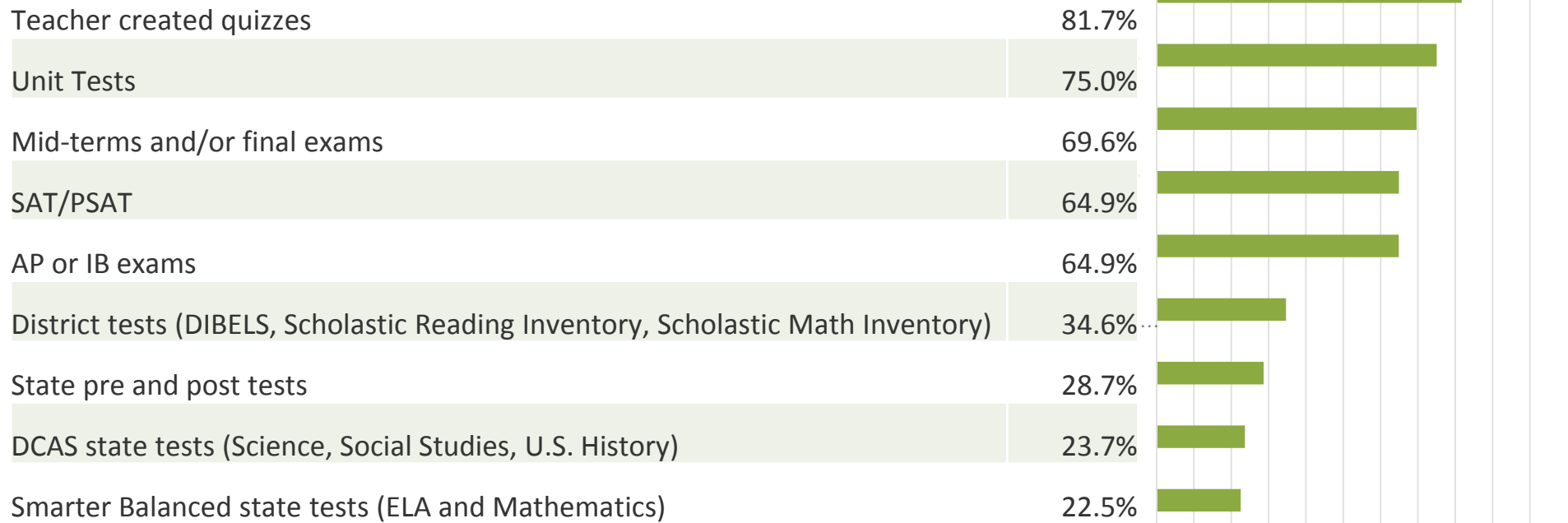
	Not at All Useful	Not very Useful	Somewhat Useful	Very Useful	Extremely Useful	I do not know or not applicable	Response Count
Smarter Balanced state tests (ELA and Mathematics)	24.7%	18.4%	26.2%	13.5%	6.7%	10.6%	839
	207	154	220	113	56	89	
DCAS state tests (Science, Social Studies, U.S. History)	18.6%	18.5%	31.1%	14.9%	6.2%	10.6%	837
	156	155	260	125	52	89	
District tests (DIBELS, Scholastic Reading Inventory, Scholastic Math Inventory)	13.3%	12.5%	31.7%	19.6%	10.9%	12.1%	837
	24	19	152	335	251	50	
Unit Tests	2.9%	2.3%	18.3%	40.3%	30.2%	6.0%	831
	111	105	265	164	91	101	
Mid terms and/or final exams	3.5%	4.3%	18.3%	34.6%	25.2%	14.1%	836
	29	36	153	289	211	118	
Teacher created quizzes	1.9%	2.4%	13.2%	40.1%	38.1%	4.3%	835
	16	20	110	335	318	36	
State pre and post tests	18.9%	15.7%	25.1%	15.5%	8.4%	16.4%	830
	157	130	208	129	70	136	
SAT/PSAT	6.0%	4.0%	16.7%	24.9%	24.5%	23.9%	828
	50	33	138	206	203	198	
AP or IB exams	5.1%	3.3%	14.5%	21.7%	20.4%	35.0%	828
	42	27	120	180	169	290	



## Q5: How useful to you, as a parent, are each of the following types of assessments?

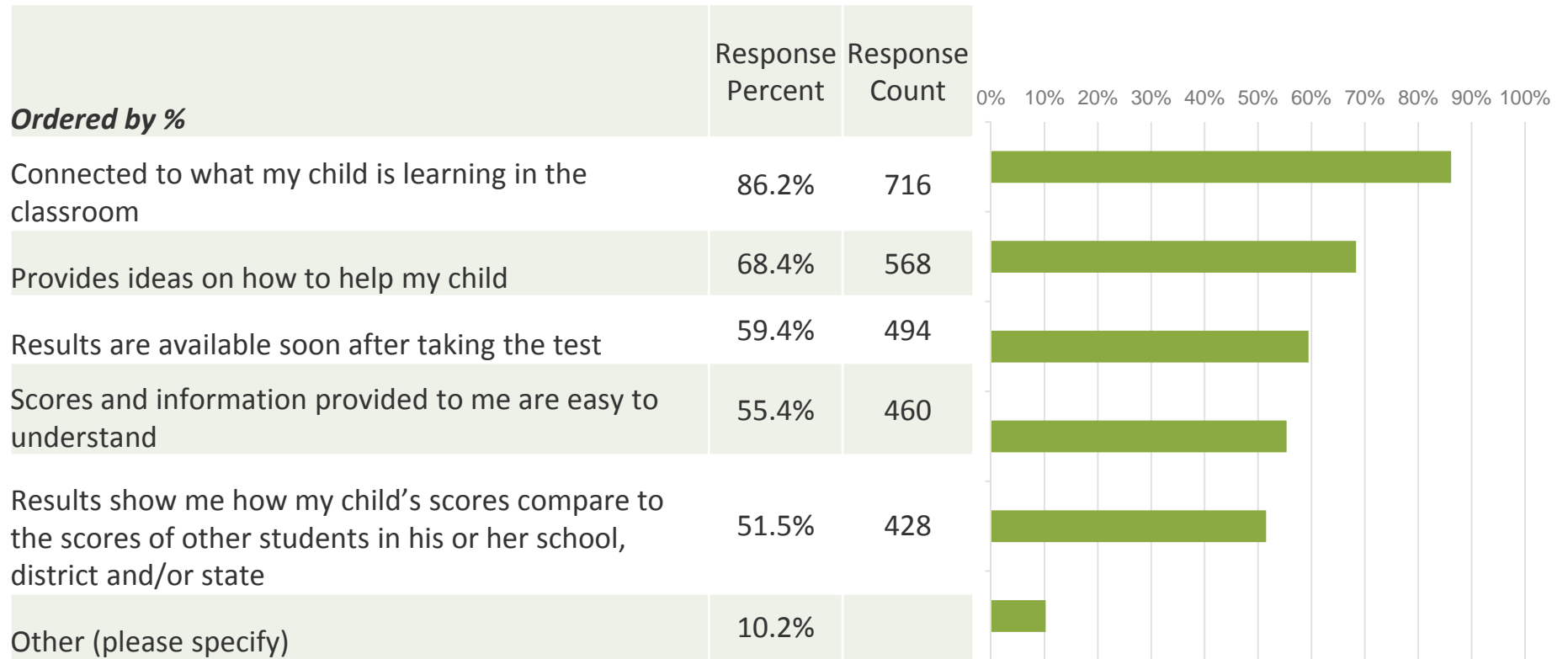
Answered: 843 Skipped: 7

*ordered by combined percent of "Very Useful" and "Extremely Useful" (adjusted for "I don't know or not applicable")*



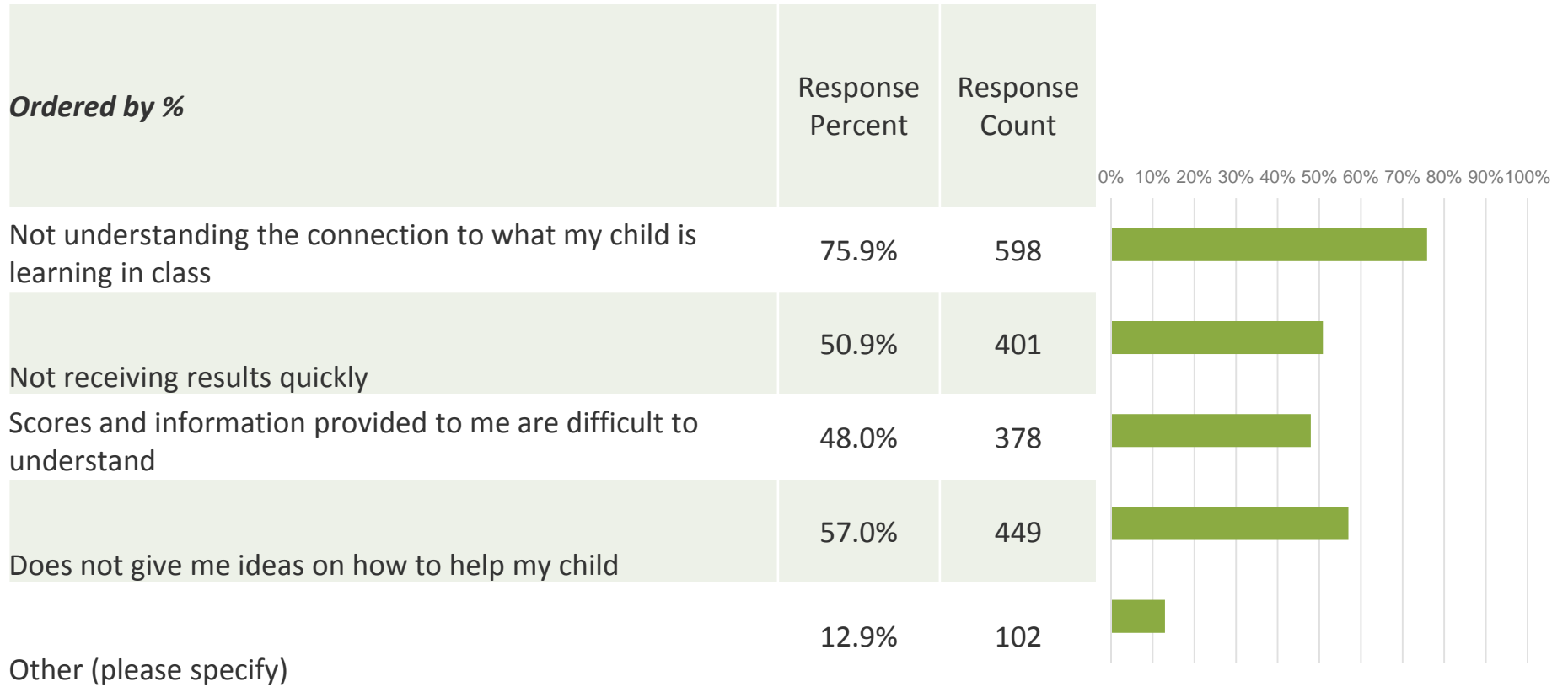
**Q6: In general, what aspects do you feel make a test more helpful ? (Please check all that apply.)**

Answered: 831 Skipped: 19



**Q7: In general, what aspects do you feel make a test least helpful? (Please check all that apply.)**

Answered: 788 Skipped: 62



**Q8: Are there subjects or areas you think the district should be testing where it is currently not doing so?**

---

Open Ended

Answered: 305 Skipped: 545

Answered but commented "I don't know", "no", nonsense, or did not name a subject or an area : 225

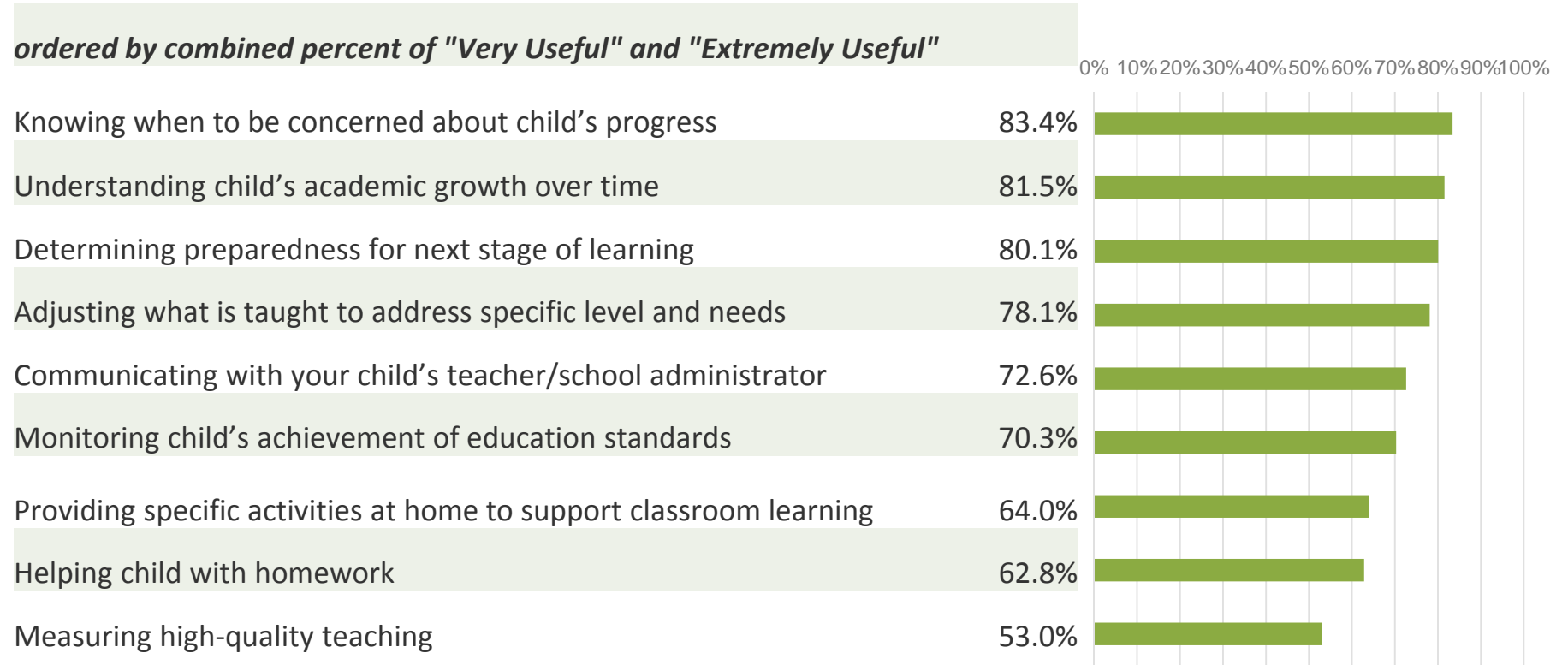
**Applicable comments: 80**

### Q9: How useful are classroom and interim assessments for each of the following purposes listed below?

(Some examples of classroom assessments are teacher observations, homework, quizzes, and tests. Interim assessments are given periodically during the year.) Answered: 834 Skipped: 16

	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Response Count
Understanding child's academic growth over time	3.2% 27	15.3% 127	49.4% 410	32.1% 267	831
Determining preparedness for next stage of learning	4.6% 38	15.5% 129	48.7% 403	31.3% 260	830
Monitoring child's achievement of education standards	5.7% 47	23.7% 196	45.5% 379	24.8% 205	827
Knowing when to be concerned about child's progress	3.2% 27	13.7% 114	45.3% 375	38.1% 317	833
Adjusting what is taught to address specific level and needs	5.9% 49	16.1% 133	45.8% 378	32.3% 267	827
Communicating with your child's teacher/school administrator	7.5% 62	19.9% 164	40.1% 331	32.5% 268	825
Helping child with homework	14.1% 116	23.0% 190	35.8% 296	27.0% 223	825
Providing specific activities at home to support classroom learning	12.3% 102	23.7% 196	38.6% 319	25.4% 210	827
Measuring high-quality teaching	18.2% 150	28.6% 236	32.0% 267	20.9% 173	826

**Q9: How useful are classroom and interim assessments for each of the following purposes listed below?**  
 (Some examples of classroom assessments are teacher observations, homework, quizzes, and tests. Interim assessments are given periodically during the year.) Answered: 834 Skipped: 16

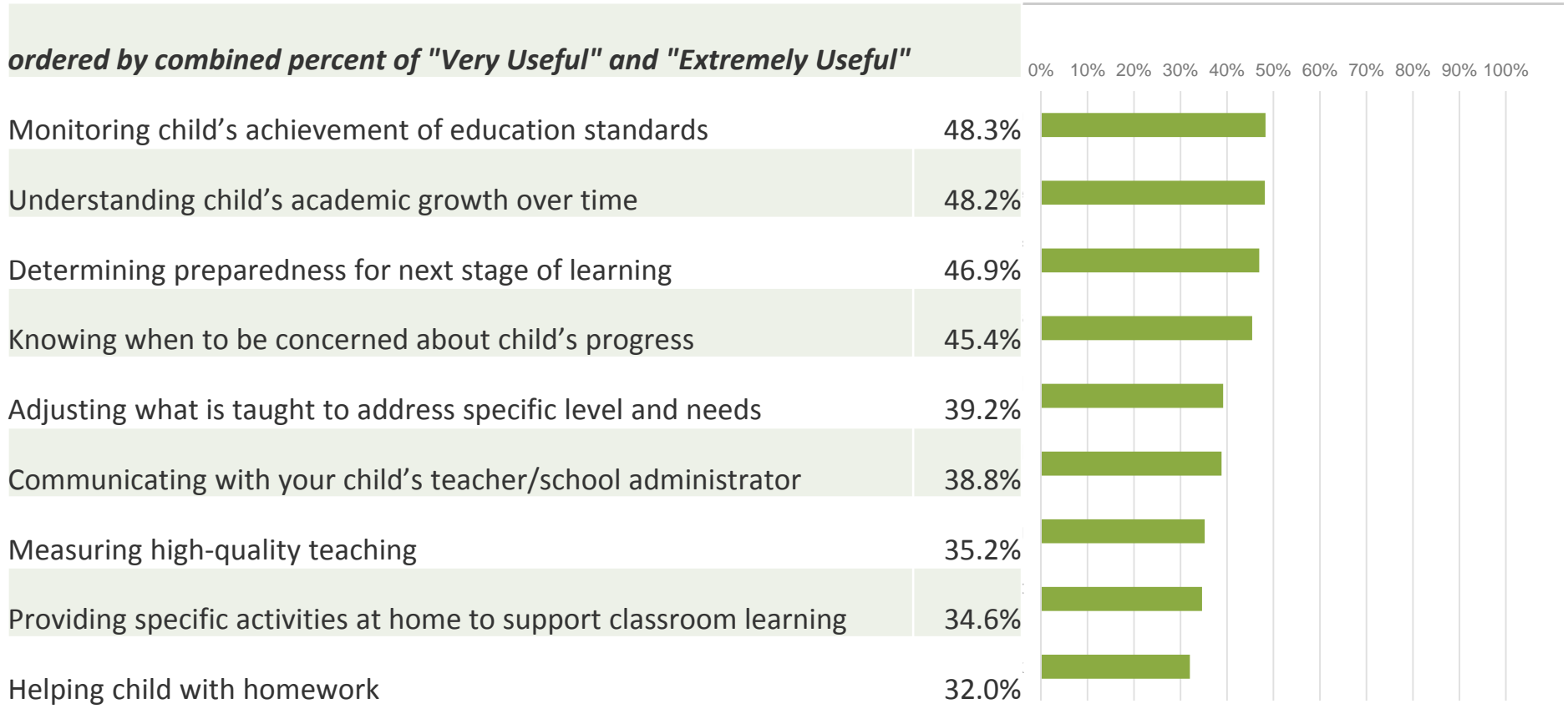


**Q10: How useful are end-of-year, or end-of-course, assessments for each of the following purposes**

**listed below?** (Examples include state tests such as Smarter and DCAS, national tests such as SAT and AP/IB exams, and local tests such as final exams.) Answered: 818 Skipped: 32

	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Response Count
Understanding child's academic growth over time	15.8%	36.0%	32.4%	15.8%	816
	129	294	264	129	
Determining preparedness for next stage of learning	19.1%	33.9%	30.5%	16.4%	816
	156	277	249	134	
Monitoring child's achievement of education standards	16.4%	35.3%	31.7%	16.5%	816
	134	288	259	135	
Knowing when to be concerned about child's progress	23.3%	31.3%	28.0%	17.4%	817
	190	256	229	142	
Adjusting what is taught to address specific level and needs	29.0%	31.8%	24.8%	14.4%	814
	236	259	202	117	
Communicating with your child's teacher/school administrator	33.4%	27.7%	22.1%	16.8%	811
	271	225	179	136	
Helping child with homework	42.6%	25.4%	18.0%	14.0%	815
	347	207	147	114	
Providing specific activities at home to support classroom learning	40.7%	24.7%	21.4%	13.3%	814
	331	201	174	108	
Measuring high-quality teaching	35.7%	29.1%	21.9%	13.3%	812
	290	236	178	108	

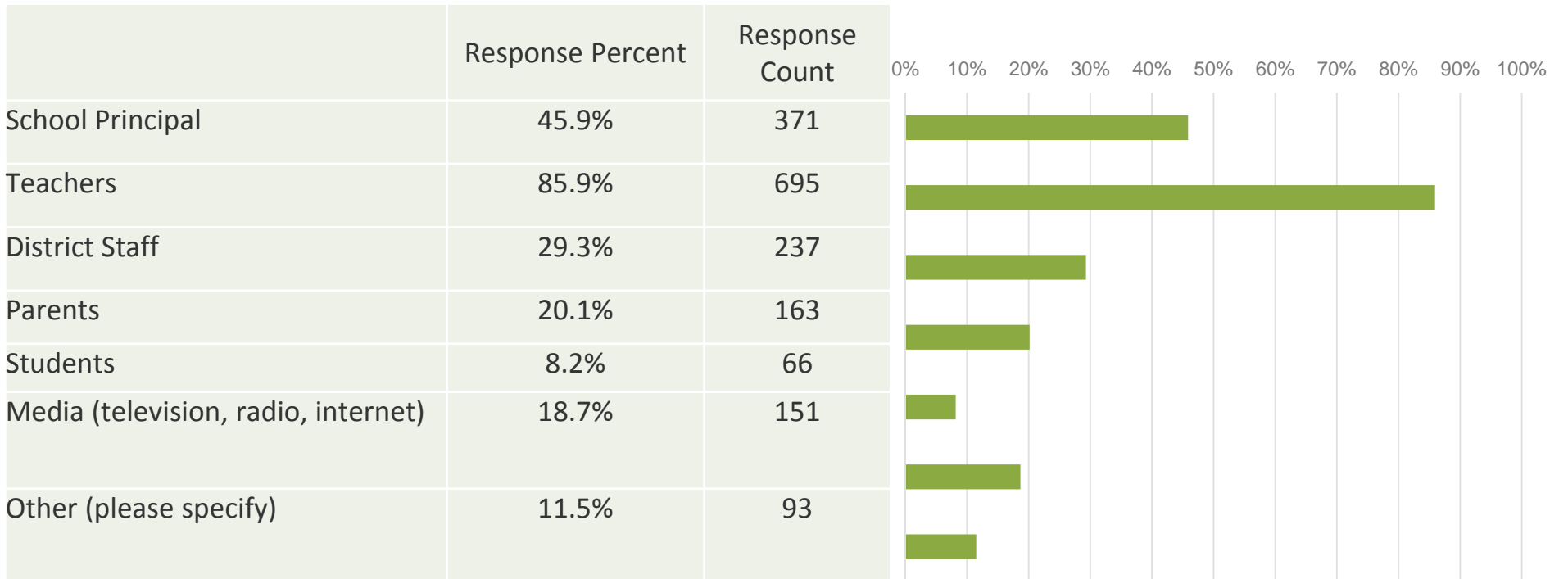
**Q10: How useful are end-of-year, or end-of-course, assessments for each of the following purposes listed below?** (Examples include state tests such as Smarter and DCAS, national tests such as SAT and AP/IB exams, and local tests such as final exams.) Answered: 818 Skipped: 32





**Q11: From whom do you receive information about testing?(Please check all that apply.)**

Answered: 809 Skipped: 41



## Q12: Are there any other suggestions you want to make to the district as it reviews its testing program?

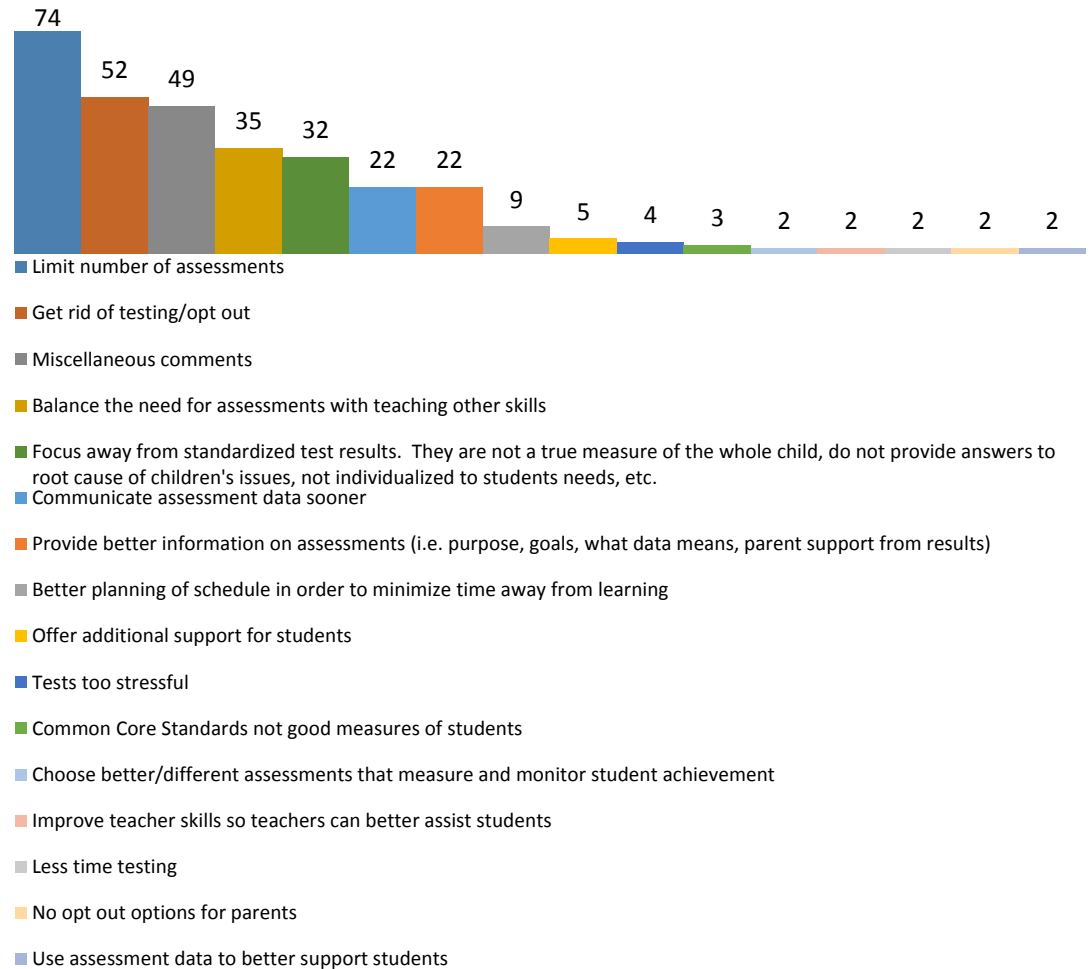
Open Ended

Answered: 352 Skipped: 498

Answered but commented  
 "I don't know", "no", nonsense: 36

### Applicable comments: 316

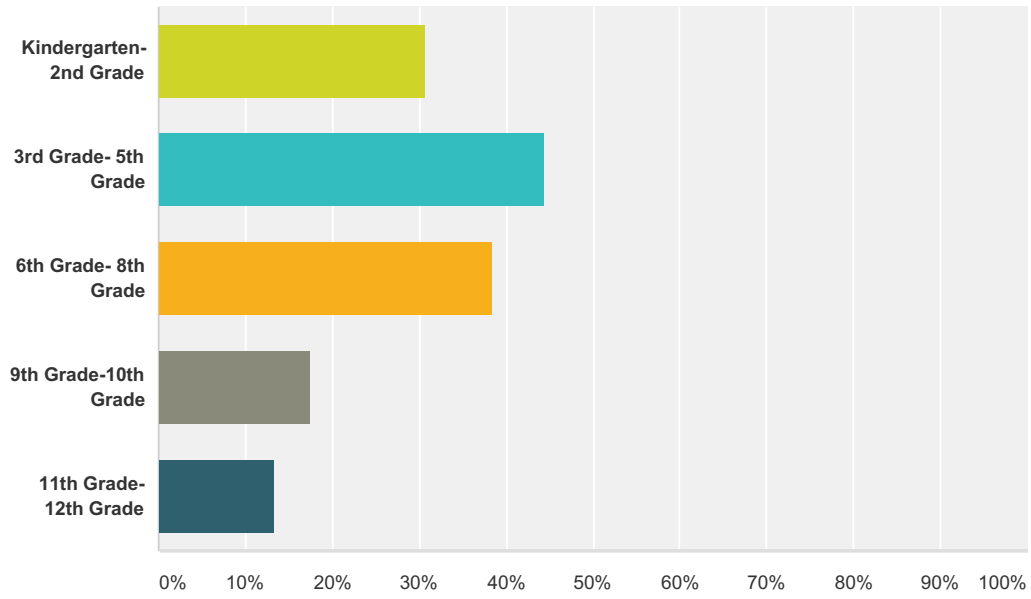
Comments were categorized based on themes



Parent Assessment Survey

Q1 What grade(s) are your child(ren) in?

Answered: 836 Skipped: 4

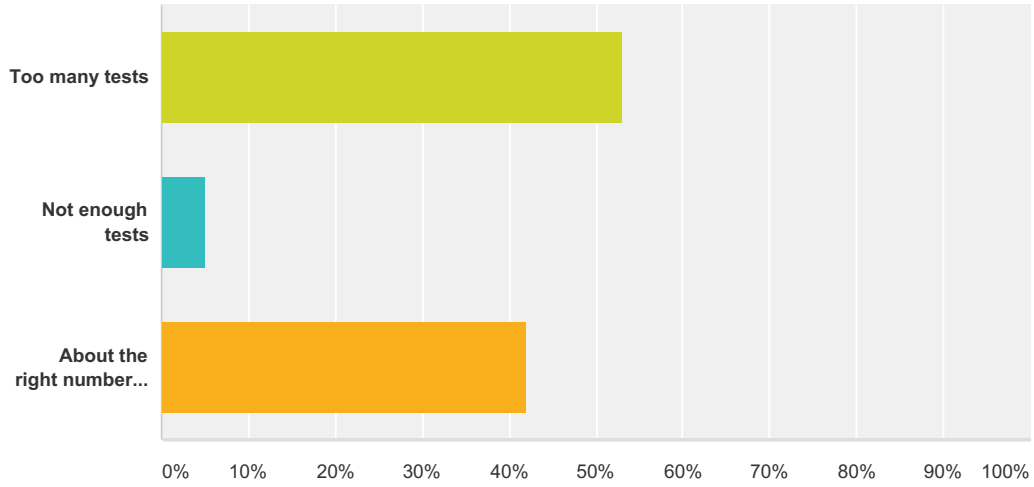


Answer Choices	Responses
Kindergarten- 2nd Grade	30.74% 257
3rd Grade- 5th Grade	44.38% 371
6th Grade- 8th Grade	38.52% 322
9th Grade-10th Grade	17.46% 146
11th Grade- 12th Grade	13.28% 111
<b>Total Respondents: 836</b>	

Parent Assessment Survey

**Q2 Do you think students in this district are given too many tests, not enough tests or about the right number of tests throughout the school year?**

Answered: 831 Skipped: 9

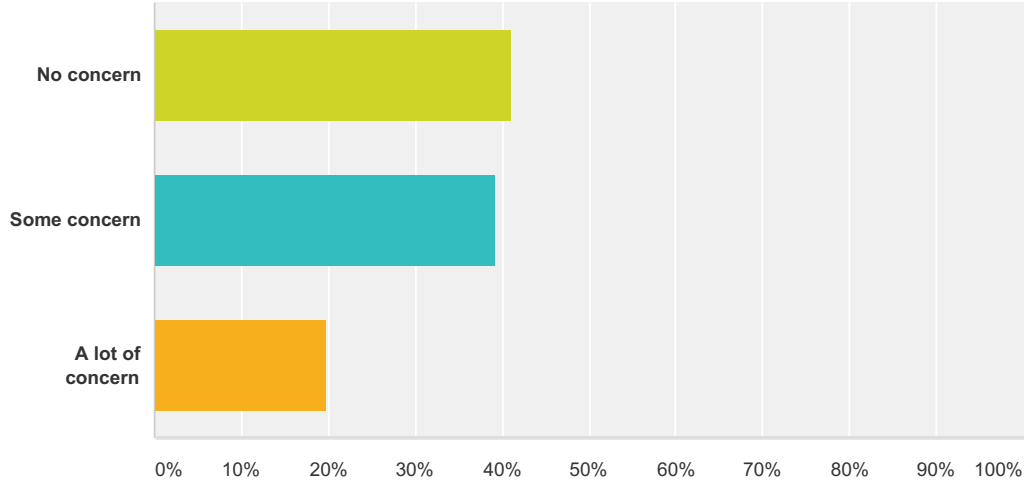


Answer Choices	Responses	
Too many tests	53.07%	441
Not enough tests	5.05%	42
About the right number of tests	41.88%	348
<b>Total</b>		<b>831</b>

Parent Assessment Survey

**Q3 What level of concern has your child expressed to you about the time spent on testing?**

Answered: 835 Skipped: 5



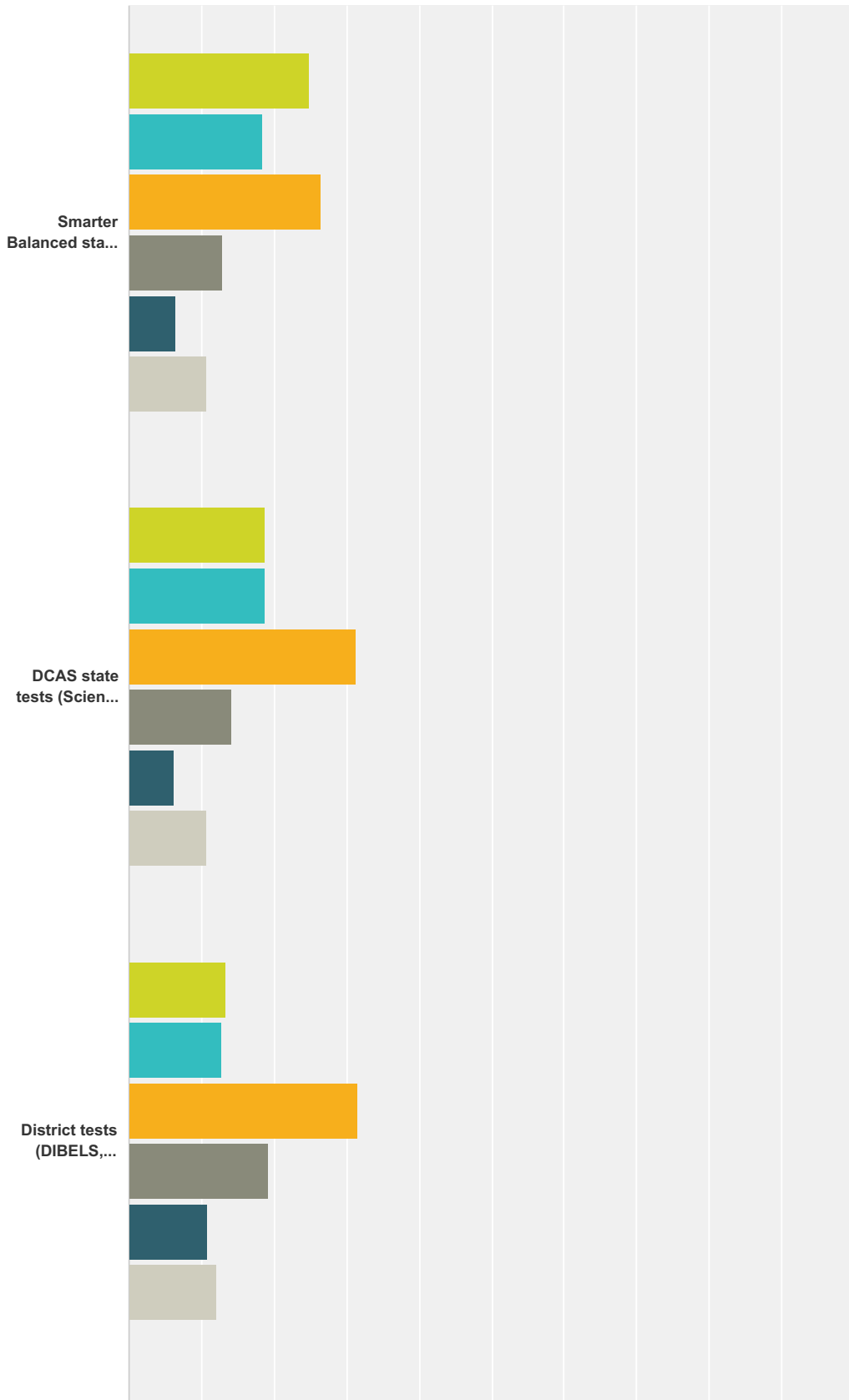
Answer Choices	Responses
No concern	41.08% 343
Some concern	39.16% 327
A lot of concern	19.76% 165
<b>Total</b>	<b>835</b>

**Q4 What concerns do you have about testing, if any?**

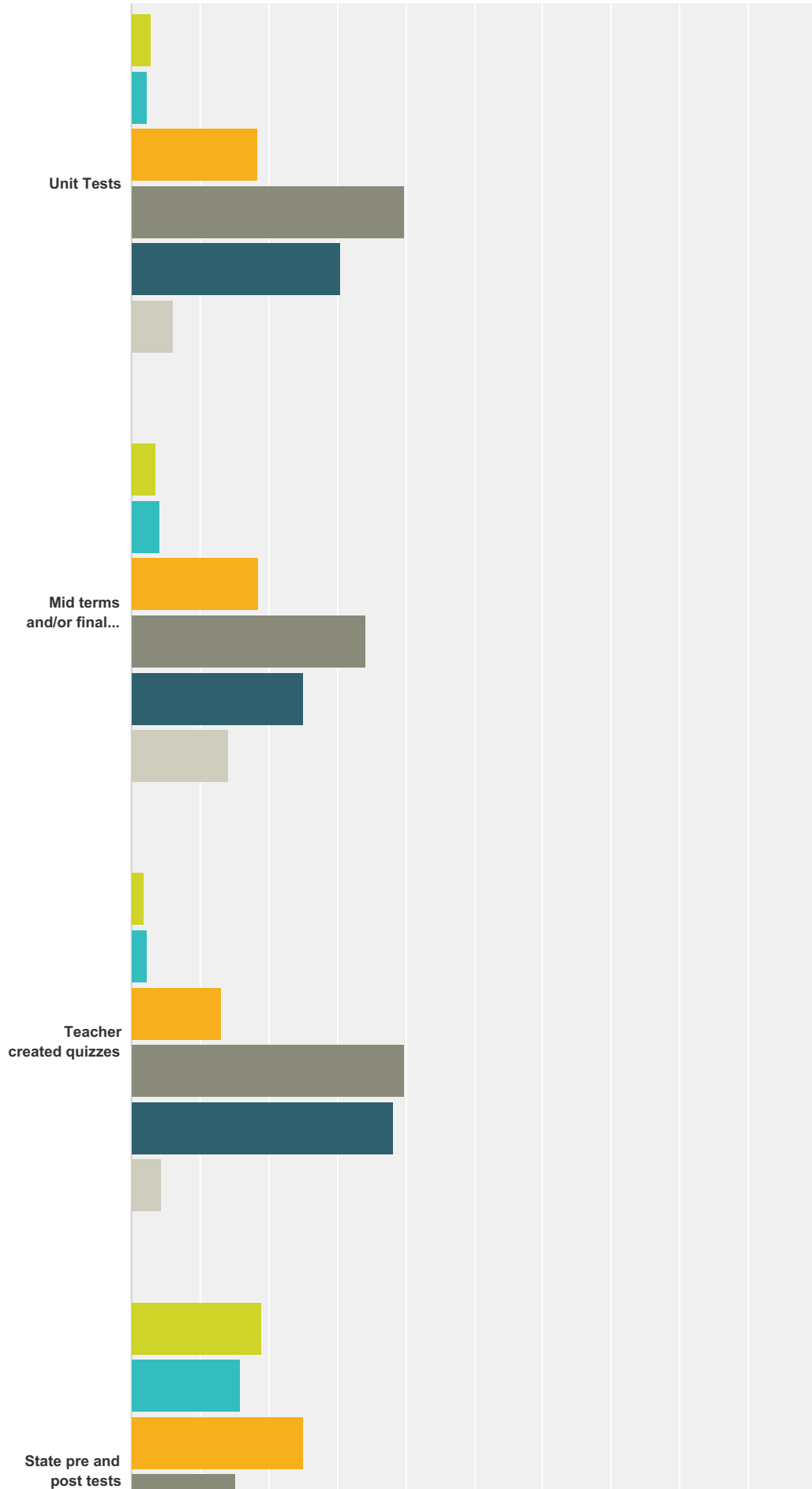
Answered: 551 Skipped: 289

### Q5 How useful to you, as a parent, are each of the following types of assessments?

Answered: 834 Skipped: 6

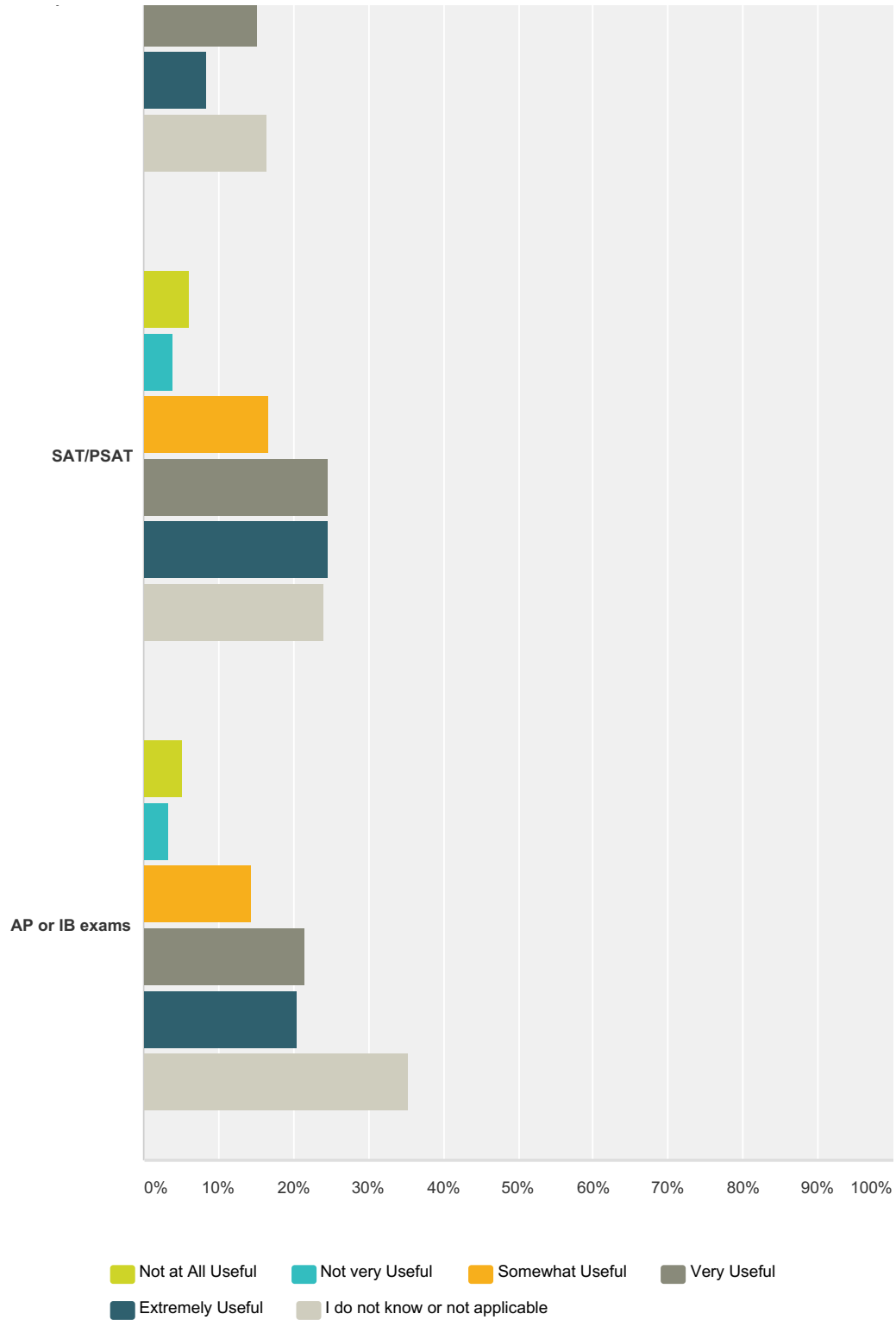


# Parent Assessment Survey





## Parent Assessment Survey



	Not at All Useful	Not very Useful	Somewhat Useful	Very Useful	Extremely Useful	I do not know or not applicable	Total
Smarter Balanced state tests (ELA and Mathematics)	24.94% 207	18.43% 153	26.51% 220	13.01% 108	6.51% 54	10.60% 88	830
DCAS state tests (Science, Social Studies, U.S. History)	18.84% 156	18.72% 155	31.28% 259	14.25% 118	6.16% 51	10.75% 89	828

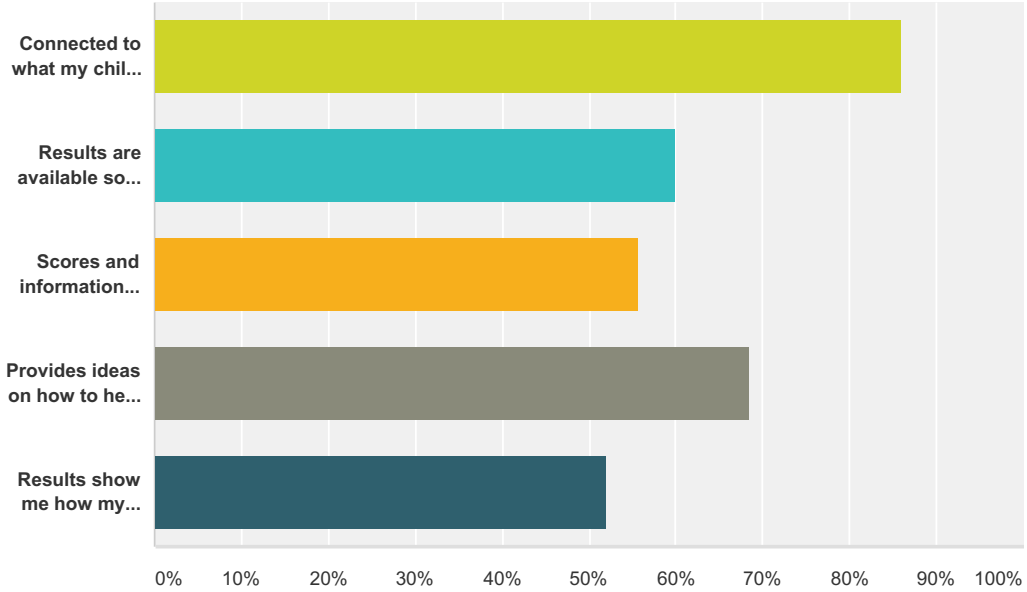
## Parent Assessment Survey

District tests (DIBELS, Scholastic Reading Inventory, Scholastic Math Inventory)	<b>13.39%</b> 111	<b>12.67%</b> 105	<b>31.60%</b> 262	<b>19.30%</b> 160	<b>10.86%</b> 90	<b>12.18%</b> 101	829
Unit Tests	<b>2.92%</b> 24	<b>2.31%</b> 19	<b>18.37%</b> 151	<b>39.78%</b> 327	<b>30.54%</b> 251	<b>6.08%</b> 50	822
Mid terms and/or final exams	<b>3.51%</b> 29	<b>4.23%</b> 35	<b>18.50%</b> 153	<b>34.34%</b> 284	<b>25.15%</b> 208	<b>14.27%</b> 118	827
Teacher created quizzes	<b>1.94%</b> 16	<b>2.30%</b> 19	<b>13.20%</b> 109	<b>39.95%</b> 330	<b>38.26%</b> 316	<b>4.36%</b> 36	826
State pre and post tests	<b>19.00%</b> 156	<b>15.83%</b> 130	<b>25.09%</b> 206	<b>15.23%</b> 125	<b>8.40%</b> 69	<b>16.44%</b> 135	821
SAT/PSAT	<b>6.08%</b> 50	<b>4.01%</b> 33	<b>16.67%</b> 137	<b>24.70%</b> 203	<b>24.57%</b> 202	<b>23.97%</b> 197	822
AP or IB exams	<b>5.13%</b> 42	<b>3.30%</b> 27	<b>14.41%</b> 118	<b>21.49%</b> 176	<b>20.39%</b> 167	<b>35.29%</b> 289	819

Parent Assessment Survey

**Q6 In general, what aspects do you feel make a test more helpful ?(Please check all that apply.)**

Answered: 821 Skipped: 19

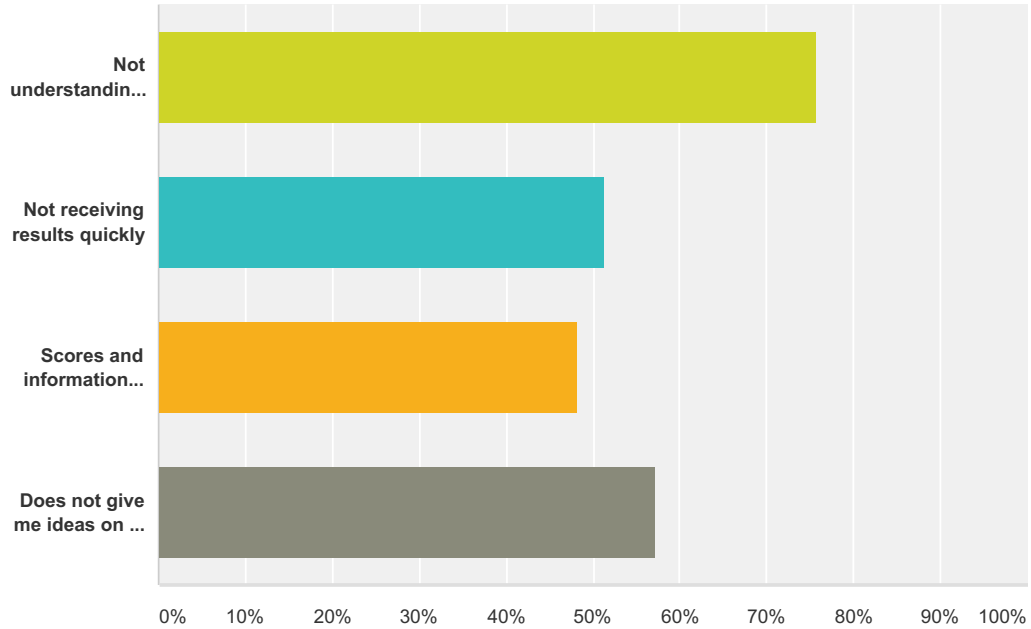


Answer Choices	Responses
Connected to what my child is learning in the classroom	86.11% 707
Results are available soon after taking the test	59.93% 492
Scores and information provided to me are easy to understand	55.79% 458
Provides ideas on how to help my child	68.45% 562
Results show me how my child's scores compare to the scores of other students in his or her school, district and/or state	51.89% 426
<b>Total Respondents: 821</b>	

Parent Assessment Survey

**Q7 In general, what aspects do you feel make a test least helpful?(Please check all that apply.)**

Answered: 782 Skipped: 58



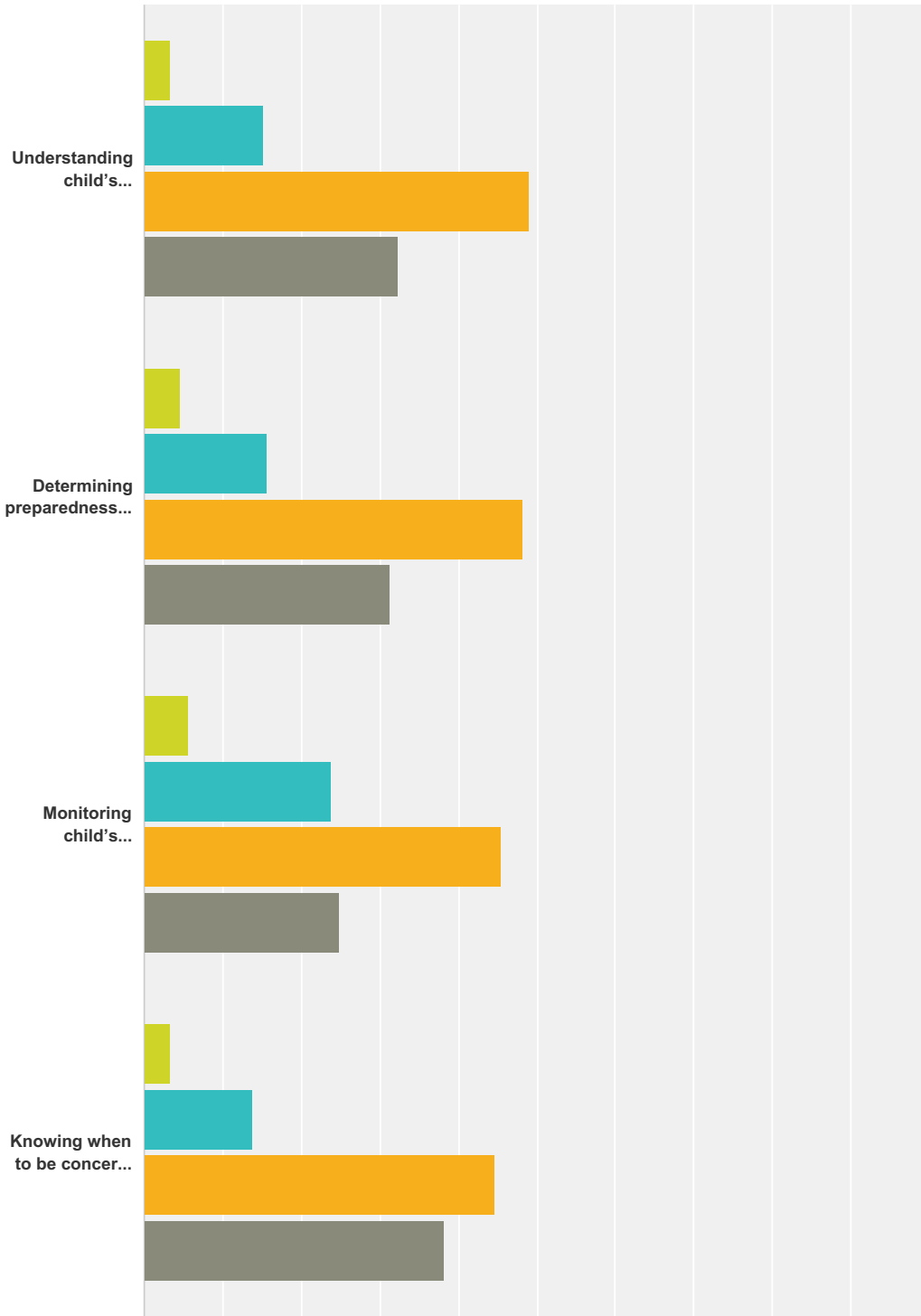
Answer Choices	Responses
Not understanding the connection to what my child is learning in class	75.83% 593
Not receiving results quickly	51.28% 401
Scores and information provided to me are difficult to understand	48.21% 377
Does not give me ideas on how to help my child	57.29% 448
<b>Total Respondents: 782</b>	

**Q8 Are there subjects or areas you think the district should be testing where it is currently not doing so?**

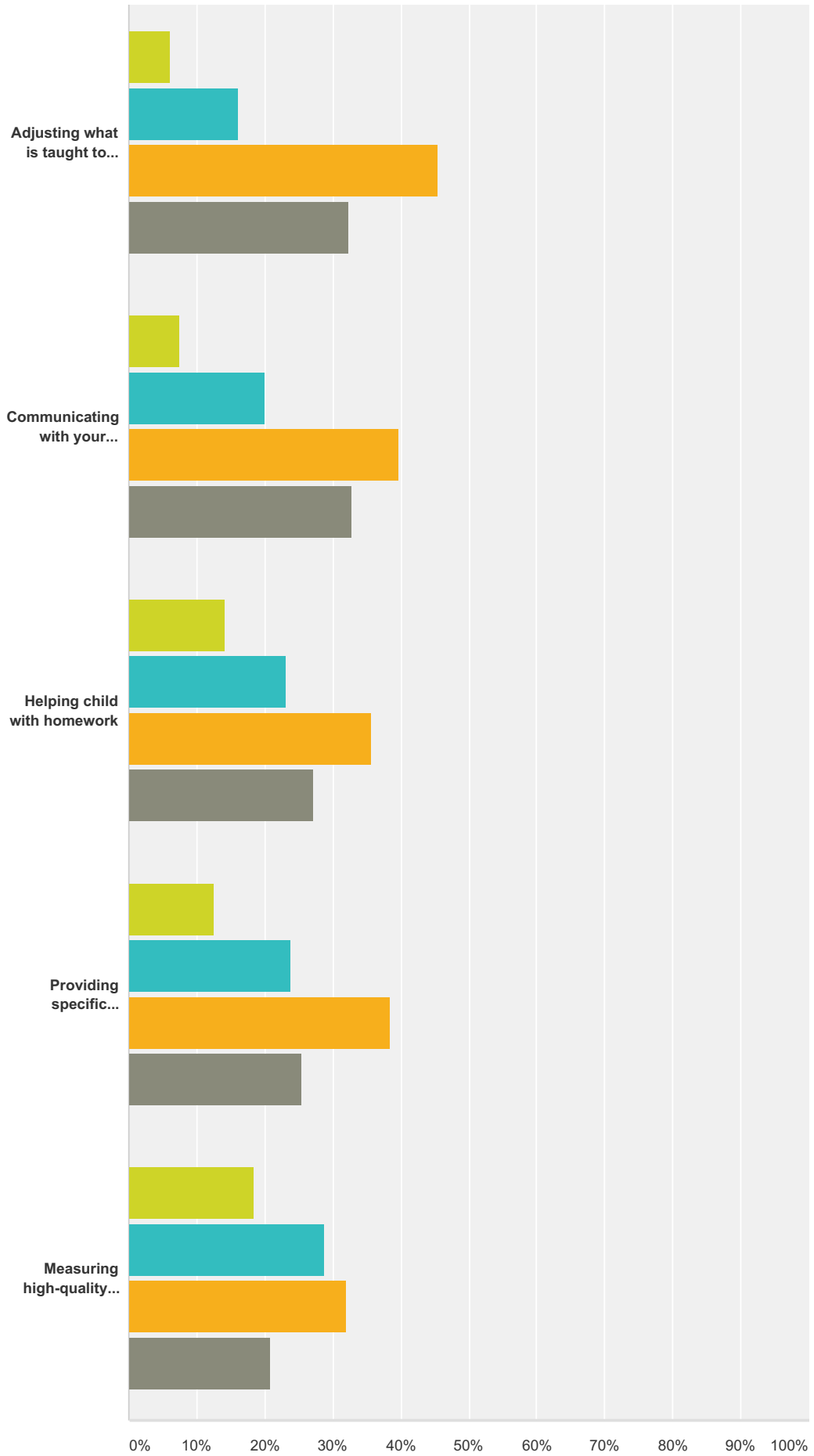
Answered: 304 Skipped: 536

**Q9 How useful are classroom and interim assessments for each of the following purposes listed below?(Some examples of classroom assessments are teacher observations, homework, quizzes, and tests. Interim assessments are given periodically during the year.)**

Answered: 826 Skipped: 14



# Parent Assessment Survey



## Parent Assessment Survey

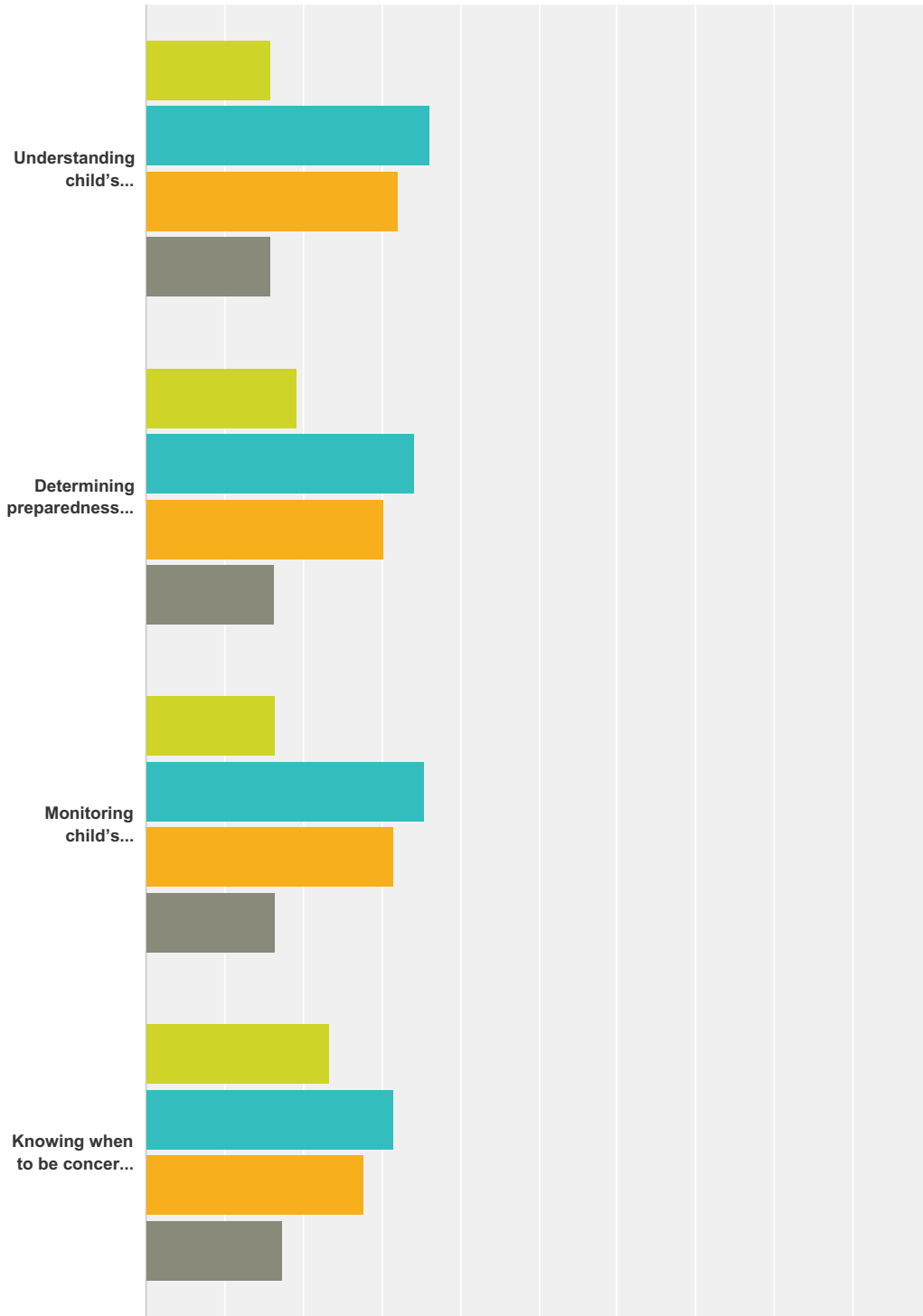
Not Useful
  Somewhat Useful
  Very Useful
  Extremely Useful

	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Total
Understanding child's academic growth over time	<b>3.28%</b> 27	<b>15.31%</b> 126	<b>49.09%</b> 404	<b>32.32%</b> 266	823
Determining preparedness for next stage of learning	<b>4.62%</b> 38	<b>15.69%</b> 129	<b>48.30%</b> 397	<b>31.39%</b> 258	822
Monitoring child's achievement of education standards	<b>5.74%</b> 47	<b>23.81%</b> 195	<b>45.54%</b> 373	<b>24.91%</b> 204	819
Knowing when to be concerned about child's progress	<b>3.27%</b> 27	<b>13.70%</b> 113	<b>44.73%</b> 369	<b>38.30%</b> 316	825
Adjusting what is taught to address specific level and needs	<b>5.98%</b> 49	<b>16.12%</b> 132	<b>45.54%</b> 373	<b>32.36%</b> 265	819
Communicating with your child's teacher/school administrator	<b>7.59%</b> 62	<b>20.07%</b> 164	<b>39.66%</b> 324	<b>32.68%</b> 267	817
Helping child with homework	<b>14.20%</b> 116	<b>23.13%</b> 189	<b>35.62%</b> 291	<b>27.05%</b> 221	817
Providing specific activities at home to support classroom learning	<b>12.45%</b> 102	<b>23.81%</b> 195	<b>38.34%</b> 314	<b>25.40%</b> 208	819
Measuring high-quality teaching	<b>18.34%</b> 150	<b>28.85%</b> 236	<b>32.03%</b> 262	<b>20.78%</b> 170	818

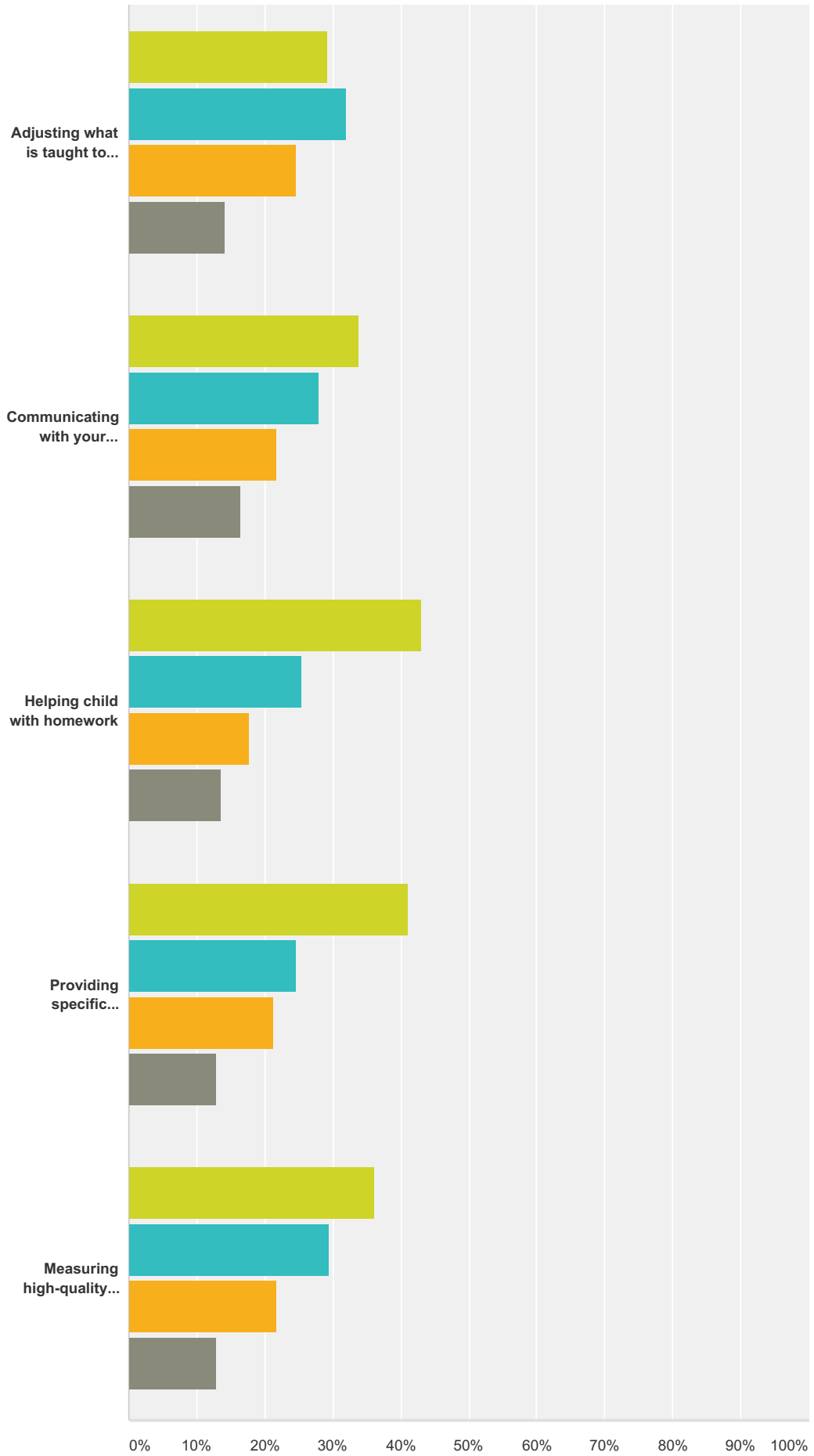


**Q10 How useful are end-of-year, or end-of-course, assessments for each of the following purposes listed below?  
(Examples include state tests such as Smarter and DCAS, national tests such as SAT and AP/IB exams, and local tests such as final exams.)**

Answered: 810 Skipped: 30



# Parent Assessment Survey



## Parent Assessment Survey

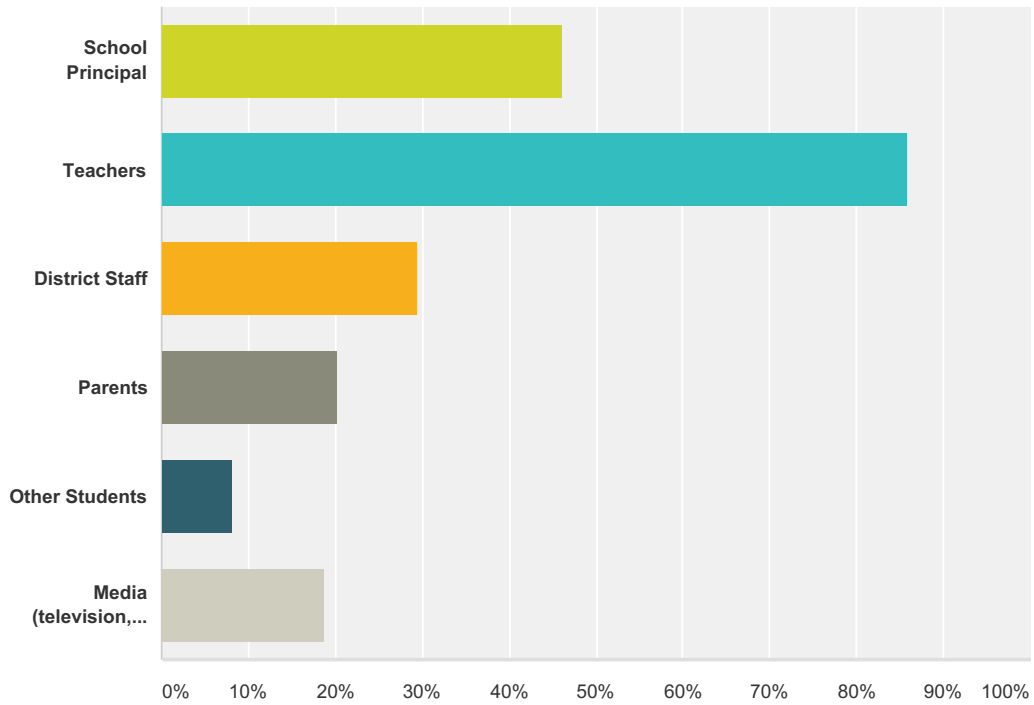
Not Useful
  Somewhat Useful
  Very Useful
  Extremely Useful

	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Total
Understanding child's academic growth over time	<b>15.97%</b> 129	<b>36.14%</b> 292	<b>32.05%</b> 259	<b>15.84%</b> 128	808
Determining preparedness for next stage of learning	<b>19.31%</b> 156	<b>34.16%</b> 276	<b>30.20%</b> 244	<b>16.34%</b> 132	808
Monitoring child's achievement of education standards	<b>16.58%</b> 134	<b>35.52%</b> 287	<b>31.44%</b> 254	<b>16.46%</b> 133	808
Knowing when to be concerned about child's progress	<b>23.49%</b> 190	<b>31.52%</b> 255	<b>27.69%</b> 224	<b>17.31%</b> 140	809
Adjusting what is taught to address specific level and needs	<b>29.28%</b> 236	<b>32.01%</b> 258	<b>24.57%</b> 198	<b>14.14%</b> 114	806
Communicating with your child's teacher/school administrator	<b>33.75%</b> 271	<b>28.02%</b> 225	<b>21.67%</b> 174	<b>16.56%</b> 133	803
Helping child with homework	<b>43.00%</b> 347	<b>25.53%</b> 206	<b>17.84%</b> 144	<b>13.63%</b> 110	807
Providing specific activities at home to support classroom learning	<b>41.07%</b> 331	<b>24.69%</b> 199	<b>21.22%</b> 171	<b>13.03%</b> 105	806
Measuring high-quality teaching	<b>36.07%</b> 290	<b>29.35%</b> 236	<b>21.64%</b> 174	<b>12.94%</b> 104	804

Parent Assessment Survey

**Q11 From whom do you receive information about testing?(Please check all that apply.)**

Answered: 801 Skipped: 39



Answer Choices	Responses	Count
School Principal	46.19%	370
Teachers	85.89%	688
District Staff	29.34%	235
Parents	20.35%	163
Other Students	8.24%	66
Media (television, radio, internet)	18.73%	150
<b>Total Respondents: 801</b>		

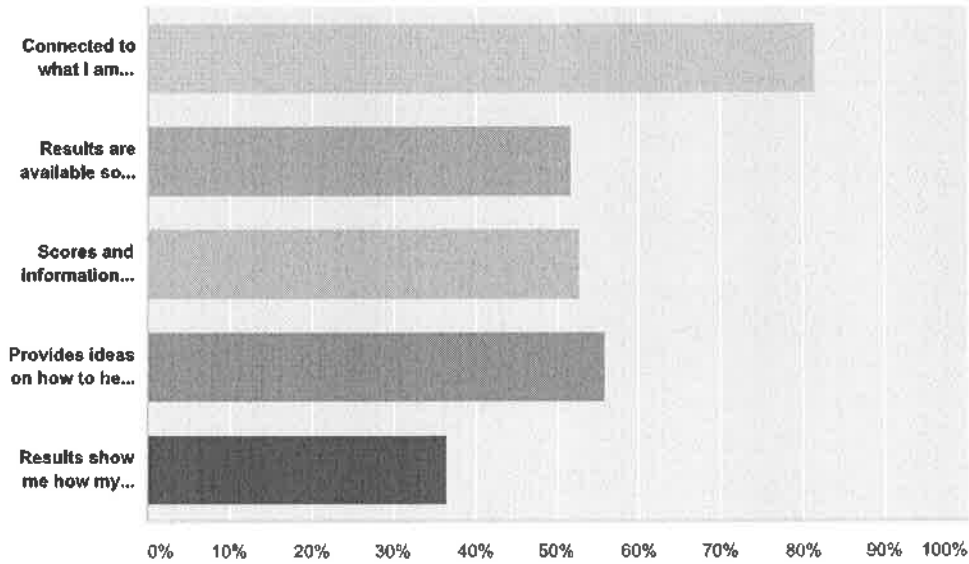
**Q12 Are there any other suggestions you want to make to the district as it reviews its testing program?**

Answered: 349 Skipped: 491

Student Assessment Survey

**Q5 In general, what aspects do you feel make a test more helpful?(Please check all that apply.)**

Answered: 1,748 Skipped: 78



Answer Choices	Responses
Connected to what I am learning in the classroom	81.89% 1,428
Results are available soon after taking the test	51.77% 905
Scores and information provided to me are easy to understand	52.86% 924
Provides ideas on how to help me improve in my classes	56.01% 979
Results show me how my scores compare to the scores of other students in my school, district and/or state	36.44% 637
<b>Total Respondents: 1,748</b>	

#	Other (please specify)	Date
1	More specific questions to make the answer more clear.	11/7/2015 7:53 PM
2	to be specify in what they want us to do	11/5/2015 3:01 PM
3	get the info (straight forward)	11/5/2015 2:50 PM
4	Has a test with the correct answers to see what was done incorrectly	11/5/2015 9:46 AM
5	Shows me what questions I missed for improving	11/5/2015 1:03 AM
6	using notes	11/5/2015 12:54 AM
7	That the tests are relevent to life	11/5/2015 12:43 AM
8	Special MI need miuse	11/5/2015 12:39 AM
9	I really don't find any helpful	11/5/2015 12:23 AM
10	making me want to actually learn	11/4/2015 11:15 PM
11	open note special ed should be able to listen to music	11/4/2015 10:57 PM

## Student Assessment Survey

12	none	11/4/2015 10:56 PM
13	Need music	11/4/2015 10:52 PM
14	do what do you know	11/3/2015 8:54 PM
15	understandable and easy wording	11/3/2015 11:57 AM
16	A study guide that actually has something to do with the test.	11/3/2015 10:11 AM
17	ability to retake tests because that is what helps you retain information and learn	11/3/2015 9:53 AM
18	Get another chance	11/3/2015 8:36 AM
19	Useful on transcript for college applications	11/3/2015 8:25 AM
20	Tests should not be helpful they are to test your knowledge of the subject.	11/3/2015 7:56 AM
21	Small environment	11/2/2015 2:55 PM
22	automatic A even if you fail	11/2/2015 11:24 AM
23	preparing in class with teacher for test. studying together helps me stay focused whereas at home i get distracted by everything	11/2/2015 10:04 AM
24	Useful for colleges	11/2/2015 9:35 AM
25	Passing	11/2/2015 8:50 AM
26	Using 15-20 of Notes	11/2/2015 8:48 AM
27	Sections showing different aspects of subject for grading of understanding in the sub-subject	11/2/2015 8:34 AM
28	Give the correct answer after the test is graded.	11/2/2015 8:13 AM
29	The tests actually test my knowledge of ONE particular skill set.	10/29/2015 1:29 PM
30	show what i am doing in class	10/29/2015 12:31 PM
31	none	10/29/2015 12:28 PM
32	none applicable	10/29/2015 12:26 PM
33	To see if I really improved a lot	10/29/2015 12:23 PM
34	i feel kind of scared	10/29/2015 12:21 PM
35	i dont know	10/29/2015 12:20 PM
36	more descriptive instructions	10/29/2015 12:19 PM
37	use notes to help me.	10/29/2015 11:09 AM
38	when before we take the test are teacher might show us an example of what might be on the test	10/29/2015 10:33 AM
39	I DOT WHAT TO DO TI	10/29/2015 10:28 AM
40	Every thing im learning is good	10/29/2015 10:26 AM
41	Making the test easier.	10/29/2015 10:23 AM
42	to make me get a better at that subject	10/29/2015 10:23 AM
43	none	10/29/2015 10:18 AM
44	Going over things before the test	10/29/2015 9:38 AM
45	give extra credit to bring our grades up if we got a bad grade.	10/29/2015 9:15 AM
46	If there ae other online websites to help the person study for the upcoming test	10/29/2015 9:14 AM
47	the teacher need to help us with our test	10/29/2015 9:12 AM
48	N/A	10/29/2015 9:10 AM
49	i dont know	10/29/2015 8:13 AM
50	not many questions	10/29/2015 8:13 AM
51	I dont know	10/28/2015 3:02 PM





## Student Assessment Survey

91	rereading the text before doing assignment	10/27/2015 8:05 AM
92	more tests that you can do on a computer.	10/27/2015 8:01 AM
93	go over the wright answers so a student know where they went wrong.	10/27/2015 8:00 AM
94	Extra Credit	10/27/2015 7:56 AM
95	provides a lot of time.	10/26/2015 1:42 PM
96	The real question is next to mlne	10/26/2015 1:40 PM
97	make myself proud that I made people smarter	10/26/2015 1:36 PM
98	compairing to my other test scores	10/26/2015 1:35 PM
99	is sould at leat have anexaple about the question	10/26/2015 1:34 PM
100	The test are useful for you to connect with what you learn In school so then they could test your knowledge.	10/26/2015 1:33 PM
101	learning them in class	10/26/2015 1:32 PM
102	be kind so when your done your test and you might fail be kind so they wont cry	10/26/2015 1:30 PM
103	lerning more about the unite and the words that we are lerning	10/26/2015 1:30 PM
104	Make tests easier to understand.	10/26/2015 1:27 PM
105	After every chapter/ part, show your average.	10/26/2015 1:23 PM
106	oppertunites to improve my school learning	10/26/2015 1:18 PM
107	Knowing that some questions are easy and some arent, and if i get one wrong it wont effect my grade too much.	10/26/2015 1:11 PM
108	That they mean nothing. They do not affect your grade or your success in your classes or whether you graduate to the next grade. All they do is stress students out about a huge test. And, I am aware that the tests gauge whether the teacher is a good teacher or a bad one based on their students' results. So, on more that one occasion, I have seen teachers translating their stress to the students in hopes of encouraging their students to do well on the test so the teacher does not get fired. In this way I think that the test is completely useless and only puts stress on teachers and therefore students. I hope my point of view helps you with whatever you are using this survey for. Your student, [REDACTED]	10/26/2015 1:10 PM
109	ELA test	10/26/2015 12:59 PM
110	do questons that are acutrify on the test.	10/26/2015 12:57 PM
111	Tools you can use.	10/26/2015 12:57 PM
112	relating to something that could happen to us in real life or something that relates to us.	10/26/2015 12:56 PM
113	If the questions are understandable.	10/26/2015 12:54 PM
114	studying	10/26/2015 12:53 PM
115	gives results right away	10/26/2015 12:51 PM
116	a practice test so that you can see the setup of it beforehand which helps you study	10/26/2015 12:25 PM
117	better ways to keep scores private [email to teachers mail or email to parents]	10/26/2015 12:24 PM
118	answer key	10/26/2015 12:23 PM
119	give us the class average	10/26/2015 12:20 PM
120	It helps me know how I can do in that unit. It also tells me what I need to work on.	10/26/2015 12:18 PM
121	They help me see how I'm doing in classes	10/26/2015 12:14 PM
122	Failure results on tests shouldn't be used against you and should only be used as a guide to make others study more not to terrorize people	10/26/2015 12:12 PM
123	Teacher looks at scores and works with me about the specific subject and helps me exceed in that subject.	10/26/2015 12:05 PM
124	Tests should be open note. If we took the notes we would know the answers, the notes would help us not make silly mistakes. Also, midterms and finals are pretty stupid. If you already took those tests that year, why take them again. Teachers need to think things through. Think about the people doing the work.	10/26/2015 12:00 PM
125	Multiple Choice	10/26/2015 11:54 AM

## Student Assessment Survey

126	a time limit	10/26/2015 11:54 AM
127	Being a summary of the subject.	10/26/2015 11:54 AM
128	a review of something like the test so we can get an idea of what we are doing	10/26/2015 11:53 AM
129	It sometimes gives examples	10/26/2015 11:48 AM
130	maybe student will learn quickly	10/26/2015 11:43 AM
131	Talk in privacy with the teacher and talk about what you need more help with.	10/26/2015 11:43 AM
132	it shows what i did correct and what needs improvement.	10/26/2015 11:42 AM
133	study sheet	10/26/2015 11:42 AM
134	when the tests are graded and handed out you and the teacher go over them	10/26/2015 11:42 AM
135	when the teachers gives us rubrics.	10/26/2015 11:41 AM
136	use of books	10/26/2015 11:41 AM
137	to see if i need to improve more	10/26/2015 11:40 AM
138	that the teacher would go over it with us first be for we have to take it	10/26/2015 11:31 AM
139	that if you dont understand something they will read it for you	10/26/2015 11:28 AM
140	IDK	10/26/2015 11:27 AM
141	IDK	10/26/2015 11:27 AM
142	notes	10/26/2015 11:27 AM
143	none	10/26/2015 10:25 AM
144	I don't have any other tests to specify.	10/26/2015 10:25 AM
145	If I have alot of time to do the test	10/26/2015 10:24 AM
146	none	10/26/2015 10:23 AM
147	if the computer compares my score to the highest score their is	10/26/2015 10:22 AM
148	Going Over Some Answers and Taking a re-test	10/26/2015 10:19 AM
149	i dont care about your dumb survey	10/26/2015 10:19 AM
150	wcw	10/26/2015 10:19 AM
151	Taking your time.	10/26/2015 10:10 AM
152	hi there my name is jeff would you like a free i phone if you do pleas call [REDACTED]	10/26/2015 10:09 AM
153	Keep the room very quielly	10/26/2015 10:08 AM
154	so i can see how i do and help on a test.	10/26/2015 10:04 AM
155	to make the questions more understandable	10/26/2015 10:02 AM
156	no	10/26/2015 10:01 AM
157	helps me get a better grade.	10/26/2015 9:58 AM
158	less questions but still somewhat difficult	10/26/2015 9:44 AM
159	Having a word bank there for reference and my spelling to be right	10/26/2015 9:43 AM
160	On some tests, there is things I have never learned before and that the teacher has never taught us.	10/26/2015 9:42 AM
161	yvsjlajkdfaskglasytliwrg73l26543i578 349-	10/26/2015 9:42 AM
162	none	10/26/2015 9:42 AM
163	Going over a bit of the questions before taking the quiz.	10/26/2015 9:42 AM
164	corrections if you don't do well.	10/26/2015 9:42 AM
165	make test results come soon.	10/26/2015 9:40 AM
166	More time for study.	10/26/2015 9:38 AM



## Student Assessment Survey

204	do my homework	10/23/2015 9:23 AM
205	tell what the right awnser is	10/23/2015 9:21 AM
206	no	10/23/2015 9:20 AM
207	not sure	10/23/2015 9:17 AM
208	the tests being somewhat helpful for life	10/23/2015 9:16 AM
209	None	10/23/2015 9:15 AM
210	take a pre-test before the real test.	10/23/2015 9:11 AM
211	that some test is hard.	10/23/2015 9:09 AM
212	Like a paper with how to do it and some problems ansers .	10/23/2015 9:09 AM
213	How good I'm doing	10/23/2015 9:08 AM
214	if it can explain the steps to a problem if you take long with out an answer	10/23/2015 9:06 AM
215	Math	10/23/2015 9:00 AM
216	results from last tests,then from now	10/23/2015 8:22 AM
217	i'm trying to do my best in school	10/23/2015 8:21 AM
218	studie or do a little review befor the test	10/23/2015 8:21 AM
219	calculator for math	10/23/2015 8:21 AM
220	open book	10/23/2015 8:20 AM
221	Spending more time reviewing before taking a big test	10/23/2015 8:16 AM
222	people say that test are hard	10/23/2015 8:12 AM
223	aA. apples off the tree	10/23/2015 8:10 AM
224	have notes helping us.	10/23/2015 8:07 AM
225	no	10/23/2015 8:06 AM
226	NONE	10/23/2015 8:05 AM
227	helps me alot	10/22/2015 1:43 PM
228	na	10/22/2015 1:43 PM
229	i dont know what else	10/22/2015 1:41 PM
230	help me on homework	10/22/2015 1:40 PM
231	A nice learning environment	10/22/2015 1:13 PM
232	non	10/22/2015 1:10 PM
233	And no taking.	10/22/2015 12:12 PM
234	when we have reviews in things about that class and about all we have learned and having a quiz that gives us somewhat help but it really does help alot	10/22/2015 12:10 PM
235	gtyt	10/22/2015 12:08 PM
236	I don't now	10/22/2015 12:08 PM
237	kids should be able to chew gum in tests times	10/22/2015 12:06 PM
238	The teachers expect us to learn thing very quickly and sometimes we don't understand it.	10/22/2015 11:09 AM
239	teachers like to give harder work and expect students to learn fast it might take a while for them to learn but it might take a while to learn	10/22/2015 11:08 AM
240	Before having a test the next day we should summarize every thing we learned	10/22/2015 11:05 AM
241	open book	10/22/2015 10:59 AM
242	examples of seventh grade words not high school	10/22/2015 9:36 AM

## Student Assessment Survey

243	Lets us use notes	10/22/2015 9:33 AM
244	i hate test	10/22/2015 9:32 AM
245	Teachers can tell you what your test is gonna be on a couple days before.	10/22/2015 9:31 AM
246	pls giv us strait A's	10/22/2015 9:29 AM
247	Take tests to show how much I've learned.	10/22/2015 9:09 AM
248	do not talk when you take the test to.	10/22/2015 8:37 AM
249	or what you've learned so far	10/22/2015 8:34 AM
250	if the results improve how to get it right	10/22/2015 8:33 AM
251	and a little bit of something we dont know.	10/22/2015 8:32 AM
252	tell kids about when is the test	10/22/2015 8:31 AM
253	when the teacher is guiding us throuth the tests	10/22/2015 8:31 AM
254	It can tell me my grade when im done the test.	10/22/2015 8:29 AM
255	Give more dfractions.	10/22/2015 8:28 AM
256	None	10/22/2015 8:25 AM
257	If they give us hints or if we can study a little bit more .	10/22/2015 8:24 AM
258	It should show what to what score we should be in and the score we got	10/22/2015 8:24 AM
259	so when you move up to the next grade will already know how to do it	10/22/2015 8:22 AM
260	Test could also help us to improve our grade if we have quiz to do and we don't know how can we do this quiz we can take help in test.	10/22/2015 8:21 AM
261	N/A	10/22/2015 8:18 AM
262	not impossible and not to long	10/22/2015 8:17 AM
263	None	10/22/2015 8:17 AM
264	none	10/22/2015 8:14 AM
265	It could also help me if i get a bad grade i can see and try to make improvements	10/22/2015 8:12 AM
266	They are not helpful/useful at all! Just like this test !	10/22/2015 8:12 AM
267	keeping my grades good	10/22/2015 8:06 AM
268	to go over the test first	10/22/2015 8:06 AM
269	tell you need to study	10/22/2015 8:05 AM
270	To check my grades before i take the test.	10/22/2015 8:04 AM
271	that we have like 10 m to reve	10/22/2015 7:57 AM
272	we dont like TEST	10/21/2015 1:17 PM
273	When someone can help me fix what I get wrong, and they are willing to explain to me how I get the question wrong.	10/21/2015 1:16 PM
274	If you don't do so well you should take it again after you learn more, even individually.	10/21/2015 1:15 PM
275	open book/notes	10/21/2015 10:56 AM
276	tasdghsdjksdcsadvghsadghfhsavchjbfvgsabhjgfhbsadfhjbamkgjbsgvfjkdbfjkdgbfndvbnt pnxfcbjnsdx fvgedfbs hsdfvfbhaujkhjbsadghfksadfhagfhsdfbasdhvsdasfgknfksadbjkgvksadgbhksadgsdvhsjsqbjksadgvbkfjsadbhksadjhksdghjksadgy	10/21/2015 10:56 AM
277	It gives a good idea of what the questions asking you.	10/21/2015 10:26 AM
278	open book	10/21/2015 10:24 AM
279	going over the test befor	10/21/2015 10:21 AM
280	Going over the test before we start it.	10/21/2015 10:21 AM
281	using contexts clues	10/21/2015 10:17 AM

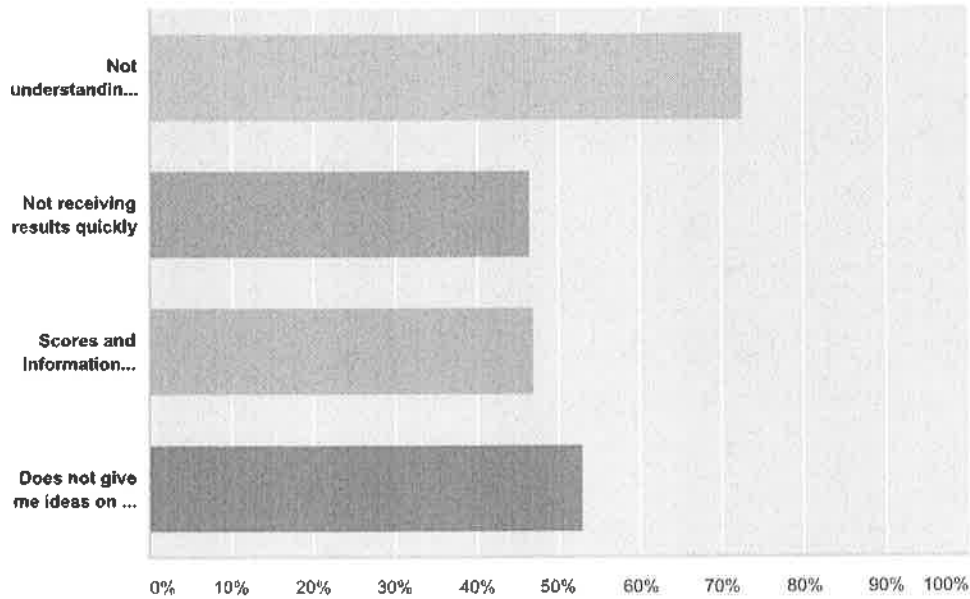
## Student Assessment Survey

282	ELA	10/21/2015 9:11 AM
283	be able to use notes and or music	10/21/2015 9:07 AM
284	GIVING US STUDY GIUDES!	10/21/2015 9:06 AM
285	helps me focus on what is going on	10/21/2015 8:22 AM
286	I can be respansble and be betiver	10/21/2015 8:20 AM
287	give us the test for homework so we can do better	10/21/2015 8:19 AM
288	the test is very easy	10/21/2015 8:16 AM
289	it helps me on my future	10/21/2015 8:08 AM
290	to make test shorter	10/21/2015 8:03 AM
291	It dosent help me at all	10/21/2015 7:47 AM
292	nothing	10/20/2015 8:26 AM
293	help me know what I am learning in school.	10/20/2015 8:23 AM
294	you can use a pe and papper.	10/20/2015 8:22 AM
295	they help me threu the year	10/20/2015 8:21 AM
296	Telling me or giving me a study qudle to study.	10/20/2015 8:20 AM
297	questions that we know	10/20/2015 8:15 AM

Student Assessment Survey

**Q6 In general, what aspects do you feel make a test least helpful ?(Please check all that apply.)**

Answered: 1,694 Skipped: 132



Answer Choices	Responses
Not understanding the connection to material I am learning in class	72.73% 1,232
Not receiving results quickly	46.46% 787
Scores and information provided to me are difficult to understand	47.05% 797
Does not give me ideas on how to help me improve in my classes	53.01% 898
<b>Total Respondents: 1,694</b>	

#	Other (please specify)	Date
1	Putting something we didn't learn in class	11/7/2015 9:22 AM
2	Too many useless ideas on it.	11/5/2015 2:50 PM
3	not using notes	11/5/2015 12:54 AM
4	when it's not relevant to life	11/5/2015 12:43 AM
5	to much material on one test	11/5/2015 12:13 AM
6	brings grade down	11/4/2015 11:53 PM
7	it only tests your memory not what you learned.	11/4/2015 11:25 PM
8	I just want to pass	11/4/2015 11:15 PM
9	open notes	11/3/2015 10:13 PM
10	do not take the test.	11/3/2015 8:54 PM
11	The questions or reading is way above my level of knowledge.	11/3/2015 9:39 AM

## Student Assessment Survey

12	Making them cover less and easier for the students that do not exert effort in class	11/3/2015 7:56 AM
13	need examples	11/2/2015 2:51 PM
14	getting the test and what we learn in class is not on the test	11/2/2015 2:10 PM
15	on a pricey place	11/2/2015 1:59 PM
16	Receiving Fs	11/2/2015 11:24 AM
17	Why do i need to take this survey? this is my last year here and things would changed when i leave.	11/2/2015 10:01 AM
18	irrelevant for colleges	11/2/2015 9:35 AM
19	Passing	11/2/2015 8:50 AM
20	No usage of the notes	11/2/2015 8:48 AM
21	more than five problems regarding the same information (not including reading)	11/2/2015 8:34 AM
22	too many questions	10/29/2015 12:31 PM
23	confused	10/29/2015 12:29 PM
24	none	10/29/2015 12:28 PM
25	test has long questions	10/29/2015 12:26 PM
26	Doesn't tell me if I did better or not	10/29/2015 12:23 PM
27	iond know	10/29/2015 12:20 PM
28	no instructions	10/29/2015 12:19 PM
29	JUST DOT DOTI	10/29/2015 10:28 AM
30	Im all good	10/29/2015 10:26 AM
31	Some test are getting harder and harder	10/29/2015 10:23 AM
32	no under stannding the quiz/test	10/29/2015 10:23 AM
33	if you didnt learn it	10/29/2015 10:18 AM
34	giving so many directions at one time.	10/29/2015 9:15 AM
35	If there are no online websites to help me study	10/29/2015 9:14 AM
36	if people brag about how good they do	10/29/2015 9:12 AM
37	N/A	10/29/2015 9:10 AM
38	not understanding the question at all	10/29/2015 9:10 AM
39	not understanding the question.	10/29/2015 9:07 AM
40	No breaks	10/28/2015 3:02 PM
41	its not like learning normaly	10/28/2015 2:50 PM
42	i don't konw	10/28/2015 2:47 PM
43	can we have some more time	10/28/2015 2:47 PM
44	stuff not learned	10/28/2015 1:21 PM
45	be told what is on the big test	10/28/2015 1:00 PM
46	fun	10/28/2015 12:51 PM
47	doesn't tell me what i need to improve	10/28/2015 12:51 PM
48	hello	10/28/2015 7:52 AM
49	Having it take too much time	10/27/2015 2:18 PM
50	No given notes or ideas	10/27/2015 1:31 PM
51	Non-Comprehensible questions	10/27/2015 12:32 PM
52	not going over why that answer is the answer	10/27/2015 12:32 PM



## Student Assessment Survey

53	some time are a lot of hard.	10/27/2015 11:59 AM
54	some of the words in test are to advanced form me and I do not understand them.	10/27/2015 11:56 AM
55	cover the topics more	10/27/2015 11:56 AM
56	if it is hard to understand	10/27/2015 11:46 AM
57	needs to get more information	10/27/2015 11:41 AM
58	Things that we didn't went through allitle	10/27/2015 11:40 AM
59	learning	10/27/2015 11:36 AM
60	none	10/27/2015 10:15 AM
61	none	10/27/2015 10:10 AM
62	not learning	10/27/2015 10:10 AM
63	The teacher can not talk to you during a test.	10/27/2015 10:09 AM
64	none	10/27/2015 10:08 AM
65	people talk and i get distracted	10/27/2015 10:08 AM
66	people talk and i get distracted	10/27/2015 10:08 AM
67	no	10/27/2015 10:07 AM
68	none	10/27/2015 10:02 AM
69	telling me my growth	10/27/2015 10:01 AM
70	teacher want the students to know but its hard for the student to get help.	10/27/2015 8:26 AM
71	no tests!	10/27/2015 8:17 AM
72	I don't know	10/27/2015 8:07 AM
73	not understanding the classes and/or projects given	10/27/2015 8:05 AM
74	You don't know where you went wrong.	10/27/2015 8:00 AM
75	the test being in a weird order and a test being messy	10/27/2015 7:58 AM
76	does not give me enough time.	10/26/2015 1:42 PM
77	the test will be really easy	10/26/2015 1:36 PM
78	No.	10/26/2015 1:35 PM
79	some time sll have question that you dont even learn	10/26/2015 1:34 PM
80	You might have a hole week of school and don't know what you learned in class.	10/26/2015 1:33 PM
81	not learning it in class	10/26/2015 1:32 PM
82	sometimes thay dont give that much exzampus when whe are lening the new word in owher vocablarey when whae are learning	10/26/2015 1:30 PM
83	Too hard to understand the questions.	10/26/2015 1:27 PM
84	if they are worded weirdly	10/26/2015 1:24 PM
85	not getting all info	10/26/2015 1:18 PM
86	Feeling that if im confused on a question, i will get it wrong.	10/26/2015 1:11 PM
87	That they mean nothing. They do not affect your grade or your success in your classes or whether you graduate to the next grade. All they do is stress students out about a huge test. And, I am aware that the tests gauge whether the teacher is a good teacher or a bad one based on their students' results. So, on more that one occasion, I have seen teachers translating their stress to the students in hopes of encouraging their students to do well on the test so the teacher does not get fired. In this way I think that the test is completely useless and only puts stress on teachers and therefore students. I hope my point of vlew helps you with whatever you are using this survey for. Your student, ████████████████████	10/26/2015 1:10 PM
88	Stress me out.	10/26/2015 1:03 PM

## Student Assessment Survey

89	MATH test	10/26/2015 12:59 PM
90	if i dont understand something dont just throw a test at me to see how im doing and if you dont understand something dont say you should of study. What if I couldnt study or I just dont understand.	10/26/2015 12:57 PM
91	no tools and no work space paper mostly for math.	10/26/2015 12:57 PM
92	saying something that we would not understand.	10/26/2015 12:56 PM
93	Questions being stated as complex as possible.	10/26/2015 12:54 PM
94	not paying attention	10/26/2015 12:53 PM
95	Can't learn more.....Takes time out of class	10/26/2015 12:25 PM
96	when an answer is marked wrong but the right answer isn't circled to let you know what you did wrong and the fact that they don't explain why it is wrong and how to avoid it in the future	10/26/2015 12:25 PM
97	when a question is worded in a way that it is difficult to understand	10/26/2015 12:24 PM
98	they aren't fun and they are boring. I don't like tests but I think they are helpful.	10/26/2015 12:18 PM
99	When they do not reveal my score.	10/26/2015 12:14 PM
100	Scores scorch peoples heart on grades	10/26/2015 12:12 PM
101	All of the above but one other thing teacherssroom sometimes that is not acceptable for me and some of my friends. s sometimes do not let you spread out in the cla	10/26/2015 12:05 PM
102	Some teachers give you a bad grade but they don't even say what you did wrong. It's not fair. They are already making us take the test, at least put some thought into the score, teachers! It's a total waste!	10/26/2015 12:00 PM
103	has a very low amount of questions	10/26/2015 11:54 AM
104	Making it harder than practice material.	10/26/2015 11:54 AM
105	N/A	10/26/2015 11:53 AM
106	maybe It doesn't benefits to everyone	10/26/2015 11:43 AM
107	not having enough time to finish the test if its really hard.	10/26/2015 11:42 AM
108	giving tests that actually relate to what we are learning	10/26/2015 11:42 AM
109	when there is not alot of multiple choice.	10/26/2015 11:41 AM
110	Giving us test we know nothing about.	10/26/2015 11:40 AM
111	i don't know	10/26/2015 11:40 AM
112	not knowing what to do and a teacher says sorry cant help you should have listened and say it is a test	10/26/2015 11:28 AM
113	IDK	10/26/2015 11:27 AM
114	IDK	10/26/2015 11:27 AM
115	none	10/26/2015 10:25 AM
116	I don't have any others to specify.	10/26/2015 10:25 AM
117	If I don't have alot of time to do the test and I have to rush	10/26/2015 10:24 AM
118	none	10/26/2015 10:23 AM
119	wwe	10/26/2015 10:19 AM
120	everything is useful.In	10/26/2015 10:10 AM
121	Not asking someone for help.	10/26/2015 10:10 AM
122	hi this is Jeff again and this time we are giving out free tablets if you want one please call [REDACTED]	10/26/2015 10:09 AM
123	not given us enough time	10/26/2015 10:08 AM
124	askin the same questions just in differents way I know if I can get the first question then i can get the rest	10/26/2015 10:04 AM
125	nothing else	10/26/2015 10:04 AM
126	2-3 days to learn the test	10/26/2015 10:02 AM

## Student Assessment Survey

127	no	10/26/2015 10:01 AM
128	test	10/26/2015 9:59 AM
129	not all just some test.	10/26/2015 9:58 AM
130	takes like a week to check and see if you passed or not and if you did not some teachers wont let you make it up but i feel as if you tried that you should be able to retake it up to 3 times seeing that your trying to pass the class and that might keep you back .	10/26/2015 9:54 AM
131	if we take a test and it comes back two weeks later we have most likely forgot about it by then	10/26/2015 9:44 AM
132	taking pop quizzes when you just started a unit	10/26/2015 9:44 AM
133	It doesn't help me learn more because we are getting tested on the same exact thing that we just learned.	10/26/2015 9:42 AM
134	Not getting a study guide.	10/26/2015 9:42 AM
135	If you don't know that they are going to happen.	10/26/2015 9:42 AM
136	no extra credit	10/26/2015 9:40 AM
137	not paying attention in class	10/26/2015 9:38 AM
138	I think teachers should break it down more so us the students can understand	10/26/2015 9:35 AM
139	Not get to use your notes!	10/26/2015 9:30 AM
140	none	10/26/2015 9:30 AM
141	none	10/26/2015 9:27 AM
142	noisy class	10/26/2015 9:25 AM
143	more studying	10/26/2015 9:22 AM
144	make it easier	10/26/2015 9:21 AM
145	it hard when we dont learned it	10/26/2015 9:16 AM
146	none	10/26/2015 9:15 AM
147	doesnt teach me anything about the test	10/26/2015 9:12 AM
148	idk	10/26/2015 9:10 AM
149	wut	10/26/2015 9:09 AM
150	being unable to skip questions	10/26/2015 8:24 AM
151	Not knowing what the correct answer was if I got a question wrong on a test.	10/26/2015 8:10 AM
152	not being able to go over it with the teacher and see why i got that question wrong	10/26/2015 8:05 AM
153	the questions are worded really hard	10/26/2015 8:05 AM
154	its on information i dont know	10/26/2015 8:03 AM
155	that we have to sometime have to go back and studie three time before the test because we dont get the things we are about to do.	10/23/2015 1:52 PM
156	I dont know	10/23/2015 1:49 PM
157	to not have learned or have not payed attention in the class while you were in class.	10/23/2015 1:49 PM
158	?	10/23/2015 1:43 PM
159	idk	10/23/2015 1:43 PM
160	if it is a test that tests us to see if we know what subject that we are soon to learn	10/23/2015 1:00 PM
161	Not knowing how to understand the question correctly.	10/23/2015 12:59 PM
162	things we've never talked about before.	10/23/2015 12:48 PM
163	they say we are just people not just aleins from outer space.	10/23/2015 12:42 PM
164	not knowing what this test is for	10/23/2015 12:41 PM
165	QUESTIONS ARE WORDED CONFUSINGLY.	10/23/2015 12:31 PM

## Student Assessment Survey

166	How we wait days for the test and we might have a f-	10/23/2015 12:30 PM
167	i do not know	10/23/2015 12:27 PM
168	having atest on things that we do not know about	10/23/2015 12:27 PM
169	need to explain it more better	10/23/2015 12:23 PM
170	don't yell at them	10/23/2015 12:22 PM
171	Not knowing what you are doing.	10/23/2015 12:19 PM
172	if we have some notes.	10/23/2015 11:43 AM
173	not understanding what it is about	10/23/2015 11:42 AM
174	A question I don,t understand.	10/23/2015 10:49 AM
175	being judged harshly	10/23/2015 10:30 AM
176	there nerve raking	10/23/2015 9:25 AM
177	not understanding some stuff in class	10/23/2015 9:23 AM
178	no	10/23/2015 9:20 AM
179	not giving examples	10/23/2015 9:17 AM
180	None	10/23/2015 9:15 AM
181	happy	10/23/2015 9:09 AM
182	not something like to get the brain active	10/23/2015 9:09 AM
183	Giving us something we did not learn	10/23/2015 9:08 AM
184	when it wont give you ways to help solve the problem if your stuck on a question	10/23/2015 9:06 AM
185	Computers	10/23/2015 9:00 AM
186	math qustions are harder to understand	10/23/2015 8:22 AM
187	trying to get good grades	10/23/2015 8:21 AM
188	not reading the question right	10/23/2015 8:20 AM
189	doesn't give me examples	10/23/2015 8:13 AM
190	some people say that i do not want to do this test	10/23/2015 8:12 AM
191	a but apples	10/23/2015 8:10 AM
192	whenever im in a problem that i dont know is usally what we learn in the begging or the middle and at the end i forget it all.	10/23/2015 8:07 AM
193	no	10/23/2015 8:06 AM
194	NONE	10/23/2015 8:05 AM
195	questions we have not learned about	10/23/2015 8:04 AM
196	received smarter balance results too late to be effective	10/22/2015 9:35 PM
197	dcas is to long	10/22/2015 1:43 PM
198	do not help me	10/22/2015 1:43 PM
199	na	10/22/2015 1:43 PM
200	when the answers are at the bottom of the paper.	10/22/2015 1:43 PM
201	hard to listen sometimes	10/22/2015 1:41 PM
202	idk	10/22/2015 1:40 PM
203	non	10/22/2015 1:10 PM
204	Learning and get a good	10/22/2015 12:12 PM
205	the teachers and other ppl talk during the assesment and tests and quiz or reviews is very really distracting	10/22/2015 12:10 PM

## Student Assessment Survey

206	h	10/22/2015 12:08 PM
207	i don't now	10/22/2015 12:08 PM
208	sorrore are not pervided at all	10/22/2015 12:07 PM
209	they dont give you a lot of clues	10/22/2015 12:06 PM
210	It always takes for ever to get our test back and find out the results.	10/22/2015 11:09 AM
211	teachers take forever to give test results and to put them in hac	10/22/2015 11:08 AM
212	high school words being used	10/22/2015 9:36 AM
213	not having notes to study	10/22/2015 9:33 AM
214	Having a test on something that you learned a long time ago and you dont remember anything about a subject.	10/22/2015 9:33 AM
215	Giving me questions that are above my grade level or that I haven't learn yet.	10/22/2015 9:09 AM
216	some questions may be hard to understand.	10/22/2015 8:34 AM
217	the test when the apply information in this classroom	10/22/2015 8:33 AM
218	and sometimes im clueless for some of the things i dont know.	10/22/2015 8:32 AM
219	The teacher just giving you the test with out any directions	10/22/2015 8:31 AM
220	I get nervous when the test takes a while to get recleved.	10/22/2015 8:29 AM
221	Less directions are least helpful to a test.	10/22/2015 8:28 AM
222	doesnt show me how other kids did so i dont know how good i really did	10/22/2015 8:25 AM
223	Not giving the score at all and not knowing if we should try better or not	10/22/2015 8:24 AM
224	giving it to the students and you dont know it	10/22/2015 8:22 AM
225	If we are taking with our friends and teacher telling us something and our score would be bad and we can't improve our grades.	10/22/2015 8:21 AM
226	N/A	10/22/2015 8:18 AM
227	not informing us about it we should have a week atleast to study	10/22/2015 8:17 AM
228	None	10/22/2015 8:17 AM
229	when the question is to hard for me to understand	10/22/2015 8:16 AM
230	none	10/22/2015 8:14 AM
231	telling me how i did on a test right away.	10/22/2015 8:13 AM
232	giving me more work when i dont understand it already	10/22/2015 8:12 AM
233	they dont give u to much llme on some subjets	10/22/2015 8:05 AM
234	None	10/22/2015 8:04 AM
235	not nowing stuff that is on the test.	10/22/2015 7:59 AM
236	NO MORE TEST	10/21/2015 1:17 PM
237	they dont teach us anything the lessons are what teach us things	10/21/2015 1:13 PM
238	be cool	10/21/2015 11:14 AM
239	they dont give open book	10/21/2015 10:56 AM
240	nonejklrgiwegthrwqetiuertqyertyuiowqertorqetiorieuijwetirjnetkirjekmkinmkmil,mIm,l,llohjnuhhfjkkofv/kbhfjdghglofagurjg 7Brghrjke	10/21/2015 10:56 AM
241	i like to check my answer	10/21/2015 10:23 AM
242	not going over the test before we start.	10/21/2015 10:21 AM
243	using contexts clues	10/21/2015 10:17 AM
244	Exploretary	10/21/2015 9:11 AM

## Student Assessment Survey

245	not having quiet and notes	10/21/2015 9:07 AM
246	PEOPLE NOT PERTICIPATING!	10/21/2015 9:06 AM
247	sometimes its hard to concentrate	10/21/2015 8:22 AM
248	I can get good afert	10/21/2015 8:20 AM
249	the questions they are hard	10/21/2015 8:16 AM
250	they dont ever help	10/21/2015 8:15 AM
251	it does not some times help me cause I dont understood	10/21/2015 8:08 AM
252	doesnt help me understand a lot	10/21/2015 8:06 AM
253	it dosent help me	10/21/2015 7:47 AM
254	nothing	10/20/2015 8:26 AM
255	they don't realy give you test scores quick enough	10/20/2015 8:21 AM
256	Tests that Do not count for me	10/18/2015 8:19 AM

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## grade What concerns do you have about the tests you take, if any?

---

5th that we want easier test

---

5th A concern would be if I got a good number of them right

---

5th sometimes there hard and if we dont finish we owe recess

---

5th it to heard

---

5th the tests i take are two difficult and keeps me busy from learning without tests.

---

5th there are alot of questions and sometimes they dont explain the questions clearly.

---

5th that the test shouldn't have so may questions and I don't think we should have a lot of test.

---

5th they stress you out and you don't even remember anything that's on test.

---

5th we should not get all this test we should get at least 2 weeks with out a test.

---

5th i just don't like the smi

---

5th it's too much work :(

---

5th math

---

5th if I get it worng

---

5th why are the so hard

---

5th there good um I get good grades also there very easy

---

5th then are a little hard

---

5th How hard do tests get?

---

5th I have some feelings I always get them wrong

---

5th i think there helpful for this marking pieriod because they getting us back in proces from last year and bringing us back easy then getting us into harder stuff

---

5th it was fun

---

5th why so much questons

---

5th we need more breaks

---

5th we do not get gnogh braekes

---

5th that i might fail the test

---

5th why do you give use meny test.

---

5th why do we have tests almost each month

---

5th to many quetions and to many test that sometimes are not very necesary

---

5th I think that there are to many tests incuding spelling tests.

---

5th I have a concern that we have to many questions and to many tests.

---

5th that we need to have more test to help us learn about more vocabulary.

---

5th to get help

---

5th I think some test or hard.

---

5th I think some test or hard.

---

5th failing

---

5th 7 tests

---

5th It helps me understan how much i haved advance and helpful to learn to me and other studens

---

5th It helps me understand more of what i don't get.

---

5th its not that hard but sometime it is.

---

5th my scores

---

5th	My concerns of taking a test is not getting a good grade and have my friends laugh at me when I get a bad grade.
6th	I'm talking about those standardized tests like the Smarter tests. I feel anxiety because I want to do good on the test because the teacher rewards us if we do good on the test. But if we don't do good on it, like don't make a certain score, then they are disappointed in us and I feel ashamed of not doing as good as they want us to. And it feels like a punishment if we don't get a reward like the other kids because some teachers promise a reward only if the student gets a certain grade on the test, but not everyone gets that grade or makes that progress. Embarrassed too because everyone talks about what scores they make on the tests. And I hate all the time that is spent by teachers teaching us how to take the tests, and that we have to know this and that for the test, but not for real life or the classroom. The whole school makes a really big deal out of taking those Smarter tests, like that is all that school is about. Everyone gets nervous and worried and nothing else in school is as important as those tests.
6th	if every student have to many test every day thay will be tired.
6th	why do we take a lot of tests though out of the school year I know teachers are tying to see what we know but too many tests is a lot of work to do students get tired of doing a lot of tests
6th	Well I'm having a hard time to do the test. Sometimes it's easy or hard. The reason why it's easy because I study for test.
6th	that im proably not ready I need more time to study
6th	My concerns are that I will fail a test if my teachers give me like 2 tests that day and I wont have enough time to fit studying time in for both of those tests on top of homework. That's why they should only give me one test at the end of the week to give me the one week to study for the one test not just the one week to study for 2 tests because I wont have enough time to study for both of them.
6th	some concerns I have about tests is what is it about.
6th	it makes us get frustrated
6th	I think that we are given t many tests so we all stress to much and that makes us not participate in class
6th	that we take a test and we do not really learn anything.
6th	too much stuff on tests that confuse me
6th	I am very concerened about teachers adding things in test we have not learned about.
6th	My concern is that there is a test every week, This really should be changed to two tests PER WEEK!!
6th	they be too long and take up too much of my time.
6th	kind of hard
6th	to many problem because people get bored easily
6th	If I get a bad grade on one test it might take my grade down really low and then I could fail 6th grade and have to do it again
6th	That they are long.
6th	Some times people might not have enough time to finish.
6th	some have stuff I am confused about
6th	sometimes I might not understand and like sometimes I think where do they come from do my teacher make them up or redclay school district.
6th	that science is a lot harder than any other test
6th	why do we even take tests in the first place
6th	I think they should be all more choices.
6th	some of them are to advanced
6th	Too many of them !
6th	Well when we have a tests it is about human bodies, Science.
6th	some tests, in my opinion, are far to long. Some are to hard for some students.
6th	well sometimes I have problems on some test because they have questions that I don't get



I think that there should be more questions on tests because if there is only one question a kid gets wrong, sometimes the kid will get an 80% on the test, and I don't think that is fair. I don't think that this is fair because they got all the other ones correct but only that one question was incorrect and the rest was correct. It seems like that one question is summative and the rest is formative and that totally isn't fair.

6th	I think that there should be more questions on tests because if there is only one question a kid gets wrong, sometimes the kid will get an 80% on the test, and I don't think that is fair. I don't think that this is fair because they got all the other ones correct but only that one question was incorrect and the rest was correct. It seems like that one question is summative and the rest is formative and that totally isn't fair.
6th	the test are to close together and they all have a lot of questions
6th	it not that hard
6th	if there is a really hard short answer and nobody can get it and we didn't even really learn it so we don't know what to answer
6th	Am I going to get a good grade
6th	That if I didn't learn that because I don't understand the question, I don't want to fail
6th	they are easy but to many test an i get mixed what to learn for the class im in
6th	I think they are very helpful because when you find out you grade you know what you have to study more on that part of the subject.
6th	I have a concern that the students tests are to close together and I think they should be farther apart
6th	I will get a bad grade and my parents will get upset at me.
6th	FAILING
6th	I feel that the questions on the tests should be more specific
6th	some test have too many questions about one little thing and there should be more short answers
6th	they take forever
6th	The stress of failing the class and the test.
6th	The test that we have to study for are very stressful.
6th	why we have them every single week
6th	it produces to much pressore
6th	I some concerns when we get test but we do not know about the topic we have.
6th	it makes me very nervous
6th	some time the test take a little time to do but it help the teacher know were are the students.
6th	The test can be a little boring and most of the test do not tell you how much of the test that you have done and how much you have left.
6th	how hard are they
6th	LESS TIME
6th	why are they so hard and why do we need to take the test
6th	how much time do we have. how many quistions. can we chew gum and eat.
6th	i think that there are to many questions on the tests.
6th	that when i take test sometimes i will like a extra day to study or to use our notes
6th	Sometimes I think the teacher doesn't explain what the test is on enough so when we get the test i feel like I don't know all of the questions so i end up getting a bad grade.
6th	the are hard
6th	i have stuff to do after school and i barely have time to study for test plus i also have to do homework.
6th	My concern is that because there are too many tests I might get them mixed up and might forget about the information.
6th	TOO MANY
6th	I think tests should only have choice questions and not writing questions.
6th	the studying part
6th	why do some of them have to be so long? If they are going to give us a lot of tests at least make them shorter!
6th	How will I do on the test,what will my grade be for the final grade on it.

6th	some are easy but some have hard questions
6th	Some concerns about test is some students miss school and don't get the learning about the topic he or she needs.
6th	I sometimes feel like I am going to fail but others I feel good.
6th	I don't have any.
6th	A concern i have is that a lot of them are summative.
6th	sometimes there are questions on a test that we haven't even learned yet.
6th	they are okay but some have alot of questions.
6th	Sometimes there to hard or confusing. Thats why i dont like tests
6th	My concern is what if I miss up on a tests and I fail.
6th	They are challenging
6th	I don't have any concerns
6th	there are so many its boring.
6th	too many questions
6th	Nervous I might fail the test and have a bad grade
6th	Some concerns are that some teachers don't teach some of the stuff they give in the test .
6th	A concern is that the teachers dont teach us some of the questions.
6th	if I will get a f or if I will have no idea what my answer is
6th	all the answears we have to answer - _ -
6th	some times they are hard and the teachers should let us have open notes .
6th	The tests are hard to understand The tests have some stuff we have not learned yet
6th	That all the schools that I have been to have given out a lot of school quizzes .I think that some quizzes are okay because they do test your knowledge.
6th	That they need to make them sumitive because they give us test that are not sumitive.
6th	If you study they sometimes don't have the questions YOU studied
6th	why do we need this test so we can go to the next grade or see if you are good or you need work
6th	on spelling test there are to much words/ my biurtyudfss
6th	they are giving test erey single fryday and erey single weak
6th	if like hack users get my information from this test and sends me spams.
6th	There are to many tests. If students have to many tests they will become stressed out with studying homework and projects.
6th	If we can like use notes we have to help us answer the questions
6th	they give more tests then they should.
6th	I've herd smarter balance states questions horribly to understand. I'm not sure if I'll be able to understand some of their questions because they don't say them kid friendly.
6th	we don't learn about most of the stuff
6th	They should all be open notes.
6th	That they can be use to see if you past the grade or they tell if you in honors or low or regular classes.
6th	The only thing that concerns me is how many test are taken a school year.
6th	to many words waste of time turtles
6th	Very long and kind of personal sometimes
6th	Less test each week!
6th	some questions word things weird and is hard to understand what they mean.
6th	The end of the year test

6th	they are really hard
6th	sometimes the tests are too long and they make kids stressed out and so they get a lower grade than they should.
6th	That they mean nothing. They do not affect your grade or your success in your classes or whether you graduate to the next grade. All they do is stress students out about a huge test. And, I am aware that the tests gauge whether the teacher is a good teacher or a bad one based on their students' results. So, on more than one occasion, I have seen teachers translating their stress to the students in hopes of encouraging their students to do well on the test so the teacher does not get fired. In this way I think that the test is completely useless and only puts stress on teachers and therefore students. I hope my point of view helps you with whatever you are using this survey for. Your student, (Student Name)
6th	i think tests are good and bad because we don't know what to do to make them good because it shows you how you are at tests.
6th	To many at once because you may have more than 1 tests a day so it may stress students out. So maybe they will lose focus in other classes and won't be successful in life. It is hard to multitask in school because it is hard to be put out like we kids are and survive. With the teachers breathing down our backs all day. I rest my case.
6th	reading im not the good at it
6th	My concerns are that if i dont do good in a test im not smart or i cant study right or im just the odd one out.
6th	i feel that test are good for you to prove that you are doing good
6th	The teachers make the tests harder than they need to be. Also they give us something that we think will help us and afterwards they say that it was just making it more hard on us.
6th	the tests are a little bit too hard. I get very nervous when I take them. And some times I end up with a bad grade. But if there are test corrections, I feel a lot better. I like open notes tests.
6th	that i might fail and not get an A+
6th	I feel that the teachers should collaborate more and not each of them have a test on the same day. It pressures students when they have to study for 5 tests on the same night and they often end up with bad grades. This tends to make students upset and even more pressured to higher their grades.
6th	that i might fail badly
6th	` I will get really stressed out and that results in me forgetting some of the things that I have learned. Also, sometimes on the test, there is a question that we haven't learned how to do (usually math). I even also rush sometimes or don't check my work because I just want to get the test over with.
6th	I get stressed because I dont want to do poorly on the tests and at the end of the year we should only have to take one big test on each subject (DCAS)
6th	My concerns on tests are the amount of tests we are given, because it's really time consuming and stressful to study for 3-4 tests in one week because.. Most kids like me have after school activities and after school learning places that give homework to so it's pretty stressful.
6th	There are not too many in each class but if you put all of the test that we take and put them together it seems that it would take for days to finish.
6th	We have at least 3 tests a week and once we finish studying for one, we get another and I think it's too much pressure on us. I also think we should have more time to study.
6th	If I get a bad grade
6th	My concerns about the test are my grade could drop if i fail
6th	i might get the questions wrong or i will run out of time.
6th	my concerns are that i will not know a question or i will fail
6th	they are too close together
6th	That I will fail.
6th	Taking tests makes kids worried[like me]. We take too much time out of the period taking test, too much time out of the day. If the state wants to know how we are doing as far as education they should come to the schools and observe us. Like if this survey was a test it would be taking 30 mins out of our class time. Sad how I could be learning right now. I feel like this survey would of never come about if we didn't have tests like smarter balance
6th	How long they take, and the way that they are a big part of your grade I think formative assignments should be the bigger part of our grades.
6th	The tests are to see how much you have learned in class and sometimes they let you retake the test.

6th	there are usually very small time limits to study for the test we are given, and all my homerooms give me homework so I often don't have time to study for test, do homework, and other things before my sleeping time, because of that I am worried I might fail a test.
6th	The concerns I have are that the tests are too long and hard. Also the teachers make us finish in a certain amount of time which I feel is not enough.
6th	I think that teachers could provide more information about what is going to be on the test.
6th	In ELA the questions are hard but I am one of the more focused students and study and I do good on tests but a test every WEEK
6th	Sometimes I think that the teachers should explain a little more about the tests.
6th	Most teachers don't give the right amount of study time and don't prepare us for most tests. I also think that teachers should give us a pre-quiz that has the same format of what is going to be on the quiz and they don't grade it so we know in advance what we're gonna do and what we can focus on and practice more on.
6th	not getting a good grade
6th	I am concerned that we aren't given proper time to study.
6th	Why are tests 70 percent of your grade?! I think they should only be 50 percent of your grade.
6th	They try to trick us. For math they put questions that they haven't taught us much about. Also on vocab tests we have 3 definitions to study for each word and we have twenty of them. That is a little much in my opinion. Also we have usually three tests a week or more, a math, a vocab, and a social studies, and sometimes even a band or health test.
6th	the tests are on everything we learned in the class and if we fail the teachers give you one more chance to try again
6th	I am concerned about whether or not a test is a summative or a formative.
6th	I don't think that we should have as many tests as we have now that is my only concern.
6th	We shouldn't take these tests like Smarter Balanced because we are getting judged by if we know A, B, C, or D. They aren't good measurements of how smart we are. What if we just had a bad day when we were taking them? The test score gets into our personal file and teachers judge you on that score for the rest of our lives. We should stop these tests. They just simply aren't fair.
6th	If I don't know the right answers to the test or if I get a bad grade on the test.
6th	If I happen to get a bad grade it would be terrible (by bad grade I mean a C or less).
6th	Tests are usually handed back really late and I would like to have them handed in earlier.
6th	Normally I am concerned about how well I will do on the test
6th	people worry too much and that distracts them
6th	we have about one every week, I think that is too much
6th	Sometimes there's not enough time to study for tests like vocabulary tests. Other tests I'm fine with for now.
6th	I think it takes a lot of time out of class.
6th	I don't think there is a lot of time to study for tests.
6th	I forget what I learn or some stuff that we didn't have to study will be on the test.
6th	I think that there are too many tests because in elementary school we didn't have a lot of tests.
6th	State tests have too many questions and take up too much time.
6th	I am concerned because sometimes we are on the computer too long in my humble opinion
6th	That sometimes I feel that we didn't have enough time to study or that I don't really know some of the concepts in the test.
6th	they make you angry and you forget everything you study for.
6th	The concerns I have about the tests I take are that they are stressful and hard.
6th	I think it takes up too much learn time in class
6th	the concerns that I have are that some tests or quizzes have a little bit too many questions.
6th	That the tests are hard sometimes but it doesn't matter because they have to get harder and harder
6th	if they will have enough information provided for me to answer the question
6th	like is smart for you and sometimes I like tests

6th	They are just fine, and they don't have to many questions and not very little.
6th	getting a bad grade
6th	that they are not worth a lot of points on your report card
6th	a concern I have is when I don't know a question.
6th	I think there are too many questions and are worth too many points.
6th	some of the tests are a bit long.
6th	my concerns are that there not focusing on normal work,the teachers just prepare for the next test
6th	The concerns that I have is that when I give my information in surveys I don't like to give away my personal information to people I don't know
6th	That it better be about something i learned or already know.
6th	Some concerns are all the time we stare at the screen
6th	takes lots of class time
6th	Some tests are kind of hard but when the teachers explain what the tests are about i start to get it but then its hard to figure out.
6th	that i will fail on the test and get a bad grade
6th	They are a good amount of tests and quiz
6th	How many questions are on the test
6th	IT IS ALWAYS AT THE BEGING OF THE SCHOOL IT SHOULD BE LATER IN THE SCHOOL YEAR
6th	That they sometimes have a lot of questions.
6th	i kinda of think it is a little on the easy side and i also feel like im learning 5th grade things again
6th	i think we should have test at the end of every month or in the beginning of the month.
6th	not being perpared
6th	that they sometimes have too many questions
6th	i get scared if i fail
6th	some of the test we do, we didn't have enough time to learn about
6th	Questions I I don't Questions I do not know.
6th	What concerns me most about all of our test including formative, we have too many which gives me a lot of anxiety and stress. Every test I take, or every essay I write, and even every project I make I feel I'm going to fail!
6th	my concerns are if they put to many difficult questions on it.
6th	too boring
6th	At least give us more time. Like every 2 weeks we do a test.
6th	thaey are too hard and techers are strickt
6th	im goona fail
6th	they are to hard
6th	I hope that get a better on any of my tests that I have taken
6th	I Really Don't Have Any Concerns Because After Every Unit You Learn/Know You Take A Summitave is 70%
6th	I believe that the tests are pretty useful at this time being.
6th	they might have questions that don't make sense to ME BUT FOR OTHER =S YE S
6th	Will i pass? Will I get a good grade? Will I have to take it again?
6th	i feel is like hard because i do know that much ingles
6th	i feel that is in the middle that is not that hard and not that easy.
6th	That there to long
6th	What concerns me is for me to get a good grade on a test.

6th	My Concerns Are That I Will Forget The Answers And I Would Not Do Good On My Test And Also Sometimes I Feel Like I Did Not Do The Stuff In School On The Test But That Was At My Old School
6th	Math test are hard.9
6th	i am concern that i cant bring up my grade back together
6th	ELA test are like so hard
6th	My concern is that they only should give us 2 day to study guide, what we have to study and then we have like two more days to finish the real test.
6th	some are hard and some are easy and i take my time so i don't get a low grade.
6th	why can't we stop using scantron
6th	My concern is that they only give us 2-3 days to learn that unit and half the stuff they teach us is not on the test .
6th	over wellming test.
6th	if i fail
6th	That I'll get a bad grade.
6th	that if am going to have a bad grade
6th	are there questions we don't know the answer to that we have not learned
6th	i get scared when i take them
6th	That i will fail the test and get a bad grade.
6th	In the test its too much
6th	I don't have any concerns about the tests that we take.
6th	i do not like the common core test when they tell you to give like 5 answers for each question and you have to study a lot for a lot of the test
6th	one of my concerns is that if we take to many tests it can make us very stressed and when more work gets tossed at us the next day we feel stressed and we don't want to do the work
6th	My concern is that most of the tests for all of the subjects are on the same day.
6th	The teachers do not give us enough time to tell us that we have a test.
6th	that if i stued hard and long enough
6th	Some tests are not multiple choice which i have more trouble on.
6th	I think that they have the right amount of questions.
6th	test corrections
6th	if i study enough if i'm going to pass
6th	There is way too much and they are always on the same exact day every week. Almost every week i have 2-3 tests.
6th	Failing to many and then screwing up my grade.
6th	they take too long and they are hard
6th	i thing some tests we don't get enough time to study
6th	That I will get a f and fail and also that we dont have enough time to study
6th	i get concerned when they are more than 20 questions
6th	not enough class time to go over the unit.
6th	I get concerned my computer wont work which they never do.
6th	There is to much and we dont get any help with directions. Some times it takes about a week to get our test scores back.
6th	That when you study it helps you but when you study they give you a test but it looks nothing like the study guide or the questions to help you on the test.
6th	not enough time to study
6th	they are sometimes hard and i get nervous. The tests are also confusing sometimes.
6th	You need to study,a lot

6th	i think we should have no tests!
6th	I don't have any concerns.
6th	Getting a good grade on the test.
6th	I pay attention in class but sometimes my best is not good enough and when my parents find out they will get mad so i really try hard so I can do good and my parents can be happy.
6th	I might fail.
6th	there are to many question on the test and it is really difficult
6th	Does the test hurt your grade? Can you fix your test before the end of the marking period to change your grade? Can we get some study guides for all tests because sometimes we don't have study guides, and cant do great and sometimes we cant always use our notes, and sometimes the teachers surprise us with tests like a pop quiz?
6th	is this going on our grade?
6th	A concern there is that we don't have have a lot a time so it kinda makes me rush.
6th	We are given a little bit of time to complete test and its kind of hard for some students to sit for a long periods of time we need to have a brain break thats why alot of students ask to go to the bathroom so many times during the test.
6th	well a teacher doesn't give us the right time that we are supposed to learn like we learn a lesson for 3 days instead of a whole week
6th	we should get more time to do the test.We should also go over the hole test after to see how and why we got answers wrong
6th	if i do good on the test and that if i am going make to the next grade and that sometimes i get frusted and i dont do so well on the test
6th	the difficulty of the test
6th	sometimes i wonder if i am going to fail or if i am doing good
6th	I don't know the answer.
6th	it is good cause we learned about it so it not hard when you study for the test
6th	They take a little much time to do and a little confusing.
6th	I think the test are sometimes hard, for kids who study but cant remember what they studied.
6th	its too many tests I cant consitrate straight
6th	That I'm not going to under stand what there saying the way they write it.
6th	some of the questions are to hard
6th	there too long and hard kind of like my dick
6th	if they will be really had and if I will not get it
6th	my concern is because we have so many tests, you forget about one then forget to study and you don't do well on the test and it effects my over all average.
6th	what i'm mostly concerned about the tests are that sometimes the tests get too hard at at times.
6th	I feel like some of the tests are very long, they are multiple pages.I guess I'm just used to shorter tests but sometimes not all the time but sometimes they feel long.
6th	i have the cocern about when i dont finish a test the teacher just takes it wen the time is over and what ever i dont finish is marked wrong.
6th	That I hope i don't study.
6th	the tests are somewhat easy for me and I can finish them very easily and I am worried that I will rush through and not get the questions that are right there correct and they will bring down my grade
6th	there are too many questions
6th	I feel like some of the test are to hard but then it could be hard at the same time .
6th	I am afraid that I won't do well and my parents won't let me come home for some reason.
6th	if I will get a good grade
6th	Concerns I have are that I will do bad not get a good grade.
6th	Too hard and too long.

6th	sometimes in think there are too many questions and sometimes i think that there are too little questions
6th	There is too many questions on the tests sometimes.
6th	since i am in all honors classes the tests can be challenging sometimes, but other than that the tests are fine it is just some of them that can be challenging
6th	i think its fine the have tests to show what you no about the think you learning about
6th	some answers are hard.
6th	my concerns are thare are to many tests students take they need rest to prepare for the test and mostly me, I need more time to study because we are getting the tests to soon or to late and if I have more I will inform you about it because im very angry.....
6th	I'm worried that the tests will be to hard to do and not enough time to do it or to prepare for it.
6th	My concerns are that I don't know what the test will look like.
6th	i have concerns that one test will be a lot of my grade and that will bring it down.
6th	some concerns I have are that to many tests are givien at once and the teachers need to talk more about how to distribute their tests more through out the year. I cant have a math test and then suddenly have a big reading test
6th	That the test may have the wrong information and I will get it wrong.
6th	completes the test
6th	that I haven't studied enough, or that I'll get a bad grade, or that my parents will get upset at me and I'll get in trouble for getting an okay or bad grade
6th	translator needed sometimes
6th	The thing that concerns me the most is the studying because I have a lot of homework to do and on top of that I need to study and we don't have enough time to study
6th	the people will think we are aliens from outer space.
6th	anxiety
6th	What concerns me is how much all the testes count for and what this tests counts for.
6th	Some of the stuff i don't know about and i think they should give out tests that has stuff we already know.
6th	i get concern when I'm doing my test because I'm worried that I'm going to get a bad grade.
6th	I think that we should cut down on some test and they should be for all the main things we learn in the school year. Also, we should have more studying time in class because people with busy schedules don't really get the time to study.
6th	About getting an extremely bad grade.
6th	what i'm concern is that kid always have to take alot
6th	What concerns me when i take tests is when i'm like am i doing this right or not?
6th	that I will fail and it will mess with my grade
6th	I sometimes have trouble answering test.
6th	that when we finish test we should be aloud to use our phones when there on silence.
6th	some of the teachers a mean
6th	when you study one day and you forget the answer the next day
6th	that when someone done the test that we should us our phone but with no sound.
6th	that we get tests every friday
6th	it is hard
6th	i think that we are given the right amount of tests
6th	not getting a good grade cause middle school is harder then elamentry school its not easy no more all I know is I don't want to fail I want to pass and not get held back test complete the unit your working on soo crossing my fingers.
6th	Some times you don't know what to study, then if you don't study the right thing, you get a bad grade
6th	I think most tests are easy in math and social studies
6th	it sometimes gets me mad



6th	my concerns about the tests is if I don't what the subject is it in.
6th	1.if yall was to give me a 1-10 rate for how easy and how hard for easy I would pick 1 for hard I would pick 8or9
6th	Getting the answers wrong.
6th	i dont like tests
6th	Some of the tests are either WAY to easy or to hard
6th	We have too many test
6th	that they take to long to do and are given to much
6th	The one test I don't like is the smarter balance.I like DCAS better we shouldn't do the smarter balance we should just do DCAS instead.
6th	we have tests in each class at least once a week and we stay up studying and don't get enough sleep and then do good on the tests.
6th	that i will get low grades on them
6th	that teachers sometimes give too much tests.
6th	some tests are hard and some tests are not hard.
6th	ive been here for a little bit and i might not know every thing
6th	All test are great and very help full {awesome}.
6th	When should have some teat because it is to many test.
6th	Some confuse me,but most of the time I'm good.
6th	there not that hard its just that there sometimes out of no where
6th	i don't need tol tack the test.
6th	test be coming up to soon
6th	Some teachers get me scared because they say this test is almost your whole grade the day we have to take the test instead of telling us before we do it so we can make sure we study hard and if we didnt we might fail.
6th	i don't want no really hard tests and i want time to study for the test.
6th	all the english test are really long and math has way to many test wehave the right amount of test in science
6th	My concern is if we take to many tests then we will not have a chance to learn anything else.
6th	how many do we take in the year.
6th	my concerns are if they give us study guide but some of the answer are not on the test. also that they give us test to early and then when we go do the test some of the answer we don't know because we don't know it
6th	the test is difficult is math i don't understand the question
6th	some of the questions are from 1-5 grade and it's hard to remember
6th	test are to long
6th	some of the tests i take is really hard
6th	I think the teachers should help u a little bit, and the questions should be more understanding.
6th	Why is it so important to take so many tests?
6th	a lot of people take many tests
6th	the questions sometimes i don't get
6th	they do it to see if you know everything there going to do in your grade to see if you need help or not.
6th	The questions not being able to be understood.
6th	there all boring
6th	math test is hard to get on
6th	sometimes you have to think really hard for a very good awnser
6th	kind of easy

6th If i am going to fail this Test or get bad grades

---

6th good

---

6th that i won't have enough time to study or get the test done.

---

6th there kinda hard :)

---

6th percents,decimals,and fractions,math

---

6th Its too much work and a lot of question

---

6th that they should be that hard and that the test she bee at lest 40 page's and that when your done they should see your score

---

6th that they will be more test and they are hard.

---

6th they are hard

---

6th i don't really like test with 100 questions or alot of questions cause i think it takes up alot of time

---

6th some times there to long .

---

6th I goingto take 20 tests.

---

6th The concerns that i have for test is that teachers have us learn a new lesson and then we have a test on that Friday.

---

6th some of our tests are really complicated and hard too understand even tho we have them right materials alright so

---

6th it is enough

---

6th I think that we need harder questions.

---

6th that we take them to soon

---

6th i think there is to many test and i think they sould give us a brake

---

6th if they are online privacy

---

6th we need to take more test

---

6th some test are too hard for the 6th grade

---

6th i think if teachers keep giving test students to many test they will forget other stuff they they learned previously.

---

6th I think the some or the test are hart to take.

---

6th What ever's on the test the questions may be very hard, or easy.

---

6th I feel like some of the teachers give students unfair tests some times.

---

6th when you take the test you take your time by looking through form your test

---

6th My concern is if I get an F I could repeat grade which could make my parents not be proud of me which I would disappointment in myself.

---

6th well, some test will not let you see their test score.

---

6th I'm worried about my test grade.

---

6th it is kind of easy

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6th My question or concern is do we have to take most of the test again through out the year. and why do we have to take DCAS every year we already have to take smarter balance, class tests, quizzes, SAT, and DCAS itself?.

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6th When we take the tests I feel like they put stuff that we didn't learn.

---

6th it is stressful and hard he have to do test like every Thursday or friday

---

6th they are too long

---

6th I think that we should be able to zoom and also have a choice of having the passage and answers read to us.

---

6th Sometimes they give you questions about topics you haven't learn in class.

---

6th how good am i going to do.also what kind of questions are on it.

---

6th I feel like I'm not doing good on the tests.

---

6th that I might get everything wrong

---

6th	that they wont explain the problem as good as they should
6th	Maybe you can not know what's on the test and get a bad grade.
6th	that I will fail or not get a good grade
6th	Students might get to confused with all th testing
6th	Some of the questions we will most likely not use in the future.
6th	The teachers dont really let us study before the test .
6th	Sometimes there is not many questions that do not really matter.
6th	I think the tests are important but I don't think its fair that when we come to school we always have to take tests. Again just because we come to school it doesn't mean we aren't human. I am sure many of my peers don't enjoy taking tests either, so all I am concerned about is we should also be treated like humans. Not like experiments, and tests show us that we are experiments.
6th	im worried about getting a below 80 on a test even if i know the ansers
6th	If I fail or not ready to take the test because we didnt get enough time to learn it
6th	im worried that if I do bad on that one test my grade will drop treminisly because all test are 70% of youre grade
6th	the teachers should go over what's on the test first
6th	it's weird kinda because it's weird for me when people ask me quuestion.
6th	it's weird kinda because it's weird for me when people ask me quuestion.
6th	if the test will be easy or difficult
6th	that the work becomes less weok like not that much papers
6th	there kind of hard and some are easy in math the test are hard.
6th	si ba hacer en espanol (in Spanish)
6th	If the test has difficult questions
6th	Somethings are hard to do and I get worried about it.
6th	what concerns me is that most of our test are taken before we learn what is on the test to see what we already know. but most of the stuff I never learned in elementary school.
6th	that we're gonna have alot more than elementary
6th	Some of the questions dont make sence.
6th	My concern about the test is the reading because sometime it hard for me to pronouce the word.
6th	They are sometimes too long.
6th	if its going to be hard or not
6th	If they are really nesasary to have so many tests and if we do them for a good reason
6th	getting a good score
6th	One concern I have is that the test may get a little harder.
6th	It concerns me if I don't know how to do the questions because if I don't know how to do them I have to guess and if I have to guess it would be hard and I might now get it right.
6th	i think that the amount of test is fine but just a tiny but of to many test
6th	The SMI test was easy and some I didn't really know.
6th	I am concerned with what the test will do to my grades
6th	some classes don't give you enough information to take the test with
6th	My concerns are that I don't know what many of the words mean so I'm worried that I'll get a bad grade.
6th	some classes don't give you enough information to take the test with
6th	that if I do poorly it will bring my grade down
6th	becuase the state is giving to many test and I think it to much work for kids

6th	They are way too long and stupid! You guys over test all of us its dumb!!!!
6th	Mabye we should do more practice no matter what so it will be easier to understand
6th	I think school lunch should have more choices during lunch. Also lunch should be longer. Another concern I have is clothing kids would be warmer wearing jackets, zippered coats, and fleece's during class. kids in middle school need to go outside and exercise.
6th	Some concerns that I have about tests that I take is that some of the questions I don't understand. They are too hard and sometimes the teachers don't explain the test correctly and that why we get a low score because we take too many tests and we don't understand them.
6th	that i might get them all wrong or that i might not pass that test
6th	alot
6th	failing or not knowing what to do
6th	For math,I am afraid i will fail because math is my weak point.
6th	i always worry about passing a test some of them are to hard and not so easy like they need to teach us more
6th	Well some of the words or problems i did not understand.
6th	we should have a test in every unit in every class
6th	it is easy
6th	many things in the test I don't even know yet and the teacher didn't tell us yet
6th	they are hard
6th	some tests are vey long
6th	I think the test I take help me learn more and remember what I study.
6th	sometimes i get a little nervous about my grades from my tests
6th	that there is so many test that its sometimes hard to remember all of the things all my classes teach me.
6th	concernes that i have with tests are that i can completly understand a subject just make some simple mistakes and that effects my grade if i understand a subject i dont see why i need to take a test and that makes my grade and make a simple mistake on that test and their goes my grade its just not very accurate we get to much and they effect my grade so much
6th	Tests are tricky and you have to papare for them I understand that but Smarter Balance when your teacher is prepping you for it it is Confusing ,and when i take the test I'm unsure and nervous. All of it just dosen't make sense also the time period is way to long someetimes it makes my eyes hurt plus what if i didn't get a good sleep that can effect my whole grade. Test are to long and there are too many.
6th	the questions are pretty easy
6th	the are pretty easy a little bit
6th	I think some questions on tests are unnisary
6th	that we we are given to much work the week of a test and can't have enough time to study.
6th	I get nuve is when I falid
6th	what is a we need to take the quiz it is so (-----)
6th	if I get a f
6th	I can ask for some help so I can know what the question means.
6th	Getting lower than b's because I want to get good grades and not fail any subjects because I don't want to fail 6th grade witch that means I would get held back.
6th	my concern is that the test are sometimes about things we havent really learned about.
6th	One concern that I like about test taking in my grade is that the extended response questions are very specific and make you dig for the correct answer
6th	I like to do open book tests I also like to do tests on lined paper or my writing goes up and down
6th	i feel like i am gong to fail the test when i get the test.
6th	I am just concerned about the time that's all.

6th	If I get an answer PRETTY CLOSE to the exact answer, I AT LEAST deserve 1/2 a point. :)
6th	if im doing it right
6th	the concerns that I have is that I might not study enough so ill fail the test
6th	i im somethims concerns about how to do them.
6th	It is to long
6th	why do we have to take the tests from last year and answer the questions we already know
6th	there is a lot of test
6th	why do we have to take tests? Some of the tests are confusing and complicated.
6th	the test is not enough is not easy
6th	it has to many questions
6th	if IM getting the questions right or not and what's my grade going to be
6th	It would be like, " i don't get it" or " i need help
6th	i think the test have alot of questions.
6th	That the test are some times hard and sometimes its not.
6th	they take so much time and I can never focus on it
6th	survey monkey
6th	i think that teachers give the right tests that we are doing in school.
6th	the concens i have about the tests is that they are too long and some of them i dont know any of them
6th	we take like 3 evry 1 week
6th	I THINK THAT STATE TESTS ARE VERY HELPFUL BECAUSE THEY HELP TEACHERS DETIRMINE WHAT YOU KNOW AND WHAT I DONT KNOW.
6th	the concerns are the tests ar easy
6th	that I get tests about math English Eld and social studies some times their hard
6th	i have not toke any
6th	well i was NEVER a big fan of tests disbite taking many. i just think that were taking too many tests
6th	the tests are hard i dont get half of the questions
6th	its too hard and should be private
6th	once the teachers check your grade why cant we see are grades right away.
6th	some reading test is kind of hard and kind of right on.
6th	to not pass the test
6th	i am scared that we might not passed the test or even pass grade
6th	they are to hard
6th	to get the answers right
6th	I get nervous
6th	am i going to past the test.
6th	what kind of quistions do they have
6th	some of the tests are hard for me and some of them are not so hard but i still get them done.
6th	I think the test are a a little hard but for the most part there ok thank you
6th	that try harder and tests we took was a state test
6th	What concerns me more is the fact that we take one today and the next 2-3 weeks we have another test. thats what concerns me more.
6th	What concrens me is that many students have to study for test almost every night just to get a A but that doesn't matter to teachers at all.

6th	That they do not tell us what is the test about and what type of question are there going to be on the test.
6th	That they do not tell us what is the test about and what type of question are there going to be on the test.
6th	Im concerned if i fsail the test.
6th	there all closer to each other and just to many
6th	i dont have any concerns.
6th	some questions are really hard are we havent studied them in our pierod
6th	I have concerns about the examples if they dont seem right.
7th	The reading and the com pression
7th	if it is a important grade or not and what happens if you fail it
7th	there really taking to long
7th	if they are two hard or to easy
7th	Will the test be related to what we studied in class?
7th	They are too long and take too much time. During this time students are not learning anything and up to a week, or 35 hours, is being spent on these tests.
7th	I'm concerned the grade I'll get and how it will effect me in the future.
7th	I don't always know what kind of questions on going to be on some of the tests, so I am unprepared for some tests. But I guess that is kind of my fault for not being prepared.
7th	I think we don't have to take a test each week in ELA, and a test every two weeks in science.
7th	Test that don't have a lot of questions are hard because if you mess up on a few questions, you can get a low grade.
7th	I am concerned about whats on the test I think we should know what the test asks before we take it.
7th	For the English tests, people are always getting them wrong because the short answer tests they give us look for specific answers. Instead of us just answering the questions the right way, they look for you to say exactly what they said, and we dont know what they said so we always get them wrong. i am good at english, but i am getting bad scores that are threatenng my grades because of it and i am very angry about it. please change them. i sound angry
7th	Incorrect grading and not giving a chance to make any corrections, this only happens sometimes.
7th	In english there are only a small amount of questions so if I get a small amount of questions wrong I can still get a bad grade.
7th	I think that they are a little too long some of them.
7th	Like 2 days to study.
7th	In English we need to know the story more before we take the test
7th	they are open note so we don't learn much.
7th	they are hard
7th	sometimes if it counts as a grade
7th	to many tests
7th	My concern is that there is to many points on one question so if we get that question wrong it can take that grade down alot.
7th	i think that on some topics we have not even learned the basics to them so we dont get the question right.
7th	am i smart enough for this test i feel like im going to fail im not confident in myself.
7th	the fact that i failed or not
7th	how hard they are
7th	If you are going to make us do a lot of test at lest make them easy for everybody to get an A.
7th	My concerns are the english tests. No matter how much i study my test scores are not really getting higher.
7th	My concerns are the english tests. No matter how much i study my test scores are not really getting higher.
7th	too hard
7th	they are a little hard

7th	they are a little hard
7th	Are they things we went over in class
7th	they are a little hard
7th	i no like words
7th	they are a little hard
7th	I don't like them because they are herd and also boring the test might have things on it that we don't now and we kids might get a f on it.they make other kids mad and we have to wait so they can start there test and some kids don't study. so they get an f on there test.the kids take a l of time doing it and some are and some are n
7th	Some tests are basically the same as some tests we already had.
7th	I need more clarification on how to do the stuff I'm taking a test on.
7th	I am concerned about the Smarter Balanced tests. Last year, when writing the essay portion of my test, I wasn't able to finis so I paused it. When I tried to make up my essay later, the test had said I already finished it, although I hadn't. That meant that I sent an unfinished test to be graded, even though I had clicked pause. Please fix this issue, I really don't want to get a bad score because of a malfunction with the test. Thank you!
7th	They give you little time to study. And when they do give you a test it's a lot of work.
7th	i am afraid the are to hard and are going to fail ever if i study
7th	When ever we learn anything it always goes back to Smarter Balance. Can we learn anything without having to make sure we understand it just because it will be on Smarter Balance??
7th	I don't like taking test on Schoology I think I would do better if I did it on paper but I know its all in my head
7th	Some things are hard to remember
7th	you do not get told what you get wrong
7th	Tests are hard but it should be. There should be less tests for that reason
7th	After we take the tests, if people are confused and or get a bad grade, then we don't spend much more time going over it.
7th	I am concerned that I will not get it back, as I want to see what I got wrong so that I can learn from it.
7th	some times the questions are worded weirdly
7th	How many question is there
7th	if i do not studie the day before
7th	to get the questions rong
7th	How long they are
7th	about typos
7th	it concerns me that they are giving us the right number of tests that they give
7th	We never have enough time to study because of different test in different classes.
7th	the test were given have to many questions which students stress about finishing them so they rush and get nit a good grade.
7th	They can be prety long if they were shorter they would be so much better
7th	The teachers don't give test results fast enough
7th	my concerns are that if they keep giving us this many tests than my grade will go down alot
7th	That some of them are hard and some of them are easy but you have to challenge your self for any thing in your life.
7th	we don't study enough
7th	My concerns are if the tests are too hard, or if i don't know whats on the test.
7th	too long
7th	The concerns i have are that sometimes i don't get teached the amount of things on the test and that sometimes i'm pressured to finish because of time
7th	good
7th	well the state test make people very nervous but other than that it's nothing else

7th	Getting a bad grade if I don't know the material.
7th	They tell us when it is the next day and not a week early
7th	How I do on the tests.
7th	their to hard somtimes
7th	Some of the tests in this school are no useful
7th	most of the test that we take are pretty long and we only get a certain amount of time each day to work on it.
7th	the concerns i have is that your studying all night and week but still don't understand and you goto your teacher and they explain it the same way and then you faikl the test
7th	Why does it not affect your affect your grade when you get a good grade on your test but when you get a bad grade on a test your grade goes down a lot.
7th	Each marking period we should have to do easier test
7th	they count for 70% of our grade and some kids aren't good test takers
7th	That I don't really know how to study so its hard o get caught up on it but in most classes I'm fine without studying.
7th	Why do they cost so much summative points?
7th	That they don't give too much now
7th	they are really hard and we don't get much help before the test but after they make sure we know how to do it
7th	Sometimes they are too long. They stress us out because sometimes we don't know the things.
7th	If it is easy or hard and if it is long.
7th	I mite fail.
7th	Some teachers do not explain the test or quiz enough during the lesson
7th	My concern is they are to hard and there are too many
7th	people should deserve the chance for extra credit and retakes
7th	I feel that it is a bit uncomfortable to immediately start tests on computers.
7th	that the tests are always to long and can put to much stress on students so they might have breakdowns or get nervous which could both effect our grades we get with dcas and finals extend the time in between each test,
7th	Sometimes it is very stressful.
7th	the test stress students out, they don't teach us anything, and the teachers are very stressed out too
7th	I feel like sometimes I get too nervous, and that can effect my score. Also, when I take tests, I don't want want one test to effect my whole grade average.
7th	if im ready if my teachers preped me enough if i remembered to study
7th	Sometimes I feel as though some material on the test is not specified during lesson time. Therefore I might not know what to study for.
7th	The teachers make the test to important. You then get stressful and mess up on the test. The test is worth too many points.
7th	Too long
7th	that there are going to be much question or really confusing questions.
7th	I think it is good have tests but not too many tests.
7th	They have on the test stuff we didn't learn.
7th	I'm concerned about something being on the test that i might have forgot to study. Also too many points on a test.
7th	if the teacher does something wrong on the test,or they don't teach what is on the test.
7th	why are there so many questioun
7th	they stress students out and are normally hard
7th	teachers don't teach whats on the test
7th	some things on tests aren't teached enough also its worth to many points
7th	Sometime the questions are confusing



7th people will cheat off of me.

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7th Tests really work some students up and that can be really stressful for everyone

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7th I am concerned that the tests may be on material that may have been glossed over.

---

7th it to hard sometime dont now

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7th I have no concerns with the test at this school.

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7th The questions are changed around to try and confuse you and the tests I have are constantly every week or multiple times a week.

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7th There are to many questions and to much righting witch makes our hands hurt.

---

7th That students will not have enough time to study for test because of all the homework they get from other or the same class.

---

7th they are giving to quick

---

7th I get really nervous before

---

7th That they take to much time and its hard to concentrate.

---

7th i get really nerves

---

7th there to hard

---

7th Why are they so long

---

7th so for the test i take so of the questions i do not get

---

7th That I might get a bad score on it.

---

7th They should give us more information about the test, so we have an idea to what to study.

---

7th they make them hard

---

7th The concerns i have about tests is getting the questions right.

---

7th i think we read too many passages for tests

---

7th that they don't give us enough time to do the essays for each class

---

7th The more test we take, the more I get bored and don't pay attention and I am not the only kid who thinks this.

---

7th what if our teacher doesn't have enough time to teach us whats on the test and we get a bad grade.

---

7th to much and to hard.

---

7th Some times we take test that have too many questions and sometimes we have no idea what the test is talking about

---

7th give us more time to study it makes us have pressure when their is a test coming up.

---

7th what my grade will be after i take the test

---

7th why do we take more than we have too, plus decas

---

7th PAPER AND PENCIL! NOT SCHOOLGY! PAPER AND PENCIL! NO SCHOOLGY! PAPER AND PENCIL! NOT SCHOOLGY! PAPER AND PENCIL! NOT SCHOOLGY! PAPER AND PENCIL! NOT SCHOOLGY!

---

7th I don't really have any concerns. I think the tests are alright, overall.

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7th are there going to be harder and harder over the year

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7th Some of the test i take are easy and some are hard

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7th That im not going to do well.

---

7th The tests aren't useful unless they are made to understand how a child learns.

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8th If the tests are on something I have learned for a short period of time like 3-4 days.

---

8th they take to long and they be get on people nervous cause thry forget to study or dont have enough sleep

---

8th The concerns i have are if there is anything on there that we haven't gone over.

---

8th All tests we take on top of the test.

---

8th not being prepared enough for them

---

8th some stuff we dont know

---

9th	Things on the test is not compared to the things we have learned, also the time we have on test.
9th	How well I will do on it and the grade (if one) I will recieve.
9th	That the SAT's are timed.
9th	They are sometimes hard to understand some questions don't make any sense at all.
9th	We get too stressed out about them.
9th	Do the tests really matter to get in college?
9th	Sometimes I think we didn't get enough time but we get test every 4 month
9th	Tests gave me information.
9th	When we get a test its something we learned but a while ago, like if we learned a new chapter then we should take the test like 1 week after not a whole 2 months.
9th	I don't understand because I don't really understand the classwork.
9th	it lcy but i can anderstand
9th	tests gave us information. and tests is to hard.
9th	So as i think its ok. Sometime we have hard, sometime very short test. So as i think its good to have beter type of tests in school. i am good and I can do that tests.
9th	tenoy mas tiempo en los examenes como para entender las pregunta a reflexionar en las preguntas. (have more time on tests to understand the questions and reflect on the questions)
9th	the tests are difficult
9th	It just too much testing for school.
9th	how are they really benefiting us?
9th	It feels like there is a giant test every 1-2 weeks.
9th	I think some of them are pointless because they aren't helping me in life.
9th	If I do bad on them then I won't be able to pass because it would bring down my grade.
9th	The tests are sometimes too much and really stressful.
9th	Too much
9th	If I know the stuff we are testing on.
9th	Just some from the beginning because I wasn't here to know the stuff but I only had to worry about civics.
9th	it's to long plus it written all the time
9th	Sometimes I don't understand something at all on a test and am forced to guess
9th	some a really difficult
9th	Too many questions on each tests we took this year
9th	There to long and they waste time
9th	That is may be hard
9th	They are too long
9th	Have concern that I won't do well on it
9th	The tests can sometimes be too long
9th	Maybe if we have a test and the teacher surprises us with it and we didn't know what to study.
9th	On some tests there are things we haven't learned yet and that brings our test score down.
9th	There may be certain material on the test that we never clearly went over.
9th	It can kill our grade.
9th	too hard man
9th	that i cant find the right answers sometimes.
9th	we get over 5 test a week and its too much.

9th	we have had too many tests within the first few weeks of school.
9th	The concerns i have for the school test is that most of them are things we just learned or we don't know and some of the teachers expects us to know them the first day.Sometimes they give us test everyday.
9th	not being preparad
9th	the concerns I have about test is that we get too many through the school year and it gets me stressed for how many test you give us.
9th	somewhat they hard
9th	The tests we take are a bit to hard.
9th	That they come so fast and we only go over half of the things that are on the test and we don't get make work when we ask.
9th	it just that to many test hurt your head but helps you learn
9th	Its a struggle.
9th	i feel as if the teacher dont teach us enough about the tests and makes us figure it out own our own. i also feel as if they dont give us enough time.
9th	there to hard
9th	They're so boring and I learn nothing from any tests what so ever because any test is really useless
9th	too many questions
9th	That I might fail the test.
9th	if I passed my test or not
9th	They are too mind tricking, like we would learn what to do, but then when the tests come its a completely different thing than what we learned.
9th	if im going to fail
9th	What concerns me of the test would be the lack knowledge, some things aren't well taught.
9th	The fact that i have to prepare for so many tests causes me to become stressed which could hurt some of my concentration in other classes.
9th	Questions with subjects not taught by teachers.
9th	in dont like them
9th	There are to much and it's really boring.
9th	I am concerned that with all the tests we take, if I do bad on one my grade will go down a lot and I will fail for the year.
9th	Sometimes the test will cover things that my class hasn't talked about for months
9th	they dont show how much you know
9th	The test are usually are harder than the work we do in the class.
9th	how bad will they affect my grade
9th	the tests are very stressful, I always feel pressured and stressed, please help.
9th	My concerns are if we take too many test I my feel stressed out.
9th	why are there so many test
9th	the math test is always harder than grade level. And for the pre test its all stuff we dont know then they send letters home saying below standard. Also we should get after school tutors for practice for decas test.
9th	The concerns I have about the test, are that there are to many test that we have to take.Most of them are not even what were learning or about to learn.
9th	They should explain the questions better and to not make it long.
9th	tests cause some students stress and puts students on edge
9th	Your not giving us students enough time to remember and practice what were learning.
9th	They are being taught to.
9th	that if I do bad my grade will turn into a f
9th	im scared that im going to fail the test

9th	i have adhd so these long test i have trouble concentrating on them
9th	theres no point of the tests like dcas and stuff it just waste my learning timme
9th	they are to long
9th	the concerns i have about the test is that theres to much test and we can only study one test instead to much test and we can get confused there to long
9th	if we keep taking test it will be nothing else to learn about.
9th	to many pages
9th	The only concerns that I have about these tests is that if I fail one, I might not Graduate.
9th	if I can use notes
9th	that we have not learned enough cause of bad kids
9th	I feel like I have to rush sometimes.
9th	I think that there should be less test because you get a type of stress you out but as long as they are 30 Q short then i agree with it.
9th	I wont too many test in this school because I wont to past grade and I wont to have good grades in this school and I wont to many test because I wont to graduate high school
9th	There should be no tests!
9th	There is alot of test and there should lower the test down a little bit.
9th	why are these test so long why do we have to take them every school year why do we have them in the winter fall and spring
9th	the test mite have things iv learned but only 2 or 3 questions. so why do we even take it?
9th	when ever one talking and when I get to I have to start reading big storys
9th	because they what to know about you
9th	we do not want a lot of test every moth of the school year
9th	i dont like takeing tests it is to much
9th	STOP DOING TEST
9th	We dont need to be Taking soo many tests !
9th	we have to many test and the test are to long
9th	we have to many tests. And sometimes they are to frustrated. And if i don't know how to do them i have some headache.
9th	sometimes we have 2 tests in a row and by just not doing 1 your grade goes down a lot and gets you in danger of failing that class.
9th	Us having too many tests and to make it worse it counts for 75% of my grade and im not good at taking tests at all when i take them i get like scared or something of failing the test and i end up failing most of the time.
9th	its like we take one in all my classes
9th	i think it is a good amount
9th	if I fail or if its to hard I get stress and nerves
9th	there are too many back to back. its a lot to remember because they try to rush when teaching you the information for the next test.
9th	the tests that we take are too many ,and we don't get any time to study do to all the tests that we have to do for each class.
9th	With my concerns on test, well I get stressed out over some test because I've been like since I was little going through schools and I still get stressed. To me it depends if the test is something I learn that day of the test i will get overwhelmed and put my head. if I think I'm bout to give up on any test I will take a breather cause I don't want to give up on a test that will cost me my grade. And without test it could be hard to pick up grades cause test can save our grades in the long run.
9th	Through out the year we get we get 24+ test every marking period.
9th	they get to hard and they dont give us the right resoures
9th	Having so many tests makes me stressful and I break down, and then I start to kind of shut down
9th	my concerns are that i get stress out way to much

9th	its to hard to do and it brings my grade down every time i take a test and its to stressful.
9th	we take 24 tests a marking period not including , dcas, sat, and exc.
9th	i feel as though that we cant concentrate on everything at the same time it makes our head spin if we don't stay focus on our things we worry about our grade we going to get and everything else
9th	My concerns about taking too many tests are that you might fail the test and your grade will go down low and then you are going to have to work hard to boost the grade up.
9th	why don't we like learn it before we take it.
9th	We have to have 3 sumitive test each marking in all 8 classes
9th	i stress whenever theres to many test it doesnt give me enough time to do the thing i want to do outside of school and inside. by doing to much testing i have been grow grey hairs and with all this test i get no sleep what so ever.
9th	i think that we are taking to many tests, kids are stressing out about getting answers right,, ontop of normal teenage stresses like, relationships, grades, and sports. people dont realize how many tests we take as students, i think we should get less tests
9th	some a just very hard.it is stressful because sometimes they give u test for like to just get a sumative or to see how u are doing or what u know and sometimes they just pop up and then u cant study.
9th	what concerns me about these test is they take up a lot of time that i could be getting my school work done and trying to get better grades by having time to do work and get my grades up they also hurt my grades sometimes.these days thetre is a test for everything weather we learned it or not.
10th	if I have an AP test and another class test on the same day it stresses me because I want to pass both test.
10th	What's the whole point of remembering stuff when we won't use it again. We know what we talked about so why even take one.
10th	Why cant we use any notes? I believe every test should be open noted.
10th	That I am going to fail and it's going to drop my grade and then in the end, end up failing for the marking period.
10th	The concern i have is that why do we have to explain like write out our answers on test why can't we just get multiple choice questions.
10th	I think we should be given more tests. People always talk about how to become this or that when they grow up, but without a good education people won't do much in life. This is my first year here and compared to my other school in PA the work is too easy, not enough homework, and not enough tests.
10th	The only concern I have about any test I take, is whether I know it or if there is any problems we didn't go through.
10th	Too many test will stress a student out
10th	that I'm gonna do badly and ruin my grade for the marking period.
10th	That the material needed to pass the test wont always be the thing they always review or go over. Most test would score a person (when it comes to a test grade). Sometimes they forget the answers but they know all the criteria.
10th	The test that we take doesn't cover the objective of what we was taught.
10th	The concerns I have is failing I think is bad.
10th	that if I fail a test it will ruin my grade
10th	The English test it's difficult some of the test we take we have no idea what's in it.
10th	The limited amount of time given for a test.
10th	I think we should use our notes when taking a test or take the test and give a right amount of minutes to look back into our notes.
10th	My only concern that I have if what if I don't pass the test.
10th	My grads way to much on my test scores
10th	They gave to many test out they are to hard
10th	I failing really
10th	The stress about passing the tests.
10th	Para mi es muy difcil porque alunos examenes estan en English. (It is very difficult for me because some tests are in English )
10th	Si para my son un poco difciles porque casi no entiento el idioma. (For me they are a little difficult because I hardly know the language.)

10th	For the language of ingles
10th	is too much question we need more time becaus some teachers give us lik 20 minutes for a tets. is depend what type of quiz we take.
10th	We should have more time to do test and there should be three breaks.
10th	too hard, too long, 2 tests for one day not normal
10th	The tests are too long. There are too many tests.
10th	It will be better if it is multiple choice.
10th	sometime it will be
10th	The environment of which I take the test. Too many bad rowdy kids.
10th	That it seem like every class or so we're taking a new test and it is worth 70% of peoples grade.
10th	Like I be doing good but when mid-terms come I just fail it.
10th	Some of them do not make sense, even if you are at school everyday.
10th	That I will fail them and that leading to my grade going down.
10th	That I won't have time to prepare and flunk the test getting a bad grade that I can't make-up.
10th	The concerns I have about the test we are given is that they be way to many questions on one test in a certain amount of time we are given.
10th	doing it wherever other week
10th	That we have to write in every test.
10th	I think if you try on the test you should get some credit for trying.
10th	why is there so many answer
10th	The concerns that I have about the test is that why do the teacher make them differently than what we talk about.
10th	They are unnecessary.
10th	It makes me tired!
11th	Some tests don't help because we don't get tell or teach what we got wrong for example the DCAS test.
11th	The concerns I have about the tests are their oblivious to the fact that we don't cover everything they want in class to be on the test.
11th	The tests aren't entirely helpful to me, or the other students in particular. They denote from my class time where I could be learning about course driven information.
11th	We take a lot of tests and most of them barely make any sense and we will never need that information in everyday life.
11th	I feel that so many students get overwhelmed and quit on test.
11th	The tests are useless in comparison to the work and things studied in classes.
11th	We have to worry about those test when we have test in our classes and other work. It also add to the stuff to worry about and some test are useless unless they help me get to college.
11th	I need to be notified about tests one week before taking them in order to be able to study for the test.
11th	They do not represent your knowledge on the subject accurately.
11th	Some test really don't help me
11th	I dont think to useful
11th	We as students stress to much about taking tests because we already have school test and work to do and adding more test don't make it any better
11th	They take time from class for little to no actual benefit.
11th	The fact that most of my classes have tests every other day. and some of the tests have absolutely nothing we've gone over in class. Nothing I learn in class prepares me for the tests or life.
11th	I don't mind taking the tests but the information doesn't always help with what I'm already learning in school.
11th	some time I don't understand that questions and it's difficult to me answord.
11th	that some of them are hard and that could drop my grade

11th	Because teachers go way too quickly on a subject and then are so quick to give a test causing us to fail because we haven't fully obtained all the information.
11th	The tests take too long to get back to us. They are sometimes too hard to do or they just don't make sense.
11th	I feel as though all the major tests are too close to each other which cause students to stress and not do well.
11th	Just making sure it's about the unit instead of the new unit
11th	How significantly will it affect my grade? Will it raise my GPA?
11th	Taking the test is not the problem, it's how many of the same test.
11th	I feel that there are too many tests given in the same time period. For example, I might have a Math, English, Spanish, and a Chemistry Test all within 2 days. That is too much.
11th	Some of the questions on the math section I never learn in class.
11th	Some time we are not well prepared for the test
11th	Why do we have to take many tests? Why does it reflect on college application? When some people/students are bad at test taking.
11th	They are hard
11th	Why there really gonna try and teach us shit that we never gonna use in the real world
11th	how is it useful to me? do they just give us tests to help the teacher? do they try to trick us?
11th	I take any tests the only concerns I have is if I have the correct notes and enough to ace a test.
11th	In my opinion we have too many tests and we don't have enough time to review material.
11th	I have to be good about this test
11th	They are too long, too hard, & they are way too difficult
11th	I don't know some of the stuff that is on the tests that I've been taking.
11th	they are stressful
11th	It is too many tests and a lot of people's grades go down because they are failing I am stressed because tests are too much and bring my grades all the way down.
11th	they are so hard
11th	Asking some questions that are not in the book we read.
11th	They give us a test that the teacher never taught us about and they're not Pre-Tests.
11th	I dislike them
11th	There are no concerns they actually make you feel better
11th	The problem is the language angles
11th	I think that tests are too hard. Sometime easy. I don't know.
11th	We need more time in the tests. We need less tests.
11th	sometime it will be
11th	Not given enough info for the test, and the right keys for the test.
11th	Teachers put too much stress on students about tests that will and will not affect their grades.
11th	they are hard.
11th	I really don't like the test I think it stresses myself and others.
11th	there too long
11th	really long
12th	It is too much to handle between tests in classes, SATs and ACTs, college applications and other things students experience.
12th	Some tests are completely pointless sometimes. Tests that questions, we never learned the lessons so what's the point.
12th	They give us tests that don't mean any use, like the smarter balance test and DCAS. It doesn't go to our grade so I don't understand why we have to do it.
12th	Short answers are a bit harder and confusing.

12th	What concerns me about the tests are how much they are worth. The tests basically decide if you pass the class or not. Other work done in class does not help you a lot in your work.
12th	all my tests is use full to me. because it help's me remember things.
12th	The tests help the students keep the information that they learn intact.
12th	To pass
12th	Sometimes tests are given out at a time the students won't remember all of the material.
12th	Yes, I have a concern about the tests that no one take exams after marking period ends. Teachers should take exams after each marking period ends.
12th	Why are the questions worded the way they are?
12th	Why?
12th	they test my ability of my intelligence, what if your not a test taker cause I'm not.
12th	They weigh our grade too much
12th	some teachers are extremely hard to learn from and give hard tests that are hard
12th	i don't agree with standardized test
12th	They are managing.
12th	There not about the things that we learn in the year during our classes there just irrelevant test that we hardly know anything on.
12th	there's just too many of them for me to do
12th	The score
12th	They are too long
12th	my concerns are to do good.
12th	If a child does bad on a test their should be away to earn more points.
12th	Why do we take this test that doesn't go to our grade or mean anything
12th	Too many
12th	The tests are random, and we are unprepared.
12th	that they will make my grades bad
12th	The main concern I have about the test that I take now is that I'm usually not prepared.
12th	They are too long.
12th	Testing in school is effectively used to measure our comprehension - however on many accounts I've been in a testing scenario where I have no incentive or understanding of WHY I am taking the test. Subconsciously, not even I answer the questions with a genuine consideration. That leaves me with the impression that I have wasted my time, the data is illegitimate, no growth will come from such tests.
12th	Testing in school is effectively used to measure our comprehension - however on many accounts I've been in a testing scenario where I have no incentive or understanding of WHY I am taking the test. Subconsciously, not even I answer the questions with a genuine consideration. That leaves me with the impression that I have wasted my time, the data is illegitimate, no growth will come from such tests.
12th	My concerns are that it would effect me in college and most of the times i only know how to do a couple topics in the test
12th	My concerns are that it would effect me in college and most of the times i only know how to do a couple topics in the test
12th	They have nothing to do with what we learn
12th	I believe that they give us too much test and the teachers do not understand that we also have responsibilities.
12th	they are irrelevant and do not very much correlate to what we are actually learning. like last year i had to take smarter balance math while in calculus so i was learning how to do much more complicated work but wasnt even tested on what i was being taught.
12th	Who creates the test?, How do they score the test?
12th	A concern that i have about tests are they are sometimes too complicated or that students haven't seen the information before taking the test.



12th	what are all the statistics being used for
12th	The test are on what the state thinks we should know. The test determines basically how stupid we are to their standards, rather than the actual intelligence levels we are at.
12th	The fact that most people could care less about state tests
12th	If i received enough information for the current test
12th	Standardized tests are done out of selfish reasons to make the school look better
12th	They put excessive stress on students
12th	That they are all just used to show improvement.
12th	We dont learn all the material throughly
12th	Students are pushed to do exceedingly well on standardized tests that don't really matter. They place an enormous amount of pressure and stress on students who need to focus on other things like college applications and grades that actually count for something.
12th	My concern is that most of them mean nothing to my future. I try really hard on these standardized test, and I get really great scores, but many colleges do not accept the scores of these test.
12th	Becoming overwhelmed by how many test I have to take and not doing well on them as a result.
12th	The fact that I don't get anything out of taking these tests. They aren't teaching me anything.
12th	That we are overwhelmed when so many tests are thrown at us and that these tests we take do not count for anything towards us and we do not learn anything from it.(DCAST)
12th	My biggest concern about the tests I take is that although I spend my time completing tests and do my best they don't exactly help me get better further on in the year.
12th	The state tests we are given do not effectively show how well the teachers are teaching us. Most of the people do not try on the state tests unless given an incentive and for the pre and post test I know personally I don't try at all on the pre test and kill it on the post test because I know other students won't do as well and I want our teachers to look good.
12th	The fact that they are weighted so heavily that if I mess up one it has a heavy negative impact on my grade.
12th	How hard they are and how long it takes to complete a test.
12th	They are too hard for us 12th graders.
12th	That students take too many tests a day. It will do nothing but stress us out and could hurt our grade.
12th	the high amount of stress
12th	about test number or math or science
12th	We dont go over most of the things thats on the test. Unnecessary stress
12th	I take too many test to where i have anxiety.
12th	Most of the time we don't have time to learn every thing on the test.
12th	There are extremely too many test.
12th	What we study in class wouldn't be in the tests.
12th	how They affect me
12th	We do not learn much of the material on test and there is more concern about passing than learning.
12th	That they are redundant in what they are testing you in and how many times you have to be tested.
12th	we are given too many, and need to focus on actually learning rather then taking all these tests
12th	The tests do not accrutly reflect what we've been able to actually cover and complete in the classroom.
12th	not knowing all the information that the tests ask us.
12th	Too much testing means we don't get to learn a lot because were to busy taking tests.
12th	there are to many of them
12th	Not enough Review and if we do Review it's hard to focus, because Kids constantly talk.
12th	Every week there is a new test.
12th	Every week theirs a test definitely in honors and AP courses

12th	when did we learn this? did we actually learn this?
12th	I don't know why they give so much like people have time.
12th	that im going to fail.
12th	That we are being graded on a test
12th	teachers are harsh for a make-up , re-do or extra credit if i do bad on a test
12th	short answers
12th	I have more of a concern for the kids who take the tests than the tests themselves
12th	Some test ask questions about things that we have never seen or studied in the class that concerns me with my grade.
12th	I don't agree with any SAT or DCAS testing.
12th	how are they helpful to our education
12th	If i am constantly tested for what i know i will begin to forget the material.
12th	That teacher dont prepare students enough and the college board give us too many test that dont mean anything.
12th	sometimes we aren't given enough time or the tests are based on previous years of math and English that we may not remember
12th	They're based on things that we haven't learned yet.
12th	Sometimes I don't understand the work completely because the teachers give it to us the next class. For example, they teacher us something one class then they test us the next.
12th	it doesn't accurately find out what you really know
12th	It would be best if there was just one big test and all of our scores and assessments were based off solely that test.
12th	some don't make any sense sometimes it's really not about what we actually learn.
12th	we have a lot of classes already and adding on a bunch of useless tests that just test IQ or aptitude isn't helping us focus on our GPA out come.
12th	that its stuff i haven't learned or barely know the material that im working on< so its more of a chance of failing and they arent useful.
12th	they're too long and based on things we have not learned yet.
12th	they bring my grade down,i get stressed
12th	The amount of test we take is ridiculous. They take away from class time and don't assess material actually learned in class.
12th	Some students have trouble memorizing the contents for tests.
12th	Students lose focus on their school work studying for all the challenging test we had to take
12th	standardized tests are overly given causing students to not want to actually take time to answer the questions. Giving inaccurate answers.
12th	Either no tests or DCAS
12th	With testes, some people might freeze up before hand and forget everything, like me. So with having so many tests, my grades look bad and shows that I do not know anything. But when I really do.
12th	Its hard to juggle you study time and the tests mess up your whole grade.
12th	Standardized test doesn't have a lot of questions that have to do with what we learn in school.
12th	If a teacher is to give out a test, please make sure the test is on the material taught.
12th	the pretests are not fit to level of learning I am taking because it is all for CP class. The pretest are too easy
12th	smarter balance tests are to easy and quite honestly annoying, please bring back the best standerdized test of dcas.
12th	Too easy
12th	Too easy
12th	that we take too many test on subjects that they do not cover during the period we are learning new materiel.
12th	i think test help me to prepare for the classes
12th	Passing

12th	Not knowing all the material and not being able to really grasp what was taught in the class that the exam was given in . Also not really able to understand what the teacher was really teaching that was going to be on the test.
12th	the tests that i take help to me to know everything and then when i graduate that tests that i did help me for the college.
12th	Failing
12th	Why are some of the questions confusing,
12th	Will it help me pass?
12th	will this level out all of my missed formative assignments?
12th	They are either too tight, time wise to study or review for it. And are often given too many for a single unit.
12th	They're too difficult. The things the teachers teach are too fast paced. They rush right through them and if you don't know, you're screwed.
12th	The state tests take out crucial time in class (I am enrolled in 3 AP classes, and I miss valuable class time by having to take the tests).
12th	Theres too many and if we do bad our grade goes down a lot.
12th	Not every child learns the same way, so the tests should not really count,.
12th	Not enough preperation, wrong preparation
12th	I am concerned that I don't have enough time to take the test and they are graded poorly.
12th	They are very difficult and are based off of memory and not learning.
12th	That we are sometimes given too many at once.
12th	That they only assess what we retain not what we actually know.
12th	The students are not motivated to take them because there are just too many, and they change every couple of years. They often get in the way of learning in the classroom by taking away a day or two and by requiring all the computers and laptops in the school.
12th	The number of tests and the weight of them concerns me. In some classes I have had only one or two tests. This is alarming for someone who is intelligent, like I, but doesn't always preform consistently well on assessments. If I do poorly on one test, my grade is compromised for the entire marking period.
12th	In AP classes, I'm nervous that I understand the concepts, but will struggle interpreting the question. For example, I may understand how to answer a question, but if it is not directly stated, I have trouble recognizing what to do. Another concern of mine is how drastically a bad summative grade can effect my grade. Often times, a teacher will only offer one to two summative grades per marking period, making it difficult to maintain my grades.
12th	I have concerns that I am taking tests on material that I only just learned, and I feel unprepared. Also, I feel like I could be taking tests on material that I do not feel is useful to the class overall. Teachers are now looking to just get summative grades into the system.
12th	my main concerns is how much is too much
12th	The materials are not covered in class
12th	They are inappropriately implemented with the subject that's not in the curriculum.
12th	They're too frequent, and they account for far too much of the grade to be anywhere close to fair
12th	They're quite tedious and take up lots of school time...
12th	I have concerns with what type of questions came.
12th	Is the material that we study actually on the test.
12th	They are too hard
12th	I can fail because tests are such a high portion of our grades, they can bring us down if we do badly.
12th	they are really long and i dont study enough for it
12th	you can complete all class work but fail one summative and fail for the year
12th	ms (----) should be fired.
12th	To be honest taking tests don't make us learn. We have to have a whole lesson with one test at the end of it, not have two or three tests in one day. And these tests are killing us, an stressing us (----) out.

12th	too hard
12th	most of the state tests dont match what we have learned
12th	there too many test and too many questions
12th	Because it's something that will bring my grades down
12th	honestly this summitive formative stuff (----) sooooo much i hate it. Lol why should one test count as 75% of my grade? I dont understand this i always fail last minute
12th	if im gonna pass them
12th	Failing the tests.
12th	The tests are worth majority of our grade. Certain kids are just bad test takers. Personally, I think it's messed up how a single test could determine a kids whole grade. Straight A student's grades could drop because of one test.
12th	there are way too many and not enough are used to our benefit like giving us a benefit out of so many tests other than "improving".
12th	because some teachers be giving test out when some of the students don;t even no what's going on that's why students be getting bad grades.
12th	there to hard
12th	i think as seniors we should only have the mid terms and final exams , because the year is already stressful enough trying to make sure you graduate .
12th	If some tests are just to see how smart we are we shouldnt take it I rather practice and better my self, but some teachers take it too serious and count it against MP grade.
12th	To meany to soon, not enough time to study or be tought enough about the subject.
12th	there are too many!!
12th	some test don't give enough evidence to properly understand
12th	It concerns me the amount of test that they give us for the hole year and plus the extra test like the SRI,Smart Bal,Midterms,Finals,CFAS, SAT,PSATS.
12th	I missed vital class time last year because I had to finish my SmarterBalance test and I struggled to keep up with what I was missing.
12th	i think its too many tests because there is some of it like P SAT or Dcas those quizzes that we don't even know a lot of the answers just guesing it.
12th	we take too many test and most are not even explained good.
12th	That most would be unnecessary
12th	Im worried i might get a low score just because the tests connects to nothing i learned in school.
12th	it makes me nervous and feel like i'm bout to failed
12th	that students have to many and cant enjoy highschool
12th	every test i take i get low grade, im a low test taker but in classwork i get good grade.
12th	some of them i don't understand them
12th	I feel the pase is too fast in school, it is difficult as it is. So I feel really overwhelmed I have bad anxiety and I can't focus half the time.
12th	If I fail, will it affect my grade ?
12th	I feel over tested and that these tests are just thrown at all of us to quickly.
12th	That It's Just Thrown Out There. Barely Anytime To Study.
12th	it's make you feel like scared and paraniod
12th	it makes me feel nervous, frustrated and overwhelmed
12th	why do we get tested on things we haven't learned yet ?
12th	we take lots of them during the year from each class different subjects.
12th	they're hard, when i take test i tend to not get a good grade .
12th	try not to make them have front and back

My concerns about taking too many tests is why do we have to take this test anyway? Is it going to improve or disapprove or grades? Do it help our GPA? If you answered no to any of these questions then test taking really isn't useful. Testing isn't always good because on kids that are not good on test usually stress because they feel like they don't have enough knowledge, and the kids that usually don't study are the ones that don't care. TESTING IS STRESSING

12th	
12th	if i dont pass how it will effect my grade
12th	If you fail it your grade gets dropped alot.
12th	Sometimes be they stressful and too much on the students.
12th	They are too close together , teachers seem to schedule all at the same time
12th	Take up too much time, take away from real tests like AP and SAT
	that I might get it wrong
	Some of my classes only have one test per marking period and this is highly concerning for a student like myself. I am a very poor test taker and on some tests I get poor grades and that is concerning because my grade in the class drops significantly.
5th	no promble
5th	I don't know
5th	I don't know
5th	no
5th	no concerns
5th	I do not have eny
5th	none
5th	I don't know
5th	none
5th	none
5th	I do not have any concern with any tests. Maybe a little less tests though.
5th	i have no concerns because test make you learn more
5th	none
5th	I dont know if I know the answers.
6th	idk
6th	I don't have any concerns about tests
6th	no
6th	I have no problems with the test.
6th	I have no concerns about the tests
6th	Nope
6th	None
6th	I do not have any concerns about test that I take all the questions are easy to read and the teachers teach everything you have to know about the subject . Also most all of the students get an A or an A plus
6th	none
6th	I have no concerns of the test we take
6th	no concerns
6th	I don't have any concerns.
6th	I personally don't have any concerns
6th	there fine
6th	Nothing.

6th	I do not have any concerns.
6th	none
6th	none
6th	no I have no concerns
6th	none
6th	nothing
6th	no concerns.
6th	I don't have any concerns about the tests
6th	N/A
6th	i have no concerns
6th	I really have no concerns
6th	None, except there are a lot.
6th	No
6th	I do not know what the question mean.
6th	n/a
6th	I don't have any
6th	None
6th	I do not have any concerns.
6th	No concerns with any tests.
6th	I have no concerns.
6th	I don't have any concern
6th	I have no concerns.
6th	none
6th	none
6th	no concerns
6th	no concerns
6th	none
6th	none of the above
6th	None.
6th	None
6th	No concerns
6th	none
6th	I don't have any
6th	I don't have any.
6th	None, we always have the resources and the teachers always go over the material. So I think the tests are good.
6th	None they'er fine.
6th	I do not have any
6th	None. They're fine.
6th	I don't have any concerns about these tests.
6th	No
6th	I have no complaints except for some tests can have trick questiond



6th	Nothing really I think there okay, There about the stuff we learned about.
6th	none
6th	no concerns
6th	I don't have any
6th	none
6th	I don't have any.
6th	There are no concerns I have about the test I take.
6th	none
6th	i dont have any
6th	nothing really, just the questions may be worded a bit strange sometimes and they could be easier to read
6th	no not really
6th	I don't have concerns about the tests.
6th	I do not have any concerns about the tests I take.
6th	NONE what so ever.
6th	i dont have any concerns.
6th	I don't have any concerns
6th	the tests are just right.
6th	I don't know
6th	I do not not
6th	I don't have any.
6th	I don't know
6th	i dont know
6th	No questions
6th	i feel good about it .
6th	nothing
6th	no concerns
6th	i have know idea!?
6th	i don't know
6th	no
6th	I have no concerns.
6th	i like test it fun
6th	i dont know
6th	none
6th	none
6th	i dont know
6th	I don't know.
6th	nothing
6th	i donot know
6th	I really don't know sorry
6th	Nothing.
6th	NOTHING





6th	I do not have concern about the test.
6th	I have no concerns
6th	Nothing
6th	nothing concerns me
6th	I don't have a concern.
6th	None
6th	no concerns
6th	I have no concerns about the tests. They are fun to me.
6th	no
6th	I do not have any concerns about the tests.
6th	I dont have any
6th	noun
6th	i dont have any concerns
6th	I'm not cocerned about anything with the tests.
6th	none just teach a little more about the same what ever their teaching
6th	none
6th	no consern
6th	I really don't have any concerns for the test that we take. The only problem is that a lot of people don't study for tests.
6th	none
6th	Not aiot of parer
6th	i dont have any conserns
6th	I really don't have concerns but things that's on there are sometimes difficult but when you use context clues ill be just fine
6th	none
6th	no
6th	NONE
6th	i dont hve any i just try my best
6th	no not really
6th	no
6th	i have no conserns
6th	I don't know
6th	nothing
6th	nothing
6th	nothing
6th	I have no concerns about all the tests I had taken. The teachers explain why we take it so I have no problem
6th	nothing :)
7th	none
7th	None i just don't like them.
7th	I don't have any concerns.
7th	no cencerns just nned to test students to there own ability
7th	none.
7th	none I have high percentage in all my classes

7th	N/A
7th	none
7th	nothing the test are good so then we can have good grades in class
7th	None
7th	None
7th	none
7th	None
7th	none
7th	none
7th	none
7th	n/a
7th	None
7th	none
7th	No I have no concerns.
7th	No concerns
7th	No concerns.
7th	no concerns
7th	no
7th	I don't have any concerns.
7th	I don't have any concerns
7th	I don't have any concerns
7th	no concern
7th	(nonsense characters)
7th	I don't have any concerns.
7th	i don't have any concerns
7th	NA
7th	i don't know
7th	none
7th	there okay
7th	no concerns
7th	none
7th	No issues
7th	None
7th	N/A
7th	None
8th	None
8th	N/A
8th	N/A
8th	nothing.
9th	None - tests are very good as they are nothing to be concerned about
9th	None

9th	None
9th	Nothing to say
9th	I don't have any
9th	No concern
9th	No
9th	No
9th	No
9th	no
9th	the test is too hard.
9th	NO
9th	No concerns about the test
9th	nothing
9th	none
9th	nothing
9th	none
9th	nothing its just we take to many test
9th	I don't have any concerns about the test.
9th	none
9th	not having enough time
9th	non
9th	nothing
9th	not much concern
9th	No concerns , we just take to much in every class its hard to remember everything.
9th	don't have any
9th	N/A
9th	No they tests on many things we sometime we don't larean
9th	No. I don't know but its to much for me!
9th	.
9th	I don't have any concerns about testing in school
9th	its going good so far
9th	it is good to do testing to know how much you grew about how smart you are so if you get a big scorefor you
10th	Don't care. Goes over work we don't know.
10th	I don't have any concerns because of that I am always ready for a pop quiz or test
10th	I have no concerns.
10th	No
10th	No
10th	Don't have any
10th	no concerns
11th	#NAME?
11th	N/A
11th	none

11th	I think the test are fine
11th	None
11th	None
11th	None
11th	None
11th	I don't have any concerns.
11th	i don't have any
12th	None
12th	n/a
12th	None
12th	I don't have any concerns.
12th	none
12th	none
12th	Nothing
12th	none
12th	No concerns.
12th	none
12th	No
12th	n/a
12th	none
12th	I don't have any.
12th	none
12th	none
12th	I do not have any concerns.
12th	none, some are just complicated such as others
12th	No concerns
12th	I do not have any concerns about the tests.
12th	None
12th	none
12th	Not any.
12th	None
12th	none
12th	nothing .
12th	None
12th	none
12th	IM FINE WITH IT. I THINK THE TESTS ARE PREPARING US FOR THE FUTURE.
12th	no concerns
12th	n/a
12th	no
12th	I do not have ant concerns about the tests I take.
12th	none

12th	none
12th	no
12th	none
	nothing

**Are there subjects or areas you think the district should be testing where it is currently not doing so?**

5th	yes more in science
5th	social studies
5th	I think that if students are going to test they should only test if they're seniors and going to collage.
5th	math im not that good
5th	they should be testing time
5th	laberyi
5th	be on math
5th	i think they should should do more sience
5th	science
5th	the places that are more quiet (for example the library. yes
5th	I think that they should do more math than reading because you do more reading then math.
5th	Se if the teachers have been doing anything bad.
5th	they need to teast us on socile studs becus most of us did not know about 9/11.
5th	imprpper and mixed fracions.
5th	I think we need tests on historical figures, we need to know more about people like George Washington and etc.
5th	reading and some math
5th	People should test were they can think and get a good score.
5th	yes like our special
5th	yes sience
5th	yes in the librairy
5th	Phyiscal education
6th	Yes math and Spanish
6th	Spanish little bit
6th	i think the district should do more with science

6th	I think the district should be testing more in English they should have higher classes than honors English because honors English is easy for me to easy
6th	we should take a test in gym cause what if something goes wrong.
6th	They should test you on music.
6th	math,sometimes science,maybe ela
6th	The District Seems To Be Doing a great job on the test so far (in my opinion) But If we take test at the end of the year that we were supposed to take mid year I would not agree with that
6th	Yes math and more reading and playing like more gym time
6th	science
6th	yes I think they should be testing band
6th	Reading.
6th	common sense
6th	the subjects that schools have should be adjusted to fit what a student wants to do as an adult. Say some one wants to be an architect. They should only have classes that will help them be architects.
6th	spelling
6th	your personality the need to have a class where they can teach you how to make friends. they also need to teach people how to act and not bully or hurt other students in the classroom
6th	science
6th	cooking, and art
6th	technology literacy
6th	I think that more subjects should be provided based on differnt grade levels to help us understand more.
6th	I think the district should test more in social studies/history.
6th	it is a lot of time to do in the test.
6th	SCIENCE CLASS TEACHERS SHOULD EXPLAIN IT BETTER
6th	I think that we should be tested on how fast you type.
6th	Spanish
6th	Gym
6th	soical studies
6th	i think that they should include spelling and spelling tests because some people are not very good with spelling and need practice and they don't have enough time at home.
6th	I believe that the state is testing students just fine.
6th	The district should be testing more in technology because you have step-by-step instructions to follow and the test could be to see what you see is wrong.Also to see if you can follow directions
6th	Gym
6th	I think that all the teachers are doing good with giving test. I don't think any other teacher should give any test

6th	English Classes
6th	in a library
6th	Math
6th	other languages
6th	I think that what ever things we learn about should be the things we are tested on.
6th	they shod not give alote fo test on sinence because thay think that we now it in a week like lerning about the humen body
6th	1. Math
6th	The sport you will have to take or to see if your are smart and do you remeber the stuff they gave you in 5and4 greade.
6th	Band so the teacher knows were to start
6th	Gym
6th	history
6th	langage like Spanish or chinies
6th	Chinese
6th	Spanish
6th	I think there should be more emphases on science based tests. I also think that these should either be made by teachers or the school. There should not be standerised tests across the whole school district. These tests should be a summative grade worth around fifty points.
6th	On what you remember about previous grades.
6th	In techonology
6th	ELA and MATH
6th	cursive and social skills
6th	I think the district should test your eye sight in the nurses office. and i think they should also test you hearing.
6th	They could be testing in technology and in the library because in those rooms it should be silent enough for them to concentrate
6th	I think we should be tested on our attention span.
6th	they will or could be testing in technology or any other classroom.
6th	ability to think quickly
6th	I think we should be tested in technology because it shows what we have learned in the past 2 marking periods.
6th	Social Studies
6th	I think people should be tested in listening and following directions and common sense
6th	Useful things that we will actually use in the real world. I'm pretty sure when we apply for a job they won't be asking us what x divided by 7 is.
6th	I think that students should be tested on logic because logic can help you exceed in math and science.



6th Science instead of only getting tested (major tests like Dcas and Smarter Balanced) once every 2 years it should be tested every year. Also Smarter Balanced should also be in fall to also use the point of Dcas as well as the already existing point of Smarter Balanced which is knowing the material.

6th Districts should be testing more science tests about chemistry and physics.

6th I think the district should include what's going on around us and prepare us for the real world.

6th i think gym

6th I think you should be tested in how well we write and spell.

6th Maybe a history test.

6th english

6th science and social studies.

6th I think the school should start testing on the computers more.

6th health, and gym, and chorus

6th learning to build thing like small houses

6th i think we should have spelling tests

6th i think that there is one like we should have more test in math

6th technology

6th we sould be tested in technolgy

6th in math class sometimes it is hard because you are given a lot of math question at once

6th Social studies for the students that are in a high level of class for that student

6th history

6th History

6th How hard they are.

6th social studies

6th Ela

6th african american history.

6th math

6th i do not think that because i think the things that we learn in our grade are 6 grade regular work

6th Science

6th gym

6th Health

6th in explorations

6th Homeroom because kids read a lot of books and only take test on the books they read. Why cant we take test on ALL the books we read instead of only 1 book.

6th the ELA have tests every friday

6th reading,science

6th math to see if you should go to hours

6th I think that there are some subjects (like building classes)that the district is not giving tests for when they should to review what they are or have learned.

---

6th I feel that we should be taking the science state test in 6th, 7th and 8th grade, not just 8th grade. We are going to have to take a test on the material from 6th,7th, and 8th grade, and I don't think that's fair. Students might not do as well on the state test because how are they supposed to remember 6th grade material well enough to take a state test? It's not right.

---

6th Gym, and Technology

---

6th some tests are given in higher grades and you are expected to remember all that info from 3 grades that is completely unfair

---

6th Chinese.

---

6th In gym

---

6th I think science class should be giving out tests

---

6th when you get to 8th grade ta test where it includes everything you have learned over the years that you have been in school

---

6th social studies science

---

6th I think we should be given smaller test on what we are learning not on month go over three to four different things and on the first Monday of the month have a test on it because kids aren't going to remember that well and things like smarter balance are just for the schools and teacher to make sure they are doing what the are suppose to be doing and for school benefits and nothing comes out of it for the kids

---

6th Spanish grammar general quizzes (all subjects) including IQ score

---

6th ELA

---

6th English cause it is hard than ever

---

6th I think that they should do test in the computer lap.Also in a quiet place to do test?

---

6th math

---

6th I think is science because we don't take quiz or text and i think we should because we need to know if we are lisening to the teacher and if we known what to do in the class room because we need to know if we are really learning and she or he is teaching.

---

6th i honestly thought we would take tests in technology class but we take them every where.

---

6th computers

---

6th math tests

---

6th Sience,art,chore,music.

---

6th math and writing.

---

6th Cooking

---

6th reading and social studies.

---

6th spanish

---

6th Prepare us for the real world

---

6th	Music
6th	family and consumer science
6th	computer room
6th	i think they need to help us on better science questions.
6th	Yes they should give us a test in the first day of school to see what grade you are at.
6th	the caterica
6th	i want test on chorus so it can help me understand the music notes.
6th	Spanish should have homework for the classroom
6th	math ela
6th	i think math should be testing
6th	Maybe things about Art.
6th	math
6th	a math subject
6th	computer lab
6th	a littlebit in english so will know what to do tomorrow.
6th	hard to listen
6th	they are going to good but not my science
6th	have a computer testing room will help
6th	I think the areas that the district should put the test on take home laptop so if we need help on a word then we can ask our parents.
6th	algebra witch the math teachers dont teach us for some ridicoolous reason
6th	we should go in the computer room
6th	the subject when its ramdomly like math or reading
6th	more reading test because theres lots of math test.
6th	Honors Math
6th	it might be heath class
6th	I think that they should add advisory test involving the when we have soar snippets
6th	socail studies
6th	Yes to improve the work and get some suggests.
6th	We arent testing in english class.
6th	I think they should test us in our extra curricular/s since many students might want to peruse another type of career like an actor, a director, an artist, etc.;
6th	math
6th	About the planets.
6th	The district should be testing are the related arts.
6th	reading and music you should make sure were learning
6th	science
6th	I think schools should be testing/teaching cursive.
6th	Health,Science

6th	yes.I think computer class should test more.
6th	compert
6th	math, social studies
6th	science and Social Studies
6th	I think the Art class.
6th	I dont know any classes that dont give test.
6th	yes socil studies
6th	COMPUTERS I DONT GET IT AT ALL IT DOSENT MAKE SENCE
6th	math and chours
6th	I think maybe they should more test on the human body.
6th	I think I should be in computers next year in seventh grade for white days.
6th	yes like art so they can test your art skills
6th	I think that we should have test in all classes to see if kids actually are paying attention and doing their work that helps them
6th	yes computer keyboarding,art,
6th	Participation
6th	social studies
6th	in math.
6th	heath class
6th	math social studies and reading
6th	history
6th	yes,science.it's not doing so
6th	english and socil studys
6th	i think the quetions shuold be testing
6th	they should do social studies in smarter balance
6th	math
6th	science and math
6th	science and math
6th	math
6th	in math they should but is science they shouldn't
6th	Ithink they should be testing social studies and they don't do that
6th	English,Math,History,Science and all other subjects.
6th	There is not much writting test but there is alot of reading test and math test.
6th	There is not much writting test but there is alot of reading test and math test.
6th	they should test to see how good our grammer is.
6th	math
7th	i think either library or computer lab
7th	computer science
7th	how much information i can actually take in
7th	stuff in the future.

7th	Learning stuff you actually need in the future. We don't need to learn most of the stuff we do.
7th	Gym
7th	grammar
7th	Health and sex ed and planning for your future ( bills, taxes and other responsibilities I may have as an adult)
7th	Improvement
7th	grammar and vocabulary
7th	somewhat. i think that the district should be testing us on more complicated things that we will need in the future when we get older.
7th	well how about science
7th	Music
7th	Gym
7th	plant and animal science
7th	science
7th	in gym
7th	I think we should have more interesting classes that will make student want to learn for example we should have art and gym everyday I think we should be given gym everyday because running and sports give energy
7th	In business because that class is hard and sometimes easy to me
7th	I think they should test in physical education.
7th	Technology.
7th	maybe test us in an exploratory.
7th	Smarter Balance Testing
7th	all
7th	our culinary skills we need to eat, you (----) (nonsense characters)
7th	Science.
7th	more in science
7th	I think that more specialized tests should be available to cover any material that may not be in the curriculum.
7th	english
7th	gym and health
7th	gym
7th	Gym
7th	i think that tests should happen in social studies
7th	gym
7th	gym and exploratories
7th	in maps because i never saw a map test before
7th	Forensics science
7th	on what you learn every year so you won't forget
7th	More emergency i know we have some classes but it should be more mandatory
7th	How well do you know your grammar

8th	would like to see more on writing skills to prepare for sat/act
8th	SOCIAL STU
9th	Reality of the world
9th	English and math
9th	1-Math 2-CTE 3-ELL 2
9th	Yes I think they should test roboticts
9th	I think just Math and English because for every job you need to know how to read, write, and do math.
9th	a test in health
9th	Math absolutely I feel it should not be giveing us tests math is useless in my opinion
9th	Yes economics
9th	math italian
9th	math
9th	They should do more testing in civics.
9th	what you really know
9th	math we should get tutoring for it
9th	related arts
9th	It should test about the things we learn.
9th	italian
9th	I say that less in English, less in health, more in math.
9th	si because it help wath Irni
9th	I think we need to be tested on what we are truging on
9th	math
9th	A.I high school and social studies
9th	I think that all classes where you learn content needed for college should have tests
9th	in english class
9th	science
10th	there sould be in science so what you learned about it and on english math would be more inportant.
10th	I think the school should work on english classes. Most people read at different levels but are still grouped. All we do is read something and answer questions. We aren't learning anything new.
10th	I think unit tests and quizzes are all we need. any state test is just to make the state look better + all they do is stress kids out. waste of time, and doesn't help
10th	math should be easy
10th	language
10th	All tests should be in schools.
10th	In English people should be more advanced in English class.
10th	More unit tests and less quizzes.

11th	Tested on something you want to be one you grow up to see if you are very interested in that career. Teacher should be test but not by giving us tests.
11th	Teachers should be tested on if they actually teach. Also, to see if the teacher is succeeding at his/her job.
11th	Yes, health and teachers who's teaching what and how far are the students getting it.
11th	Environmental science, Spanish
11th	-How to write a check -How to be a human -How to understand life and why we're living
11th	I think it would be better to have more social studies classes, specifically psychology based classes.
11th	Grammer, because lots of kids do not know proper english.
11th	Anything that will apply to everyday life. It doesn't matter where as long as it's nice inside a well lit room
11th	lunch, CTE classes
11th	On things other than academics.
11th	Math does not apply to whats on my test
11th	test to help improving skills the student needs
11th	more history
12th	precalc
12th	Science its too much English and Math
12th	Yes, I believe as a soon adult I should know how to write a check or pay my bill. Why we are not taught this remains a mystery.
12th	Math and English.
12th	Principles of Accounts and Principles of Business
12th	criminal justice
12th	health
12th	Common sense. Life lessons.
12th	The teenagers should be asked how school makes them feel. How accomplished they feel leaving the classroom. How specific classrooms make them feel.
12th	The teenagers should be asked how school makes them feel. How accomplished they feel leaving the classroom. How specific classrooms make them feel.
12th	physics
12th	math
12th	Focus on common core school subjects
12th	Psychology
12th	More Science and Social studies
12th	science and social studies
12th	I think we should take more science and social studies.

12th	I think the district should focus more on the students themselves before determining the teacher because most of the time the teacher is great but the students are lacking effort and that is reflected on the teacher and school.
12th	I think I can be test it on math.
12th	History
12th	math and english
12th	english , social studies
12th	common sense courses like how to change a tire or how to balance a checkbook or do taxes... kids will get a flat tire and turn to $a^2+b^2=c^2$ because we really only learn educational things. High school, in NO way, prepares kids for life after they graduate.
12th	Gym
12th	gym
12th	I strongly think the district should pay more attention to the science field. Science helps people understand the world around us and I feel as if it is as important as math and reading.
12th	The subject of credit or taxes. So that students learn practical skills and are not just stuff with a load of information never to be used again.
12th	They shouldn't test us on this stuff because it's not going to help us in the future
12th	Grammar, strong words, and how to fix our corrections
12th	Can we please learn about like taxes and hoow to file them and like how to actually live like a citizen. I really do not care that the mitochondria is the powerhouse of the cell.
12th	science
12th	Mathematics.
12th	YES! In my electives! (Also, why is there only Math and English portions of state tests every year? Why is physics, economics, computer science, CAD, etc. not included each year? It seems as though you are not recognizing the importance of these classes.)
12th	real life subject to learn in the real world
12th	Personal Finance
12th	On writing.
12th	Social Studies.
12th	yes black history
12th	Math
12th	math
12th	Just Math and english
12th	language classes
12th	I think social studies because of the tests we already have and having all these tests are maming things diffcult.
12th	english
12th	yes . they should be helping the english department.





6th I think its fair because they are making sure you know most of the things you learned in sixth and seventh grade so you can move on to higher grades.

---

6th I don't really think they would do that.

---

6th every subject does testing i thought.

---

6th they think we are not just aliens were just people.

---

6th I think that the district does need to have a test for each subject but have the test be shorter.

---

6th more of these

---

6th yes and no because we have to do the test in the class rooms

---

6th i really dont know

---

6th it would be confusing

---

6th if you mean the spaces in the classroom when doing a test yes

---

6th What the subjects is that when we go to different class because we need to lean different then.

---

6th they all ready are doing test for the subjects i think

---

6th There testing were they should

---

6th what dose subject, and district means?

---

6th they are helping us better in are class and that they should put more page's in it for us

---

6th I thing it is find right now

---

6th I say that thay get bad.

---

6th i think the district should test where it is not currently doing so

---

6th School heating since students are freezing.

---

6th when you take the test you should not be taking.

---

6th I think they should keep testing in school because, it is a safe eviornment ,were teachers can make sure that your safe and so that they make sure you understand everything you don't know on the test.

---

6th I don't think they should. I think they are testing in the right subjects.

---

6th in the class

---

6th I think there are no more subjects that should have students tested.

---

6th I think we shouldn't be tested on any other subjects.

---

6th that there ares that are not helpful for me

---

6th that there areas that are not helpful for me

---

6th in the hall way

---

6th somewhere its not noisey

---

6th its only first marking period

---

6th Some subject are hard and easy

---

6th Using a blank piece if paper or writing notes.

---

6th I think yes because it might help us.

---

6th I don't like to test at all I cant focus

---

6th i think that there some areas for students taking a test, and that students need the right of being quiet for others students test.

---

6th	some test are hard
6th	yes because the computers get slower
6th	hard to answer.....maybe like outside or something like that
6th	at lunch
6th	i think they are doing the right thing but the math is really hard for me.so i think for math they should make it a little more easy.
6th	Yes why beacause when you are not doing so well you can get better scores and they can help you be better
7th	Let middle school student have recess now
7th	Bullying.
7th	How to improve my grades.
7th	I think that we could have art class and maybe some other fun thing that my school doesn't have.
7th	We basically have test in like every subject so i don't think that there is a any subject where we need test or should do any.
7th	fun facts
7th	in our house
7th	in a quiet room or somewhere were u will not be disturbed.
7th	I don't think the district needs to have testing in any other subjects.
7th	there should not be testing as much a year as it is now
8th	The things that we have been testing on has not really had a meaning to me because, you can't get held back by DCAS or Smarter Balance scores only grades can and the schools have tested me on problems and subjects that were too ahead of my grade.
9th	I think there shouldn't be test
9th	too hard
9th	all classes are fine
9th	all district testing we should do
9th	I really don't know they are just to hard.
9th	We are having to many test and its not really giving us the time to learn or know how to do the problems right.
9th	tests shod be quiet
10th	I need exams too this class.
11th	Lunch - Ask the kids if they enjoy mush with the taste of cardboard.
11th	The district should be testing less excessively in general, they don't help me learn
11th	I don't like taking my test, when a lot are in the back mumbling keep talking and stuff like that.
11th	Conrad
11th	coolness factor
12th	Make tests easy to do and understand the test.

12th	Bring back DCAS, no more Smarter Balance, I don't like writing on these sort of tests
12th	Bring back DCAS, no more Smarter Balance, I don't like writing on these sort of tests
12th	I don't understand the question, it is grammatically incorrect.
12th	The district tests us on basic classes.. No one takes basic classes at Conrad. People don't do well because everything is tested at such a low level. In regard to Conrad, I took Algebra 1 in seventh grade. Some people in the district take this class as a sophomore. How am I expected to preform well on a test that isn't based on what I am learning now, and what I learned when I was 13?
12th	ms (----) should be fired.
12th	yes because not all school is doing a lot of testing
12th	test us on lunch...like who food test really good
12th	on what you really know or what we learned.
5th	somewhere quiet and peaceful
5th	they are because some of the test are about you
6th	yes
6th	yes
6th	yes
6th	well yes
6th	yes
6th	yes
6th	yes
6th	yes
6th	um yeah i think
6th	yes
6th	yes
6th	yes
6th	yeah
6th	ok
6th	yes
6th	yes
6th	Yes
6th	yes
6th	yes
6th	yes
7th	yes
7th	yes
7th	yes.
9th	yes
11th	Yes



6th	no
6th	no because you mostly have to do in your block classes
6th	nope
6th	NO, The District is doing what it is supposed to do
6th	no
6th	No
6th	No not at all
6th	No.
6th	No.
6th	no
6th	No, not really .
6th	no I think where the district test is just fine.
6th	No
6th	No the testing sections are fine to me.
6th	no subjects at all
6th	no
6th	no
6th	No
6th	No, there are not.
6th	no
6th	no
6th	nope
6th	no, I think they got all the important subjects.
6th	no
6th	no.
6th	no
6th	N/A
6th	none
6th	no
6th	no
6th	no
6th	No.
6th	no
6th	None
6th	no I think that there is enough tests for every subject
6th	No I do not think so but I do think all schools in the district should have art class.
6th	nope
6th	no not really
6th	no i dont
6th	no no
6th	no

6th	No.
6th	none
6th	No. I believe that the subjects that dont have state testing dosent need the testing as much as the other ones.
6th	none no other classes can test
6th	no
6th	no their is not.
6th	no.
6th	no
6th	not that much test
6th	No
6th	shreck nope
6th	No.
6th	No
6th	No, almost every class has testing and if they don't then they probably don't need it given to the students
6th	no they all give tests
6th	no.
6th	No
6th	No.
6th	No because gym you do mile runs.
6th	no
6th	no
6th	no
6th	no
6th	no
6th	no i dont think so
6th	no
6th	no
6th	nope
6th	No because most of the subjects already have quizzes on so they don't need any more quizzes added to the amount of quizzes we already have.
6th	no
6th	No.
6th	no they are doing so because they need test so your can see if can go to the next grade of no
6th	no the district is doing a fine job
6th	No
6th	No.
6th	No
6th	No I think that they are testing me in everything.

6th	No, I think that there is no subject or area that should be tested
6th	no
6th	No I don't think so
6th	no
6th	no
6th	no
6th	No
6th	I do not think there are any other places where we need tests.
6th	I don't know.
6th	no
6th	No
6th	no not really
6th	No there is nuthing els.
6th	No, I do not.
6th	I think not.
6th	No
6th	No
6th	no
6th	No, because that would mean more test.
6th	No because that would give us more tests than we already have
6th	No
6th	no because that means more testing. I hate testing!
6th	no
6th	No
6th	no
6th	NO
6th	no
6th	No
6th	no
6th	no there is to much test in this school as i said and many others
6th	No
6th	,
6th	no
6th	no, i think every class they are currently testing in is fine.
6th	no the district is doing a great job were all learning stuff that we can use latter in life
6th	No. We should not test any areas at all. It's really not fair.
6th	NO I do not think there missing anything.
6th	No, I think all of the tests that the district does are necessary and useful.
6th	No
6th	no I cant think of any



6th	nope
6th	Nope
6th	no
6th	No not in my opinion
6th	No
6th	i don't know
6th	No
6th	no
6th	i have no idea.
6th	No.
6th	I do not think there are any areas were the district should be testing.
6th	no
6th	no
6th	Not that I know of.
6th	No I do not .
6th	No not really.
6th	none
6th	none
6th	IDK
6th	IDK
6th	NO I DONT THINK SO
6th	No.
6th	no
6th	I do not think so.
6th	no
6th	nope i think everything is okay
6th	no
6th	i don't know
6th	no.
6th	idk
6th	I don't know
6th	idkkkkkkkkkkkk
6th	No other subjects need to give test.
6th	no not at all.
6th	No, there are not any subjects that the district should be testing where it is currently not doing so. I have tests in all of my subjects.
6th	no
6th	no
6th	no
6th	No
6th	no

6th	No i think every subject is not district.
6th	no
6th	no
6th	No
6th	no i think that every subject they should be testing they are testing
6th	no
6th	no
6th	No I haven't seen no areas
6th	none that I know of
6th	no
6th	nothing
6th	No
6th	no
6th	No
6th	no
6th	No For Science I Think It Is Fine
6th	no
6th	no leave me alone
6th	no i am okay the way it is
6th	no
6th	no
6th	idk
6th	I think they have good test so far and its ok.
6th	Its alright how it is
6th	No
6th	no i do not think so.
6th	no
6th	No
6th	no
6th	no
6th	no
6th	No
6th	No. The district is testing in all of the subjects just fine.
6th	no
6th	no i just think there should be more chill out papers and not as many tests because we are still kids
6th	None I think that they are doing a good job at the test we are given to do and it is mainly on what we learn and sometimes we know when we are going to have a test unless it is a pop quiz.
6th	No, I think the district has covered everything.
6th	No not really. I feel we have enough tests already.

6th	not at all
6th	none
6th	I don't now
6th	no not really.
6th	No
6th	I'am not sure, but for now nothing.
6th	No, I don't think so.
6th	No
6th	no
6th	no
6th	NO
6th	no
6th	nope :)
6th	none
6th	no
6th	no
6th	No.
6th	no
6th	Nope
6th	i think it is very good with all the test .
6th	I do not think that there are any other subjects/areas that the district needs to be testing on.
6th	no I don't but I think we shouldn't have that many tests.
6th	no
6th	no
6th	No.
6th	no
6th	I do not now
6th	I can't think of a certain subject.
6th	no
6th	none
6th	i don't know
6th	no
6th	I don't know.
6th	I don't know
6th	idk
6th	I don't know?
6th	No everything is fine in the district.
6th	no
6th	no.
6th	I DONT KNOW





6th	nope
6th	no
6th	i dont know
6th	none
6th	none I have had tests from each classes.
6th	(nonsense)
6th	no
6th	no
6th	No there isn't subjects or areas I think the district should be testing where it is currently not doing so.
6th	no
6th	No I don't think the district is doing what there supposed to do.
6th	No.
6th	No.
6th	no
6th	no i think they are doing a good job.
6th	no
6th	No because most schools contain all test to improve our grades.
6th	Beats me (I don't know)
6th	nothing
6th	N/A
6th	No
6th	No, not that I know of.
6th	NO
6th	No
6th	no
6th	not really
6th	not really
6th	no
6th	I think that all of the test are fine.
6th	No
6th	No
6th	no
6th	No, Not that I know of.
6th	No I do not.
6th	no
6th	I think not currently.
6th	N/A
6th	None
6th	no
6th	no

6th	Nope not at all.
6th	no i do not
6th	no
6th	no
6th	no not really
6th	i am not sure
6th	no
6th	no
6th	no
6th	I dont know
6th	No where again like I said ..... YOU GUYS OVER TEST US MY BRAIN HURTS!!!!
6th	No I think this district is good the way it is
6th	No not really
6th	No, because we already have tests on every subject. We have tests on reading, math, social studies, science and I don't think there should be another subject for us to test in.
6th	I don't think there is any subject or area that we should be taking more tests because we take tests in every class.
6th	no
6th	no i dont tink so
6th	no they are doing will
6th	no
6th	No I don't think so because some test aren't nessary to have tests for certain classes
6th	no becuae most classes are easy
6th	NONE NO MORE TESTS WE GET ENOUGH PER SUBJECT (i mean you mine as well give a test on our lunch)
6th	no
6th	i dont think there are any other subjects they should gade
6th	no there is not.
6th	nothing
6th	no
6th	no
6th	idkk
6th	NOPE !
6th	no
6th	No.
6th	not at all
6th	No not at all
6th	no
6th	Not really we need to freshen up, Get to know the teachers and the school.

6th	no
6th	no
6th	no
6th	no really don't think so
6th	no
6th	no
6th	no i dont think that any other school should be testing.
6th	no subjects
6th	no
6th	no because I now whare it is all at.
6th	no
6th	no
6th	noy really
6th	i dont know
6th	no
6th	no
6th	nothing
6th	Not really, I had tests in every class.
6th	No not really but I think that they should do computer test,sometimes not all the time.
6th	no
6th	no.
6th	no
6th	no
6th	no
7th	not all of them like Spanish and art
7th	no
7th	No.
7th	No.
7th	No
7th	No I do not.
7th	No I don't think there are subjects or areas I think the district should be testing where it is currently not.
7th	No
7th	No.
7th	No
7th	nope
7th	N/A
7th	No
7th	No I don't think so.
7th	no



7th	No
7th	no
7th	There is none.
7th	There is none.
7th	not not really
7th	no
7th	no
7th	no
7th	none
7th	no
7th	no
7th	No
7th	no
7th	no
7th	no
7th	None
7th	Social Studies
7th	no
7th	No, I think the district has tested all the right things.
7th	No
7th	No
7th	no.
7th	none
7th	no
7th	No.
7th	none
7th	Nope
7th	none
7th	none
7th	none
7th	non
7th	no
7th	no
7th	n/a
7th	no
7th	no
7th	no
7th	There isn't any subjects
7th	No
7th	is good
7th	No.

7th	No
7th	none
7th	no
7th	none
7th	No we have all the tests we need.
7th	No
7th	no i think the more test we have the more stress we have about our grade
7th	No
7th	no
7th	no
7th	no
7th	No.
7th	no
7th	no
7th	I honestly do not know.
7th	no
7th	I don't know the areas that don't have to test, but if we, and other areas have to do this test, then EVERY other areas should do so as well.
7th	no
7th	no
7th	no but I do think they should take out a lot of tests because some of them are not useful
7th	no
7th	I don't know.
7th	no
7th	I don't think so
7th	I don't think any subject needs to be tested frequently.
7th	,
7th	No I do not think that.
7th	No
7th	no
7th	No.
7th	No
7th	NO MORE SMARTER BALLANCE
7th	No, not at all.
7th	no
7th	no
7th	No, there is not
7th	no i think the testing if fine
7th	no
7th	no

7th	no
7th	NOTHING
7th	no
7th	NONE!!!! NO MORE TESTS PLEASE
7th	No.
7th	no
7th	No
7th	NA
7th	No. Every class provides tests more than not providing tests.
7th	none
7th	No
7th	no
7th	no
7th	No
7th	none
7th	no
7th	no
7th	None
7th	none
7th	no
7th	No
7th	no
7th	idk
7th	i don't think so
7th	No, I don't think they should be testing us on any subject. At least not 5 times per year or a week into school.
7th	n/a
7th	No, I think all subjects are covered and there should be nos more test added.
7th	No!
7th	No, I think all the subjects are good as they are.
7th	N/A
7th	no
7th	No
7th	no
7th	No
8th	no
8th	No
8th	no
8th	No I do not.
8th	no i think we shouldnt
9th	No

9th	No
9th	No
9th	No
9th	No
9th	No the test are good how they are just their are too many tests.
9th	No
9th	I don't know
9th	No
9th	No
9th	No because now there will be a lot of test in our school year.
9th	No
9th	No
9th	No
9th	No
9th	no
9th	NOOO
9th	No
9th	no
9th	no
9th	nope, we have enough tests.
9th	no
9th	Not that I know of.
9th	no
9th	No because it is none currently not doing so.
9th	no
9th	no
9th	Uhhmm...I don't know
9th	na
9th	no
9th	I don't want tests in any other class. No.
9th	No there should be no more tests
9th	No
9th	no
9th	No I don't think that there should be testing in classes that don't currently have them.
9th	No
9th	no
9th	no
9th	Not that i can i think of cause I mostly take test everyday.
9th	no
9th	nope

9th	no.
9th	no
9th	No
9th	no
9th	no
9th	idk
9th	nope
9th	no
9th	no
9th	no subjects
9th	nope.
9th	no things are fine the way they are right now.
9th	No
9th	n/a
9th	No, Not really.
9th	No
9th	no
9th	Nope
9th	idk
9th	no
9th	no
9th	no
9th	no
9th	No
9th	nope.
9th	no
9th	no
9th	no but if we are not taking a state gym test or social studies why is it even there
9th	no theres no subjects or areas
9th	No where
9th	None
9th	no
9th	No.
9th	no .
9th	nope
9th	(nonsense words)
9th	no
9th	no
9th	No, none at all.
9th	NO
9th	n/a

9th	no, we do not need eney more tests we all redy git to much as it is, so I say gitrid of state tests!
9th	no
9th	idk
9th	N/A
9th	No because some kids sometimes dose not rember what we did this whole year
9th	NO
9th	no
9th	no
9th	no
9th	no
9th	I don't know
9th	no
9th	.
9th	I'm not sure
9th	idk
9th	no
9th	NO
9th	No, because I have test in all my classes
9th	no, I think we should not have any more tests in any more classes.
9th	No
9th	no
9th	no) because in class i feel like we have anough test.
10th	I don't know
9th	no
10th	no
10th	No
10th	No
10th	No
10th	No
10th	unsure
10th	No, All my classes give out tests.
10th	No
10th	No
10th	No
10th	no
10th	No. I think they do every subject they could as possible because the career pathway classes are basically not borning because people proly don't want to do that because this school doesn't have things that kids want to
10th	No not really
10th	No

10th	No
10th	NO!!!!
10th	No
10th	No
10th	No
10th	no
10th	no
10th	no
10th	I don't know
10th	no
10th	No, I think they got it covered.
10th	no
11th	no
11th	No
11th	No
11th	not that I can think of
11th	No
11th	no, all my classes give me test.
11th	No
11th	no
11th	No
11th	no
11th	No
11th	No
11th	No
11th	No
11th	No
11th	No
11th	No
11th	no.
11th	None
11th	No
11th	No I believe that is given now is fine how it is.
11th	IDK
11th	no
11th	No i cant think of any.
11th	No
11th	No
11th	NO
11th	no
11th	No

12th	No.
12th	Nope
12th	No, just too many tests. Not needed
12th	n/a
12th	No
12th	not now
12th	No
12th	No
12th	No
12th	No
12th	No, I don't think so.
12th	Not sure
12th	no
12th	none
12th	no
12th	no stop giving us tests (-----)
12th	no
12th	I don't know what youre asking
12th	No
12th	no
12th	No.
12th	No
12th	iq
12th	No
12th	No
12th	No
12th	No
12th	No
12th	No all they do is test us.
12th	nope
12th	No.
12th	No
12th	No more testing. Teachers should create test, NOT THE DISTRICT.
12th	no
12th	no
12th	No
12th	None that I can think of.
12th	on a pricely place
12th	No
12th	No not that i know of.
12th	idk
12th	No, I think they test all the important areas.



12th	no
12th	No. Everything is already included in state test.
12th	No.
12th	(nonsense)
12th	I don't think so.
12th	no.
12th	No
12th	no
12th	not sure
12th	no
12th	no.
12th	no
12th	No
12th	No
12th	No
12th	no
12th	NO!
12th	No
12th	no
12th	no.
12th	Not really.
12th	Not really because they give you a test on every stupid class you take
12th	N/a
12th	No
12th	no
12th	I don't think so
12th	no
12th	nah
12th	N O
12th	No.
12th	No.
12th	no
12th	No
12th	no
12th	none
12th	No. There is too much testing.
12th	No
12th	No. There is already enough district testing.
12th	no
12th	no
12th	No

12th	No
12th	None
12th	no
12th	no
12th	No
12th	(nonsense)
12th	not at all
12th	none
12th	(nonsense)
12th	No.
12th	(expletive)
12th	eh not really im sure they covered everything
12th	naw
12th	no
12th	no.
12th	no
12th	No not really.
12th	no
12th	no.
12th	nothing really
12th	no
12th	i dont now
12th	no
12th	No , i dont think so .
12th	no
12th	No.
12th	NO!
12th	(expletive)
12th	no
12th	n/a
12th	no
12th	No
12th	None
12th	No.
12th	no
12th	Nah what ya'll got is straight
12th	no
	No
	no
	Christina School District

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**Are there any other suggestions you want to make to the district as it reviews its testing program?**

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5th	test are nice
5th	we need more recess
5th	some time it got heard for me
5th	we need more time to learn normaly and there very hard :(
5th	a little hard
5th	we should not have alot questionsat once and a short amount of time to answer lets say 40 questions
5th	no more test only the important ones
5th	only do at least the only test that really matter thank you
5th	school presidents
5th	give school presidents
5th	To have more competeter time
5th	smarter balance can be harder
5th	so fun
5th	don't give me any tests
5th	calclaters, internet , give the students a pre test that the can do
5th	Just add the spelling tests and three tests by choice.
5th	They should make the test with less questions
5th	There is no more
5th	There is no more
5th	less quistions
5th	a stretching minute just get exercise in your body.
5th	less tests
6th	Well i'm not asking for much but i would want the tests to sound as easy as the teachers say it. I understand what the teachers say easier than the tests say it.
6th	that sometomes we should have less test every few weeks
6th	I do have some suggestions, like we should have a national compotions for cheerleading and we should have way cutter uniforms for the cheerleading squad and what is up with the whole uniform thing because like nobody likes them thy are very uncomfortable and we should be able to express our selves in what we wear. Please consider this. thank you.
6th	some other suggestions i want to make to the district is that i feel we should have practices for smarter balance in all classes.
6th	don't make tests as long
6th	we should have less testing and more fun things.
6th	Music is a very commen thing that I think every student should know. I would really enjoy piano tests in front of judges as a test grade.
6th	MAKE IT A LOT MORE EASIER!!!
6th	yes
6th	WHAT ARE THOOOSSEEEEE
6th	Make Smarter Balance less hard/complicated.
6th	Please don't judge tests do not prove how smart we are.
6th	well sometimes there are mistakes in the tests so I guess you could fix that...

6th	yes. that science test are more harder than an other test
6th	Yes every one should have a break outside.
6th	I don't have any suggestions.
6th	We don't need homework or end of year test because all they succeed in doing is stressing us out. Let how we do in average test determine how smart we are. We do best when not under extreme pressure.
6th	Less test and a hole lot of less test for math
6th	I think we should not do smarter balance test because it wasted my time last year I would rather take dcas the that test
6th	make Shure everyone in that class knows that they have a test and rimind them
6th	don't make questions that don't make sense and if u think a child might not get this one because its to hard put a little hint not to useful but useful
6th	More graphs in the tests.
6th	cooking
6th	making test farther apart
6th	they should do a game before every test or have a fun day when you have a test
6th	i would give a test on what u know and
6th	allow gum to help us concentrate
6th	I think the district should prepare us more for the tests and not just prepare us half way.
6th	Make sure we know about the topic we are testing about before giving us the test in all subjects.
6th	no school on mondays
6th	the test is doing a good thing to now were are the student to help.
6th	Overall all i think is that there is to many tests and that it gets confusing and overwhelming when we have to do almost everything in about a week or so.
6th	LESS TEST AND HAVE THE TEACHERS EXPLAIN THINGS BETTER TO KIDS
6th	no more testing only the ones the are inportant
6th	use coputers to test eat mints chew gum
6th	the tests are very hard for some students
6th	Make it a little more interesting!
6th	baseball
6th	there should be a test every 2 weeks at a time
6th	go home your drunk
6th	less test
6th	i think that there should be different levels for every subject just because a lot of people work at a slower paste and a lot of people work at a faster paste that is why i think that there should be different levels for every subject i know that it is hard to find a big enough school to do that but i at least think you should try not all people can find tutors.
6th	The only thing I have to say is that when a student is taking a test and does not finish, you should give them at least 30 minutes or more the next class period.
6th	They should give you an answer guide to go over.
6th	test things that we are leaning
6th	we should always use computers for every test. just to save paper.
6th	we dont have to do no tests because for some people its stressfulðŸ˜ˆœ
6th	all of them have to have test

6th	Maybe they could stretch out the testing like maybe do one part of the test 2 days and the other half the next 2 days
6th	can we do atleast 4 test a year because there giving us way 2 many (nonsense)
6th	They should give more homework to those that need help in certain things.
6th	I think that the testing program is good how it is.
6th	A reviewing club for tests on important classes.
6th	can you tell the teachers to help us more so ican do good and i will; be i mean dragon no freinds
6th	that thay allws give alote fo test each week on a fryday
6th	I liked DCAS a lot better than smarter because DCAS was a lot more easy to under stand.
6th	Take some tests away and make the English and Math tests easier to understand.
6th	its not about testing but we should have extra time whit activity block
6th	Make sure you do open note test.
6th	there should be tackle football and 6 and 7 and 8 grade should be together one hole building and one floor.
6th	LESS HOMEWORK AND TESTS
6th	Dont make the test 3 hours long
6th	make less test. theres too much testing.
6th	the staff can teach use more so we get good grades
6th	Explain the questions more carefully.
6th	have only about 4 tests a year.
6th	stop having so many test
6th	math should be easier
6th	That they mean nothing. They do not affect your grade or your success in your classes or whether you graduate to the next grade. All they do is stress students out about a huge test. And, I am aware that the tests gauge whether the teacher is a good teacher or a bad one based on their students' results. So, on more that one occasion, I have seen teachers translating their stress to the students in hopes of encouraging their students to do well on the test so the teacher does not get fired. In this way I think that the test is completely useless and only puts stress on teachers and therefore students. I hope my point of view helps you with whatever you are using this survey for. Your student, (Student Name)
6th	Get rid of the end of year tests because it only effects your stress level and sometimes gets teachers fired because of non listening students.
6th	not being in as math test and
6th	to ask if we think we need help taking tests and suggest good ideas to us.
6th	help us if we dont understand somthing and make sense
6th	I think that some of the words in the survay are a little confusing but overall it is pretty good.
6th	I think that this survey is fine. I think it is just a little bit confusing though.
6th	To keep up the good work and that the teacher are usefull
6th	Make the tests shorter and overall, there should be less tests and a limit for how many tests/quizzes a student can be assessed each year.
6th	Sometimes, it may be more easy to word the question they're asking in a more simple way.
6th	Less tests
6th	give less tests a™!
6th	a test that has all the test in easy to know terms and fewer questions
6th	give us one test a marking period instead of two or three.

6th	The teachers should be able to show the students the test beforehand so the test is not a surprise. Make the tests shorter!
6th	Let the teacher show the students the test in advance so they know what the questions are like.
6th	please make the tests shorter and easier!
6th	I dont like how kids who dont do well on tests are ruined as far as grades but they still understand the material. for example, there is a kid who is really smart but isnt good at tests there should be an alternative
6th	Don't base the teaching skills of a teacher on tests. Some students don't do well on tests or don't try on tests but overall they are really good students. This is why I think tests should be a little part of student grades
6th	There hasn't been a week that i haven't had a test in at least one of my classes, and sometimes there is more than one test that i usually have to study for in the same week, so i think there should ether be less test or, the teachers should at least come together to see who is in their class and justify if they should give a test that week, and if they do, they should give less homework.
6th	Stop giving us the sback there is no point to it
6th	to stop making so many TEST
6th	I think tests are to long. The Dcas that we used to use was about 50 questions. So is the Smarter Balance test.
6th	I suggest that there should be a day of review before the tests just so students can be prepared about what is going to happen on the day of the test
6th	If a student got a question wrong on a quiz before the test try to see where/how the student got the answer and maybe review the question(s) so they will understand how/why they got it wrong and on the final exam they may get it right.
6th	Have individulaized tests for each student and what they are learning.
6th	The teachers should have more information about the DCAS and Smarter Balanced tests.
6th	know like i said earlier the district is doing an awesome job
6th	I think that the district should make summative tests 30 percent of my grade instead of 70.
6th	I think that the district should give less tests on academic things more on not academic.
6th	make sure not to do to many tests to where your making us and other students do unresonible testing
6th	Mix together the Smarter Balanced and Dcas tests to make a test that is taken 2 or 3 times a year to show progress as well as knowing the material.
6th	We should be given tests with better graphics and with less typos and should be easily understood by students.
6th	Stop Smarter Balance and continue DCAS
6th	Give us less tests and instead of a lot of small tests do like 3-4 big tests
6th	That there can be less questions involving juices or fluids. There is just a lot of them
6th	breaks in between computer classes
6th	That they should really try to test students and to make them not a lot or not little bit hard, and to keep on trying to help us students
6th	they shouldn't be giving so many test to students please
6th	put stuff we are learning in class on the tests
6th	i think upper grades like high school students shouldn't take the state tests. Most kids don't try and they already have to take ap and sat exams.
6th	considering a persons answer if the answer is reasonable
6th	dial down on ELA test
6th	No, there are not any other suggestions that I want to make to the district as it reviews its testing program.
6th	There are no other suggestion

6th	i think they should make it a little more self explanatory
6th	that they need to have the test for ever thing but health/math/cooking class at the next marking pirod
6th	I do not have any suggestions about having reviews or more tests in the district.
6th	no timed questions on any tests
6th	make it easier to understand and easy to read.
6th	Sometimes teachers need to give students a break with all of their classes. Sometimes I go home with 4 hours of homework and sometimes only 1, but many students do sports so sometimes I don't get any free time at home because I have too much work. All of that work makes me get stressed and sick to my stomach, almost to the point I beg my parents not to go to school, and in Elementary School I never felt the need to not go to school.
6th	you should add woodworking class and Cristiana school district does it
6th	I think that smarter balanced is not a great idea. that is why I didn't take it in 5th grade.
6th	Make the questions easier?
6th	new test
6th	make it easier
6th	no because this survey is complely stupid
6th	10 questions is enough
6th	make the questions esiar to under stand.
6th	I think they should give us 3-4 to learn lessons
6th	to teach about african american history and have test
6th	do not make it hard
6th	give students with lower grades then others a easeier test and the more advanced students and harder test them then the others students
6th	raffles
6th	i think the work is great but just some of the coomon core questions are a little more harder than it should be
6th	Make sure everyone is ready before you hand out a test.
6th	to teach things more slower.
6th	before each test there should be time to study
6th	Kids should get a little more time to study for tests and they should stop giving pop quizzes.
6th	Doublle check evrytime
6th	GET RID OF SMART OR BALANCE
6th	+Dont use computers or get all the computers and bring them all to one school then it would take a week or so for 1 school instead of a month and a half where everyone has to be quite. after that schools done load them up take them to the next. More lea
6th	Have less tests. Make the tests shorter.
6th	I THINK NO TESTS!
6th	Get rid of the smarter balance test.
6th	make games out of the tests so that it can be more fun and kids won't think that it is a punishment.
6th	Giving kids test corrections. Having kids try again to retake the test. Asking the teacher for help and to understand what you did wrong so you can hopefully fix it and try to make sure it doesn't happen AGAIN!
6th	let us have s longer time learning the lesson
6th	that most tests should be on computers
6th	explain things more specificly





6th	A way for it to be more fun maybe
6th	we should have no tests or home work
6th	I dot want to do a lot test's
6th	You could e-mail parents kid's scores
6th	yes they need to reduse testing i think and thats all
6th	WE NEED TO STOP TAKING SMARTER BALANCE AND GO BACK TO DCAS!!!
6th	yes
6th	[one]give a paper to get active and preparad fir the test
6th	We Allyways be hard when you do it.
6th	just make it have one big test each year
6th	for math if someone is having trouble with with the math and they take longer than 7 mintues on a question then their sould be something that pops up saying do you need help and it should break down easy steps with the question but not give the answer to the student who is taking the test.
6th	i don't want a lot of tests
6th	make the stories more entertaing to read
6th	to tell us the test scores so that we know what we need for help or what we need to do better.
6th	I want the test to be little bit short and little bit easy.
6th	most of the questions are from things we worked on before
6th	make it harder
6th	well people don;t want to take test
6th	yes,to add learning activities during class
6th	LESS HOMEWORK!!!!!!!!!!!!!!!!!!!!!!!!!!!!
6th	fix your mistakes
6th	talk about it a little
6th	study before the test started
6th	i think for test we should have a multiplication chart.
6th	bullying
6th	yes cause the test beral do nothing to us
6th	give little more understanding
6th	take your time in your time.
6th	i would like to make a suggestion about send the scores to the parents
6th	yea to not make them really hard
6th	To help us understand the tests more and not make the tests so long
6th	we should give things to the students if you do good
6th	you should take testing because it batter and you lend more.
6th	they are when the suggestions if any about district school
6th	That too be more tough on the kids who are doing bad choices because I see a lot of the this.
6th	show student the results
6th	I really don't like to be showered with test so I would like if the district could put some tests together
6th	I really don't like to be showered with test so I would like if the district could put some tests together
6th	Give more directions and put questions we are familiar with.
6th	Can you make sure that the computer does not crash

6th shouldnt be as much math there should be more socail studies tests

---

6th That this is enough test because im sure this will really help our knowledge.

---

6th To much tests

---

6th I think they should think about how to let very intelligent children have a normal lifestyle and to not test them out.

---

6th giving us time to learn and make it easier

---

6th Yes, ithink test are helpful to improve our grades.

---

6th Make it less boring.

---

6th please do not give us too many tests

---

6th My suggestion about the test is to make it a little easier.

---

6th We shouldn't have to write in the smarter balance.

---

6th they need to give us more information on how to do the test

---

6th Make it so that you can always see your score if you want to

---

6th In my opinion I think that the teachers should teach more lesson about the test like study guides or something like that.

---

6th you should teach teachers how to grade the test so that we can get our score soon

---

6th make sure kids fully understand the words in a test and are ready for the test

---

6th make the questions on the level that the grade is on

---

6th Lots of kids don't know how to right in cursive so I think that you should teach them that and then test what they know.

---

6th make the questions on the level that the grade is on

---

6th on the smi and sri we could have more reading and writing

---

6th I don't want so many test

---

6th STOP GIVING US SO MANY (-----) TEST!!!!

---

6th make it more understandable, like make it interesting/easier...

---

6th we need to have music when we test it is soothing and calming

---

6th Don't give us that much tests because sometimes the teacher don't even teach it and they give us a question about it and that why we fail the class.

---

6th do we have test in art.

---

6th give us work that we understand on the test

---

6th yes teachers somtimes only give you a little bit of time on a tet i think they shold give us more time.

---

6th Have homework everyday but just a little bit.

---

6th less testing

---

6th well I think are test results shoud be baced in A B C D E F

---

6th less test

---

6th dont make the tests such a big part of your grade

---

6th there should be more privace when we test

---

6th every over week

---

6th make less tests

---

6th to give less test that are meaningfull

---

6th give us more papers for HAC so in case we lose it

---

6th Improve the school lunches. And better breakfast.

---

6th	if they make us take a test don't make it so long some kids fall asleep because there so bored make the test fun so kids do good and they have fun learning kids should have breaks if you are going to make a long test make it FUN
6th	sometimes I think some questions I get confuse so I ask a teacher for help.
6th	less tests, let students use notes.
6th	in computer calss
6th	Have more social studies/history tests.
6th	I'd suggest that we have the whole class period to think and fix our tests otherwise we would not worry about the time.
6th	LESS HOMEWORK! We go to school for EIGHT HOURS! Is that not enough learning for one day? I knw that it is "to help me with practice" but I get eenough practice if I go to school for 40 hours a week and have to go home and do even more work, only to see that I learned this two years ago. Thank you.
6th	more sports
6th	Do not make the test so hard
6th	the test in not hard and easy for one survey
6th	yes can we have short test and not as much test as we have
6th	no wait yes you guys need to help use with more teaching and understanding questions
6th	to studie alot.
6th	don't make us test
6th	this the best test
6th	yes there is one.If this particular kid does very good in the class you should get them a little harder quizz because for example me I'm very good at math and I really wanted to get harder math because the test I take know are very easy to me so give the very good egg heads a double test .thankyou
6th	they should add little hints in the side incase some one does not know what to do
6th	that students should listin to teachers becuase we are having.
6th	i think that you shouldnt make it that long because than if you make really long kids will just get boring taking the test thank you
6th	math
6th	testing should be private and only showed to you and your parents and teachers
6th	yes
6th	tell us how many question show us some question.
6th	yes
6th	it helps us to learn better.
6th	make the tests some what a little easy
6th	not talk wile other people are testing.
6th	they should be helping people with tests but they do not I think they should though
6th	science sports math reading
6th	I think you should not do any pre-test .
6th	I think you should not do any pre-test .
6th	They should tell us how good our grades are so wee can try to improve in the tests.
6th	dont give to many test please in math
7th	A great math
7th	letting kids chew gum because it relaxes them and helps jog your memorie
7th	Have less tests.

7th	Not as much test in ELA.
7th	The district should make every thin more clear
7th	MAKE EVERYTHING MORE CLEAR. EVERYTHING IS CONFUSING. THANKS FOR NOT MAKING ANYTHING UNDERSTANDABLE.
7th	to keep in mind people learn at different rates
7th	Nap Time. Sleeping after learning something your going to be tested on can help solidify your memory of what you learned. I believe napping could really help students be more educated.
7th	shut down schools and have better lunches
7th	Add another teacher for state tests
7th	we shouldn't do 2 or more tests on just one unit
7th	Allow us to use some of our notes
7th	i think that we should have more time to learn about the topics and take tests on some stuff that we will need when we get older so we will be prepared for jobs.
7th	yes can u stop testing so much
7th	yeah make less tests
7th	There should be less tests that we have to take because i think its not fair if we have a test every week in every class we should at least have a test every two weeks.
7th	There should be less tests that we have to take because i think its not fair if we have a test every week in every class we should at least have a test every two weeks.
7th	me no liky english
7th	Good
7th	not so many
7th	I do not agree with standardized testing that we have and stress about every year. :(
7th	Have better learning instructions
7th	they should tell student how to fix their corrections
7th	check if students are cheating often
7th	I believe that the smarter balance test helps the school and district to determine if the teacher is teaching us great or not, but I don't think it really makes a huge difference to us. I believe that it is a waste of time. You can just take our tests and quizzes we have taken to determine what we need to improve on. I think it is stupid we have to take a "smarter balance" test because it doesn't help us, and it doesn't make us smarter or teach us anything.
7th	More information about state/district test content would be helpful.
7th	Don't let the machines do all the answers do some yourself
7th	Make less boring. give headaches. make cry.
7th	make it fun
7th	The time students spend testing
7th	to tell us a week before the test that we have a test so we have time to study.
7th	I wish we have art and we have gym everyday because gym gives us energy and art is a better way to exprece yourself
7th	help me in all classes
7th	I think that teachers should give us an example of the test before actually taking a test to prepare us better
7th	Measuring the quality of the teachers teaching.
7th	Tests are boring
7th	give us less tests
7th	no

7th	yes please take out some of the tests because in the beginning of every year were still adjusting and ALSO I THINK THAT THEY SHOULD GIVE THE STUDENTS SOMETIME TO WRITE OUR HOMEWORK IN OUR AJENDA
7th	Make there be less test for every subject because sometimes every time you learn something new the teachers have to test you on it like really quickly even if you dont even know what you are doing.
7th	Make test at the beginning of the year easy.
7th	don't make test 70% of our grade make it 50 50
7th	Maybe have different tests, for the students who need more help than others and so on.
7th	i think they should lower the toll it takes on our grade u can have an A but if u make on silly mistake u go down to a D
7th	Make them easier, the district doesn't want stressed students.
7th	Making testes easier to comprehend
7th	GET RID OF SMARTER BALLANCE
7th	Can we take candy breaks? :-)
7th	DO NOT HAVE THE PARAGRAPH ON SMARTER BALENCE!!!!!!!!!!!!!!
7th	Don't make tests so important so there isn't as much stress while taking the test.
7th	make dcas and smarter balance shorter please.
7th	Stop giving tests that aren't related to the real world
7th	not to have that paragraph in the smarter balance
7th	smarter balance testing is to long and hard for students.
7th	STOP MAKING SO MANY TEST
7th	I believe that the tests should be laid off some, as I sometimes feel as if there are too many tests or that they are too long.
7th	easy
7th	Change the questions on tests back to an easy definition or question. Not hard enough for kids to know the subject very well, but cant get what the district is asking.
7th	you should make the test easier and less work.
7th	NO HOMEWORK
7th	TO NOT TAKE THESE TESTS.
7th	make it easier to understand for students who dont comprehend very well
7th	See how the students growth progress is doing and how they can improve
7th	to make the test more not hard
7th	These tests are dumb and should be revised completely. And what I find most awful is they are testing kids between 7-17 years old within the first week of school. Get your lazy butts of the chair and find out our learning ability by observing and helping us.
7th	do not have so many tests for each subject through out the year
7th	be able to have a choice wether to do it or not
7th	i just want to get help on every single one
7th	There are no other suggestions from me for the program
7th	We take so many classes already and have so much stress and still have to keep a social life so we don't get bullied ... give us a break at least 2 tests a month , its too much to handle as a student who gets test almost everyday could we please just have like i said before a break and at least 2 test a week for all classes
7th	NOT SCHOOLGY! I FAILED A TEST BECAUSE THE SYSTEM DIDN'T READ HALF OF MY ANSWERS CORRECT! EVEN THOUGH THEY WERE! I GOT A 28%! WE HAD TO GO BACK AND REVIEW, AND I FOUND OUT I GOT AN 80%! I REALLY NEED PAPER AD PENCIL!

7th	I believe that DCAS is more useful than Smarter Balance
7th	Don't give questions that we haven't learned in class
7th	smarter balance is not usful
8th	The homework should not be as much because, I can get mixed up with projects and writing assignments.
8th	make them shorter
8th	i would like a stem focus to start in middle school. We can test in these areas.
9th	When we do have test try to make the readings interesting and up to date so we can personally connect with it and maybe do better on the test.
9th	Their should be 2 big tests each year along with the SAT and thats all the tests they should have.
9th	test gave information.
9th	give them more time to study
9th	maybe
9th	Don't take quizz everyday because I hate study. In the world only one things all people hated is study.
9th	So as i think that u should have tests as a until thats all finshi. so no midterms and no finals.
9th	Como pada saber lo que tienes aprendido y lo que no tienes aprendido de los clases y por eso distrito hace estos examenes. ( How to know what you have learned and what you have learned from classes and that district makes these exams.)
9th	I think that based off of you testing score should determine what classes you can take (Ex. Honors, IB, CP, etc)
9th	We shouldn't have to do all these tests.
9th	no testing program
9th	get rid of math cause its useless
9th	They should be open note tests
9th	Less tests that's all.
9th	I want you to stop giving us so many tests. We're going to become brain dead!
9th	stop testing
9th	no more homework
9th	NO HOMEWORK
9th	I don't like tests yall stress us out at a young age let me have a life dangg
9th	make fewer test, atleast every two weeks, not everyweek, not on mondays, but on fridays or wednesday.
9th	Try not to do so many tests that are pre-tests. They may not matter on your grade but it seems like they are! Pre-tests stress students!
9th	Not to many tests
9th	Make it relate-able and easy to do
9th	There is way too much tests right now . It gives students stress.
9th	please reduce the tests they are very stressful to students
9th	no more stupid test!!!!!!!!!!!!!!!!!!!!
9th	have a tutoring program for sat or pre sat and give test on our level grade. Dont send home test scores of a pre test. Should keep test score confidential with just the student
9th	I think the SAT should not be very important because it has things you have learned but from a long time and not remember because the test has different topics in it that it can make a person stressed and tired.
9th	less tests
9th	Do a better job, man.

9th	I think the pre and post test should be taken out. They are very useless due to the smarterbalance that has been added.
9th	Stop taking test
9th	Open Notes
9th	Let students listen to music while taking tests it re-leaves the stress when taking a test.
9th	yes
9th	Stop giving tests!!!!!!!!!!!!!!!
9th	yes, gitrid of state tests because we allrety git plenty of tests at school and they follow what we have lrened.
9th	We should not have a lot of testing
9th	Yea idont like tests.
9th	they should give less tests
9th	make the tests not take up 75 percent of my grade only 50 or 25.
9th	.
9th	yes I believe us students should be given less tests because we take too many and kids get over whelmed and get poor grades.
9th	make testing more lower please to many for me
9th	That we need to stop doing all these tests because a lot of people are failing.
9th	have us learn it before we take it.
9th	Let us decide if we want to be tested or not.
9th	I thinks its better we only have 4 days off school and 3 days of rest but within the 4 days that we got things to do like homework.
9th	stop testing us
10th	haveing fun with are teachers
10th	if it was good will it will be fine and mabey some of the kids will like that to be good

Students should receive iPads. Test should be done on an iPad you'll get your score right after you done. It should not be done on computer because the stain eye too much. If we used iPads test and homework would be easier. Class would be more interactive because the Smartboard would be mirrored to the iPads and lessons could be loaded up onto the iPads so if you don't understand it or if you were absent then you watch the lesson on an app on the iPad. It makes sense because some teacher go to fast and don't like to repeat themselves so, that if they don't understand you go back watch the lesson again. So, it just makes sense to give out personal iPads for the year to high school students and classroom iPad for middle and elementary schools. It honestly make more sense. We would also be saving paper and trees instead of printing thousands of papers every year! This could improve the district. We're in the future it's time have more interactive technology in schools.

10th	Don't give a lot of tests because it stresses out students and sometimes messes up their grades.
10th	keep it up
10th	don't give us hard test
10th	Is it going to cover what the students are learning or is going to learn
10th	take away state testing please and thank you bye

I want to say about SAT/PSAT. There should be class for SAT for whole year because there is only guess kind of thing. And there should be more time than 60 minutes for reading section, because we can think about question. According to time we can just make guess and that's why students don't get good grades in it.

10th	Yes, sometimes they have to translate the quiz and make sense in some question.
10th	Yall should of have no writing in the test and give us clues.
10th	no more test

10th	We do not need more tests.
11th	Reduce the importance of tests when compared to the other school work we do considering that it only takes up a small portion of class time.
11th	Make relevant tests or the scores are devalued.
11th	More than half the test we take are completely useless. Why do we need a post and pre test we don't know stuff it's obvious because we've never taken the course. Also the post test we should know what we learned so why test us on it.
11th	Yes, you should test the teachers first to see where they have gotten. So you know what to test the students on or don't test at all!
11th	Don't have us do stuff that doesn't affect our progression, but instead has us feel like a statistic that we should compete with
11th	less tests / shorter / easier
11th	less test please
11th	Advise about test 1 week before.
11th	These tests should not be made such a big deal
11th	let the teachers know if giving too many test makes us stress and makes our grade bad sometimes.
11th	Reduce the amount of tests and focus on higher actual teaching a priority. U.S.A. should be #1 in education.
11th	I'm getting too much stress from all the tests and feel like I'm slowly dying and want to die to stop the headaches.
11th	I think if we get a lot of tests they should be more focused on what we are actually learning in class.
11th	I really think we should have a grammar test because lots of kids just do not know/understand how proper english is spoken
11th	That they aren't that long
11th	They are too long and boring and they put stuff on them that we didn't learn
11th	Chill out with the testing for a bit, not everyone is a good test taker.
11th	Not have as many test. Eliminate unnecessary test.
11th	Adjust test to what teachers are teaching.
11th	Testing stresses you out. Sometimes I would go to bed late just to study for a test. I'm not a great test taker. With that bad test grade I would fail the marking period.
11th	make them easier
11th	testing in english and history only test your memory, no how smart you are.
11th	There too long, I don't like taking them.
11th	we need to take or review our notes
11th	Making test short and easy, and not making tests worth so many points.
11th	Do not make quizzes because is boring.
11th	We need more time and don't do all the quizzes the same day.
11th	Stop taking time out of my classroom time to take tests that benefit you and not me.
11th	make the test more interesting
12th	Take away some test from schools when they are not needed.
12th	less math and English, It's very difficult.
12th	Tests made a students like hard.
12th	Make us want to learn + learn
12th	There should be a class of SAT/PSAT for a year so that students would be prepared for it.
12th	Do your job.



12th	The grading and the way they give the students the test.
12th	Stop testing us
12th	Stop making state test because it's a waste of class time.
12th	Make sure that students are being taught whats actually on the test. Make teachers focus on exactly what their students will be tested on and make sure they are properly prepared.
12th	Visit classrooms incognito, without the use of media, and get a genuine feel for the schools to better analyze your collected data. There's more than just multiple choice answers to assess
12th	Visit classrooms incognito, without the use of media, and get a genuine feel for the schools to better analyze your collected data. There's more than just multiple choice answers to assess
12th	help
12th	stop using common core standards
12th	no more test.
12th	Make the test more understandable for the students
12th	Stop making us take tests we don't need they are irrelevant and take time from our normal class time
12th	You realize that too much testing can physically fry a brain. The average high school student has the same stress level as people that were put in asylums 50 years ago. Stop testing us on what you think we should know. Test us on what we know and need to learn.
12th	Stop making us take tests we don't need bros.
12th	Please stop the testing and constant changing of the curriculum. We are confused and not learning anything. It is as if we are your guinea pigs, and you're just using us and wasting our time trying to find a "better way" to teach us. Just think about this, "If it ain't broken, don't try and fix it"
12th	I believe that a test score should not define a student. If there is any way to change that, then the district should do so.
12th	The teachers should make a report of each student with things like whether they turn in assignments on time or not and how they behave in class. Then the district should take this into account when looking at the test scores because when you have enough kids not trying or talking all class this reflects poorly on the teacher when it should reflect poorly on the student instead.
12th	Yes, make the test understanding.
12th	TEST LESS.
12th	I do not think that the testing should be as long as they are.
12th	no more testing please! i want to learn not worry about passing this dumb test!
12th	Give less test, don't focus on our ability to test but rather our actual learning
12th	I think students are over tested. I can recall last year taking smarter balance, finals and end of the year tests around the same time. This creates lots of stress for a student who is trying to succeed in everything.
12th	this survey is stupid!! Either way, whatever we think about this whole subject about testing, district really wont do anything about, it wont make a difference with our opinions.
12th	The tests that we take should give us results that are going to help us. The state testing that takes days and only gives us a number score is useless because it does not show us what we are doing wrong or right, it is just a test that wastes our class time.
12th	Hand out review packets, work on the review packets in the classroom.
12th	Home access
12th	study
12th	schools need more teachers who actually care about a students success
12th	this is not helpful to me. im leaving in like 6 months... give this tests to freshman, not that it's gonna help anything.
12th	test are useless

12th	Look as i said before. this wont help me because i am a senior and all of this wont prepare me for the real world or even college. maybe to the freshman that's just arriving at this school but it's really too late for me and the class of 2016.
12th	Less testing. More teaching
12th	DO NOT TIME STUDENTS PLEASE. What timing does is stress students out and keeps them from thinking critically. My scores would have been so much better if I had taken the test at my own pace.
12th	some teachers do not actually explain whats going on in the tests.
12th	make it an option to do additional tests
12th	Don't give them out, I've been taking these test for years and I'm now a senior in high school and those tests have not improved me as a student.
12th	stop giving so many
12th	have teachers take them
12th	Testing should only be on with the students are learning in the classroom
12th	overly testing students leads to inaccurate results because they are tired of testing
12th	Teach us more useful things in school, like how to do taxes and pay bills. Maybe some home economic skills too.
12th	Talk to college board
12th	Yeah, get rid of the Smarter Balance testing and bring back the DCAS Testing... They are both bad but DCAS is better.
12th	SMARTER BALANCE IS STUPID
12th	Smarter Balance needs to go, DCAS was a much better test
12th	Smarter Balance needs to go, DCAS was a much better test
12th	start putting questions we actually go over in school other then questions/problems you think we should know by now. not every school gets the same subject learned in the same time. it always depends on how high income and low income the school is some may have learned the subject two years ago when someone else is getting it tough this year.
12th	Stop making students only care about passing
12th	NOTE TAKING SKILLS
12th	Don't do it. bad
12th	STOP
12th	Make testing more meaningful.
12th	Consider the students individual learning abilities.
12th	Why is there only Math and English portions of state tests every year? Why is physics, economics, computer science, CAD, etc. not included each year? It seems as though you are not recognizing the importance of these classes.
12th	Stop the standardized testing.
12th	Less needless tests
12th	There are way too many tests and all they do is discourage students.
12th	keep in mind most students have horrible testing skills and test do not show the kind of person you are and they do NOT test the intelligence of a student.
12th	There is too much state and district testing. Only the teacher or college board should give tests. Pre and post tests by the state are a waste of time. Students know they only measure the teacher's efficiency.
12th	Students should evaluate teachers, tests shouldn't do that. If everyone takes the same standardized test in the state, it is not specific to that one teacher that year. Just because I have Mrs. (-----) for math this year, doesn't mean she should look good based on my 4. The real data would be given to you from the students.

12th	I wish there were more feedback provided after seeing results, so that I can know where I went wrong and how I can improve.
12th	Students already have enough tests that need to be taken in the classroom. There is no time to take district tests that have no effect on my grades or education.
12th	Testing should have a purpose other than just needing a summative grade
12th	In most cases I feel it would be best give tests at the end of each marking periods
12th	Get rid of standardized tests. They provide absolutely no benefit to our education, and serve only 2 purposes. 1: to put more money into the pockets of the people who design the tests, and 2: to stress out students even further than they should be
12th	(expletive)
12th	Stop giving so many tests. It isn't fair to the students that were spending hours of our time studying for one class when we have 7 other classes to worry about. We shouldn't be stressed to the point of break downs because all we do is study.
12th	ms (----) at (----) highschool should be fired.
12th	stop making these test they (----)
12th	There shouldn't be anymore tests.
12th	get rid of summative formative
12th	no more testing
12th	(expletive)
12th	I guess that you should not test us on the same things and make the test interesting , because if they become boring then students will soon say to themselves "forget it I'm done and just click by don't care if they fail or pass
12th	too many tests just stress students out many can handle it but for the least, they use it to just give up if they don't need it; so they drop out or just give up.
12th	i think that they should send the test scores a little more faster or explain more for what they actually do , sometimes we just all take these test because we just have to where told to go to the library or class sign in and do what where told but i think that we should be told in 8th grade what kind of test we are heading for and what they will do for us when we graduate , because me personally never took these test throughout highschool seriously .
12th	PRE TESTS are not helpful at all.
12th	no more homework pliz
12th	some could get extra help if needed
12th	take away some test
12th	limit the tests taken in one year, like split them up.
12th	I really think there should be less testing. I think too much testing isn't valuable at all. With me I have bad anxiety and i really have a hard time concentrating with stuff... and i cant focus half the time
12th	To limit the testing!!!! I understand its school and all but the amount of tests/homework/classwork we get, can be overwhelming then your topping it off by giving us more states- state tests.. its just too much
12th	STOP TESTING SO MUCH. ITS STRESSING KIDS OUT.
12th	NO MORE TESTING
12th	Stop testing us on things we know or learn
12th	they should change the amount of tests
12th	Less Testing
12th	give us less test
	Less tests and homework , at school all day long, some students have things to do and responsibilities and they both get in the way and stress students out
	Cut back on the amount of meaningless tests and the amount of time they take.

State testing is a waist of time for students. The tests take two or more class periods and that is two lessons we have to make up. Also state tests do not accurately represent how much a student knows about a topic.

Yes, I think the tests are hard and easy at the same amount of times

5th	no
5th	i don't kow
5th	noooo
5th	no
5th	no
5th	no
5th	noooooo
5th	no it ok
5th	N/A
5th	no
5th	none
5th	none
5th	no
5th	no
5th	no
5th	none
5th	NO
5th	NO
5th	No.
5th	no
5th	no
5th	no
5th	no not at all thank you
5th	no
6th	no
6th	no
6th	no
6th	nope
6th	no
6th	(nonsense)
6th	No
6th	no
6th	no
6th	No
6th	Nope
6th	No I think the system they are using right now is great
6th	no
6th	I don't know

6th	No
6th	NO SOTP GIVEING US TEST TI BORING I WILL SUE THIS SCHOOL
6th	no I don't have any more suggestions to make to the district about testing program.
6th	no suggestions
6th	No
6th	No
6th	No
6th	no
6th	no
6th	Nope.
6th	no
6th	no
6th	no
6th	nope.
6th	no
6th	I have no concern about the test I think that the test we get today is a good amount of test
6th	not at all
6th	no
6th	no
6th	no
6th	None
6th	no
6th	none
6th	No.
6th	no
6th	No
6th	no.
6th	No
6th	No
6th	No.
6th	No
6th	No, every tests that is given out is enough amount of studying and working each year for each class.
6th	no
6th	no.
6th	Nope
6th	Nope.
6th	No, not really.
6th	I don't have any suggestions
6th	No.
6th	no
6th	no

6th	no
6th	nothing
6th	no
6th	no
6th	none that i think of
6th	no
6th	no
6th	No I think that we are okay in school they just need to not give out a lot of quizzes in 6th grade and not have so many quizzes.
6th	No i think its good just the way it is just less test.
6th	no
6th	no
6th	No
6th	No
6th	no
6th	No
6th	No
6th	no
6th	No
6th	no
6th	no i don't.
6th	No
6th	no
6th	no
6th	No
6th	No
6th	no
6th	No
6th	No I do not want to make any suggestions to the district.
6th	No
6th	None.
6th	No
6th	Not at this moment.
6th	Not really.
6th	no
6th	No I think the district has good reviewed test.
6th	no
6th	No
6th	no
6th	No
6th	No

6th	no
6th	No.
6th	no
6th	No
6th	no
6th	Not really
6th	none
6th	none
6th	no
6th	No i do not
6th	i think no
6th	No not really.
6th	no not really
6th	no
6th	no
6th	no not at all
6th	no i don't have one at this moment
6th	no
6th	no
6th	no
6th	i have no suggestions
6th	no
6th	I have no suggestions.
6th	No
6th	no
6th	none
6th	no
6th	no
6th	no
6th	no
6th	no
6th	no
6th	IDK
6th	IDK
6th	no
6th	no
6th	idk
6th	no
6th	nope
6th	no
6th	no
6th	i don't have none

6th	I don't have none
6th	NO
6th	Not really
6th	nope I Think It Is All Good :)
6th	no
6th	no there are not
6th	no
6th	No
6th	no
6th	not really
6th	no
6th	no
6th	no
6th	no
6th	No
6th	No.
6th	no
6th	no there isn't any that I think that could help us because everything at this school is every good is what I think.
6th	No I do not have any suggestions I want to make to the district.
6th	No
6th	No
6th	No.
6th	No
6th	Nope
6th	no not really
6th	NO
6th	no
6th	I have none
6th	no
6th	nothing
6th	no
6th	No.
6th	no I have none
6th	no
6th	none
6th	no
6th	No
6th	No.
6th	Nothing
6th	no nothing else.
6th	none







6th	no
6th	I don't have any suggestions
6th	Nope, everything is good now. :-)
6th	none
6th	none
6th	no
6th	No that is it
6th	NA
6th	no
6th	no
6th	no
6th	n/a
6th	none
6th	no
6th	no not really.
6th	I don't now
6th	none of a bove
6th	no
6th	no
6th	no
6th	no
6th	Nothing Thank-You!
6th	No
6th	no thank you.
6th	I don't have any.
6th	no
6th	No I don't have anymore question's about the district.
6th	no
6th	i dont know what to say
6th	no
6th	I have no suggestions.
6th	no.
6th	I don't have any other suggestions.
6th	no
6th	NO
6th	nothing
6th	No
6th	I dont have any more suggestions
6th	No
6th	no
6th	no

6th	no im fine
6th	no im fine
6th	No
6th	no
6th	well not really
6th	no
6th	well not really theres nothing
6th	No
6th	no
6th	No I have none.
6th	No there aren't any other suggestions I have.
6th	None
6th	no
6th	No, not at all.
6th	NO
6th	No
6th	No.
6th	no
6th	no
6th	Nothing
6th	no thank you.
6th	no
6th	no
6th	No.
6th	I have no suggestions to district.
6th	no
6th	no
6th	no
6th	no
6th	No thankyou
6th	no not really
6th	no
6th	No
6th	there is nothing that I would change.
6th	no
6th	none
6th	No.
6th	no i have noo suggestions
6th	no not at all
6th	no
6th	none so far



7th	no
7th	no I don't think we should have test
7th	Nope
7th	Nah
7th	nope
7th	No
7th	No
7th	No
7th	no
7th	no
7th	no
7th	n/a
7th	no
7th	No
7th	No.
7th	No
7th	no
7th	nope
7th	none
7th	No.
7th	No
7th	no here is nothing
7th	no suggestions.
7th	no
7th	Nope.
7th	not really
7th	No.
7th	(nonsense characters)
7th	No
7th	no
7th	No i don't have any suggestions
7th	No
7th	No.
7th	No
7th	no
7th	no
7th	No.
7th	NA
7th	Nope
7th	no

7th	No
7th	(nonsense characters)
7th	nope
7th	None
7th	none .
7th	No
7th	none
7th	No Thank You
7th	Nope! I like it how it is!
8th	No
8th	No
8th	No I do not.
8th	no
9th	No
9th	Nope
9th	No
9th	No
9th	No
9th	No
9th	No I guess
9th	No
9th	No
9th	no
9th	no
9th	no
9th	not really
9th	no
9th	no
9th	no
9th	na
9th	na
9th	no
9th	no
9th	no
9th	No
9th	no
9th	idk man
9th	no
9th	no
9th	NO.
9th	nope





9th	I'm not sure.
9th	Nope i just want the test to be a little easier
9th	no
9th	no)
10th	No
10th	No
10th	No, not really. All my teachers know what their doing.
10th	N/A
10th	no
10th	N/A
10th	No...
10th	No
10th	No
10th	No
10th	no there is not.
10th	No
10th	No
10th	No
10th	No
10th	No
10th	no
10th	no
10th	no
10th	n/a
10th	no
10th	no
10th	no
10th	no righting on tests
10th	no thanks
11th	no
11th	N/A
11th	no
11th	No
11th	no
11th	No
11th	Not really
11th	No
11th	None
11th	No
11th	Nope not really, I just don't like taking tests if I know nothing about them, or if I ain't come and still has to take it.
11th	IDK

11th	No
11th	No i dont.
11th	no
12th	No
12th	Nope
12th	n/a
12th	no thank you.
12th	No
12th	No
12th	No
12th	No
12th	No.
12th	no
12th	none I can think of
12th	nope
12th	No
12th	no
12th	no
12th	no
12th	no
12th	no
12th	no
12th	no
12th	No
12th	Nope
12th	No.
12th	No
12th	No
12th	no
12th	no
12th	no
12th	None what so ever.
12th	no
12th	no
12th	(nonsense)
12th	De
12th	no
12th	no
12th	no
12th	no
12th	No.
12th	no

12th	No
12th	Chill bro
12th	nah fam
12th	not at the moment
12th	NO.
12th	no.
12th	No.
12th	no
12th	no , not really
12th	no
12th	no
12th	Nope
12th	None
12th	no
12th	No
12th	No.
12th	No
12th	no
12th	(nonsense)
12th	(nonsense)
12th	not at all
12th	none
12th	no.
12th	no.
12th	no
12th	no
12th	no
12th	no
12th	No not really.
12th	NO
12th	no
12th	not really
12th	no.
12th	no not at all
12th	no
12th	no
12th	No
12th	(nonsense characters)
12th	no
12th	n/a
12th	Na

12th No

---

12th No

---

12th Nah but that testing (---) gotta chill , ya'll be giving too many test throughout the year

---

noo  
oooooooooooooooooooooooooooo

---

No, there are no other suggestions that I would like to make to the district.

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# Student Assessment Survey

Thursday, November 19, 2015

# 1826

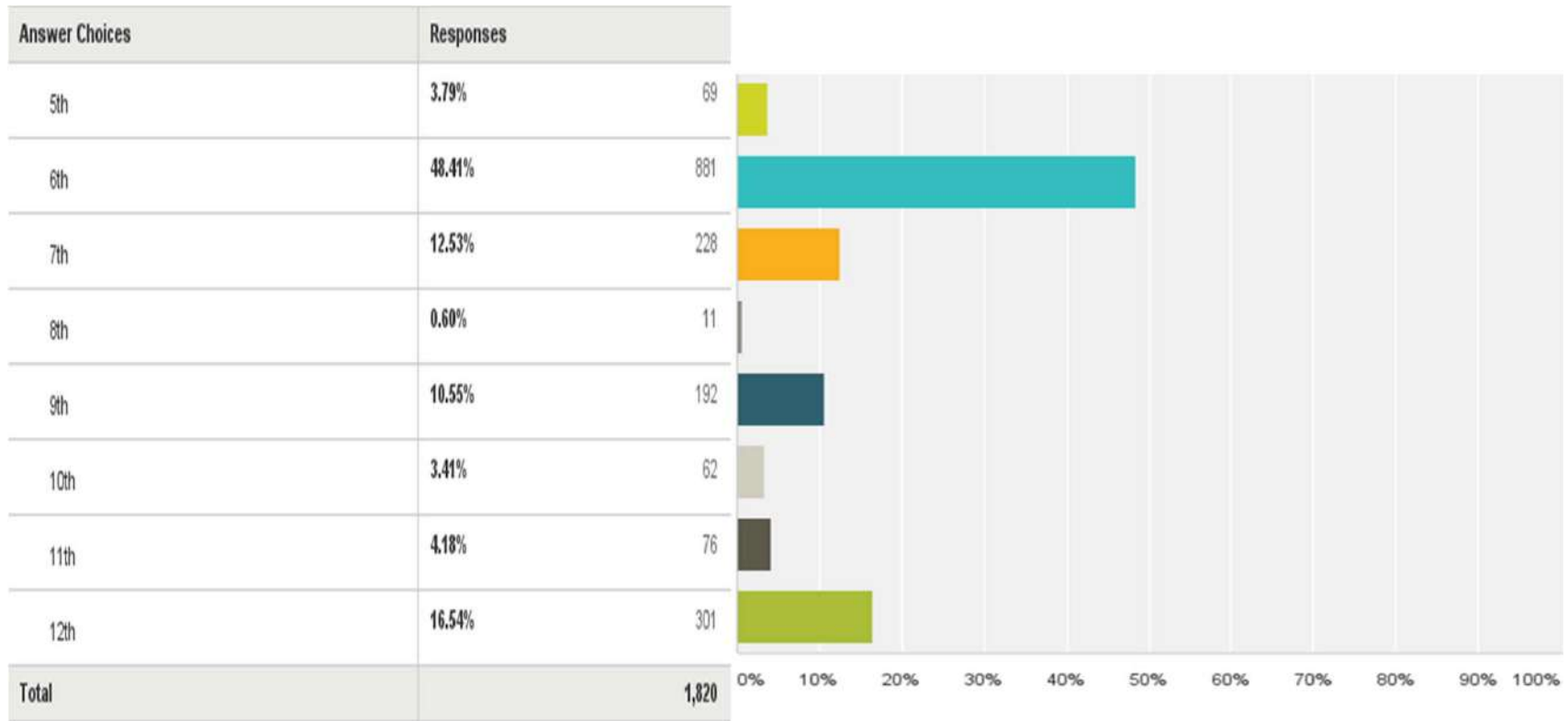
**Total Responses**

Date Created: Thursday, November 19, 2015

Complete Responses: 1826

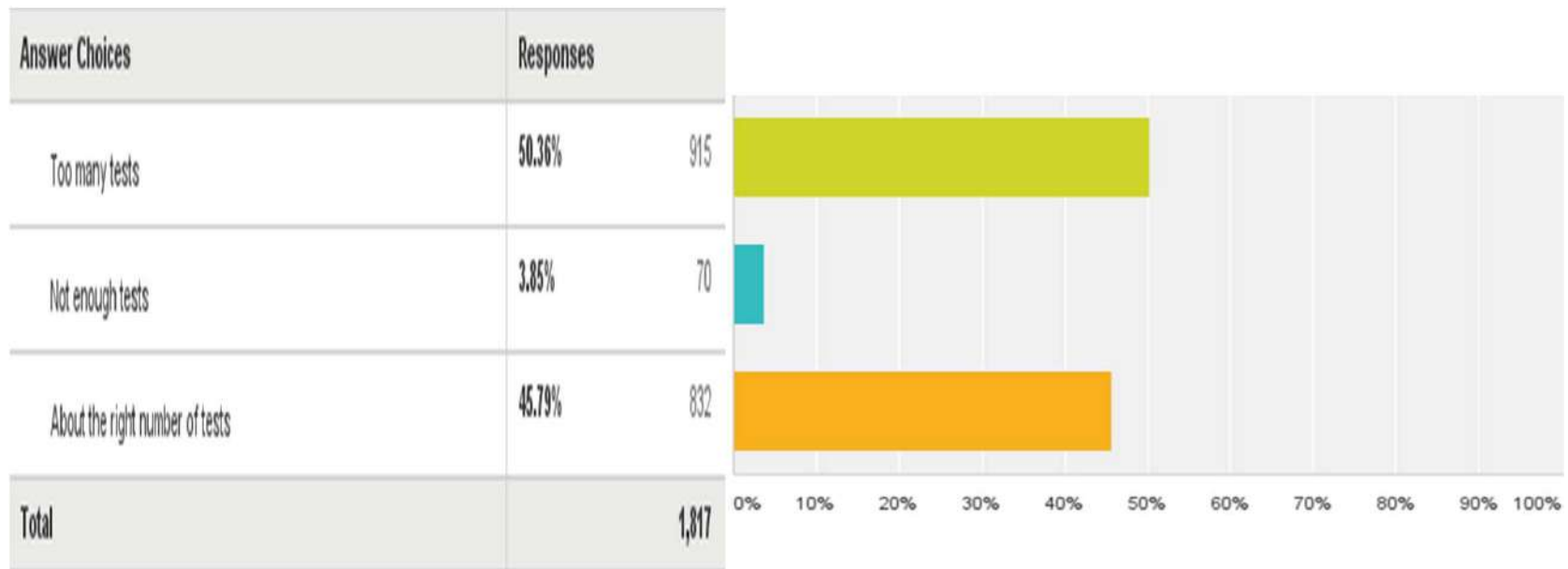
## Q1: What grade are you in?

Answered: 1,820 Skipped: 6



## Q2: Do you think students in this school are given too many tests, not enough tests or about the right number of tests throughout the school year?

Answered: 1,817 Skipped: 9





### Q3: What concerns do you have about testing, if any?

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Open Ended

Answered: 1473 Skipped: 353

Answered but commented "I don't know", "no", nonsense: 358

**Applicable comments: 1115**

### Q4: How useful to you, as a student, are each of the following types of assessments?

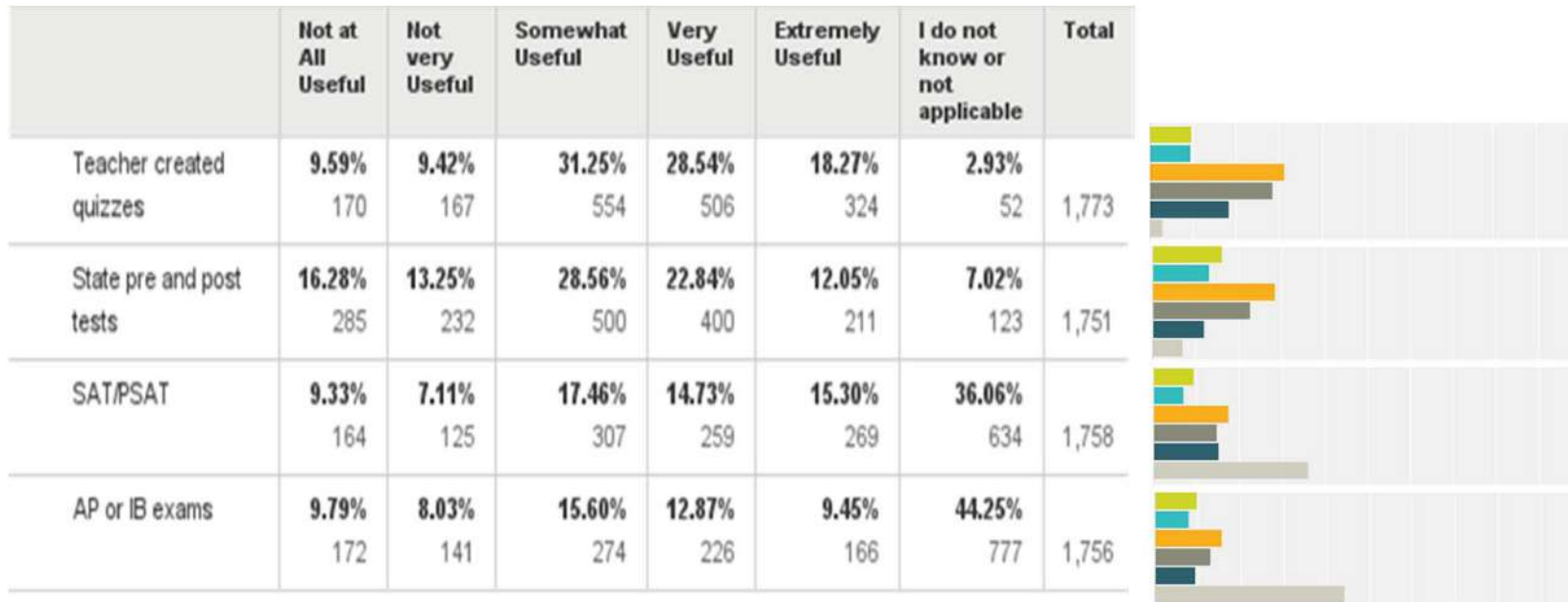
Answered: 1,802 Skipped: 24



	Not at All Useful	Not very Useful	Somewhat Useful	Very Useful	Extremely Useful	I do not know or not applicable	Total
Smarter Balanced state tests (ELA and Mathematics)	16.65% 299	13.53% 243	30.62% 550	23.94% 430	9.91% 178	5.35% 96	1,796
DCAS state tests (Science, Social Studies, U.S. History)	14.21% 254	15.05% 269	31.95% 571	24.40% 436	10.30% 184	4.09% 73	1,787
District tests (DIBELS, Scholastic Reading Inventory, Scholastic Math Inventory)	15.47% 273	12.63% 223	32.24% 569	21.02% 371	7.88% 139	10.76% 190	1,765
Unit Tests	7.22% 128	7.96% 141	32.62% 578	32.51% 576	16.48% 292	3.22% 57	1,772
Mid terms and/or final exams	7.50% 132	7.67% 135	21.35% 376	26.29% 463	20.44% 360	16.75% 295	1,761

### Q4: How useful to you, as a student, are each of the following types of assessments?

Answered: 1,802 Skipped: 24



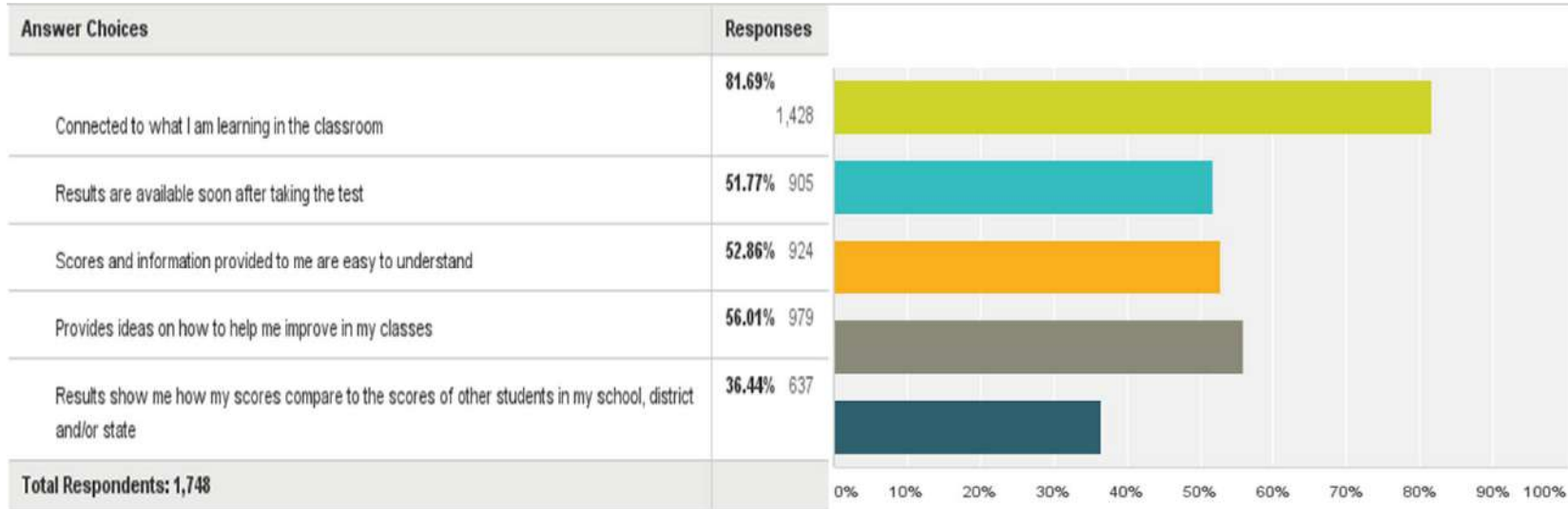
**Q4: How useful to you, as a student, are each of the following types of assessments?**

*ordered by combined percent of Very "Useful" and "Extremely Useful"  
(adjusted for "I don't know or not applicable")*

Mid terms and/or final exams	56.1%
Unit Tests	50.6%
Teacher created quizzes	48.2%
SAT/PSAT	47.0%
AP or IB exams	40.0%
State pre and post tests	37.5%
DCAS state tests (Science, Social Studies, U.S. History)	36.2%
Smarter Balanced state tests (ELA and Mathematics)	35.8%
District tests (DIBELS, Scholastic Reading Inventory, Scholastic Math Inventory)	32.4%

## Q5: In general, what aspects do you feel make a test more helpful? (Please check all that apply.)

Answered: 1,748 Skipped: 78

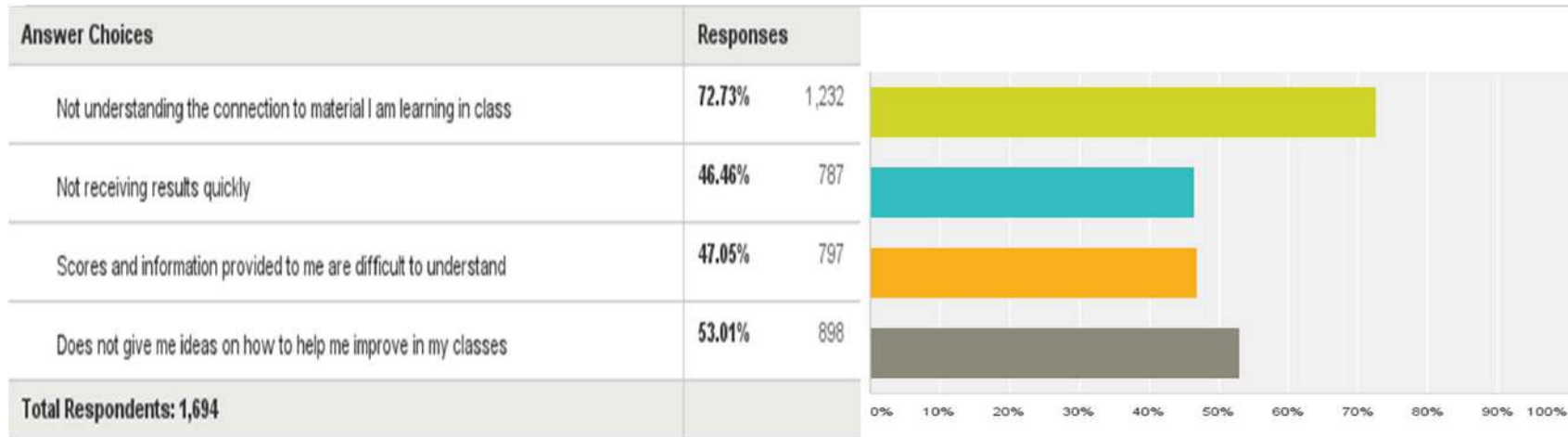


### Ordered by %

Connected to what I am learning in the classroom	81.7%
Results are available soon after taking the test	51.8%
Scores and information provided to me are easy to understand	52.9%
Provides ideas on how to help me improve in my classes	56.0%
Results show me how my scores compare to the scores of other students in my school, district and/or state	36.4%

## Q6: In general, what aspects do you feel make a test least helpful? (Please check all that apply.)

Answered: 1,694 Skipped: 132



### Ordered by %

Not understanding the connection to material I am learning in class	72.7%
Does not give me ideas on how to help me improve in my classes	53.0%
Scores and information provided to me are difficult to understand	47.0%
Not receiving results quickly	46.5%

**Q7: Are there subjects or areas you think the district should be testing where it is currently not doing so?**

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Open Ended

Answered: 1334 Skipped: 492

Answered but commented "I don't know", "no", nonsense, or did not name a subject or an area : 988

**Applicable comments: 346**

**Q8: How useful are classroom and interim assessments for each of the following purposes listed below?**  
 (Some examples of classroom assessments are teacher observations, homework, quizzes, and tests. Interim assessments are given periodically during the year.)

Answered: 1,750 Skipped: 76

■ Not Useful   
 ■ Somewhat Useful   
 ■ Very Useful   
 ■ Extremely Useful

	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Total
Understanding my academic growth over time	6.48% 112	29.67% 513	38.46% 665	25.39% 439	1,729
Determining if I am prepared for next stage of learning	6.29% 109	25.55% 443	43.14% 748	25.03% 434	1,734
Monitoring my achievement of education standards	8.08% 139	32.60% 561	37.36% 643	21.96% 378	1,721
Knowing when to be concerned about my progress	6.85% 118	23.22% 400	41.79% 720	28.15% 485	1,723
Adjusting what teachers teach to address specific level and needs of the students	8.70% 150	32.71% 564	37.41% 645	21.17% 365	1,724
Communicating with my teacher	8.21% 142	23.99% 415	36.59% 633	31.21% 540	1,730
Helping me with homework	11.97% 207	26.14% 452	36.38% 629	25.51% 441	1,729
Providing specific activities at home to support my learning	16.73% 288	34.22% 589	31.32% 539	17.72% 305	1,721
Measuring high-quality teaching	12.01% 206	31.20% 535	35.10% 602	21.69% 372	1,715



**Q8: How useful are classroom and interim assessments for each of the following purposes listed below?**  
(Some examples of classroom assessments are teacher observations, homework, quizzes, and tests. Interim assessments are given periodically during the year.)

Answered: 1,750 Skipped: 76

<i>ordered by combined percent of "Very Useful" and "Extremely Useful"</i>	
Knowing when to be concerned about my progress	69.9%
Determining if I am prepared for next stage of learning	68.2%
Communicating with my teacher	67.8%
Understanding my academic growth over time	63.9%
Helping me with homework	61.9%
Monitoring my achievement of education standards	59.3%
Adjusting what teachers teach to address specific level and needs of the students	58.6%
Measuring high-quality teaching	56.8%
Providing specific activities at home to support my learning	49.0%

## Q9: How useful are end-of-year, or end-of-course, assessments for each of the following purposes listed below?

(Examples include state tests such as Smarter and DCAS, national tests such as SAT and AP/IB exams, and local tests such as final exams.)

Answered: 1,713 Skipped: 113

	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Total
Understanding my academic growth over time	9.95% 169	27.44% 466	35.16% 597	27.44% 466	1,698
Determining if I am prepared for next stage of learning	8.72% 148	24.15% 410	40.28% 684	26.86% 456	1,698
Monitoring my achievement of education standards	9.01% 153	28.90% 491	39.79% 676	22.31% 379	1,699
Knowing when to be concerned about my progress	8.65% 147	26.37% 448	38.49% 654	26.49% 450	1,699
Adjusting what teachers teach to address specific level and needs of the students	10.63% 180	30.89% 523	37.86% 641	20.61% 349	1,693
Communicating with my teacher	11.62% 197	26.43% 448	32.51% 551	29.44% 499	1,695
Helping me with homework	15.59% 263	26.62% 449	32.78% 553	25.01% 422	1,687
Providing specific activities at home to support my learning	18.60% 314	32.35% 546	31.22% 527	17.83% 301	1,688
Measuring high-quality teaching	13.06% 221	31.26% 529	32.68% 553	22.99% 389	1,692

**Q9: How useful are end-of-year, or end-of-course, assessments for each of the following purposes listed below?**

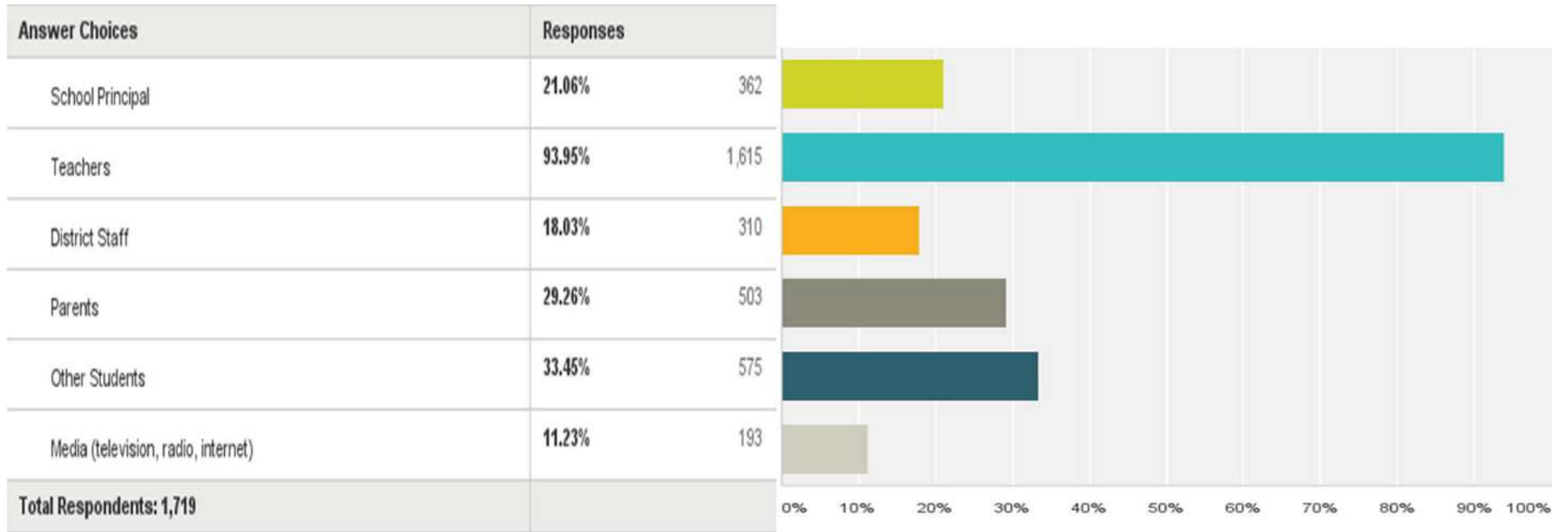
(Examples include state tests such as Smarter and DCAS, national tests such as SAT and AP/IB exams, and local tests such as final exams.)

Answered: 1,713 Skipped: 113

<i>ordered by combined percent of "Very Useful" and "Extremely Useful"</i>	
Determining if I am prepared for next stage of learning	67.1%
Knowing when to be concerned about my progress	65.0%
Understanding my academic growth over time	62.6%
Monitoring my achievement of education standards	62.1%
Communicating with my teacher	61.9%
Adjusting what teachers teach to address specific level and needs of the students	58.5%
Helping me with homework	57.8%
Measuring high-quality teaching	55.7%
Providing specific activities at home to support my learning	49.1%

**Q10: From whom do you receive information about testing?**  
 (Please check all that apply.)

Answered: 1,719 Skipped: 107



## **Q11: Are there any other suggestions you want to make to the district as it reviews its testing program?**

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Open Ended

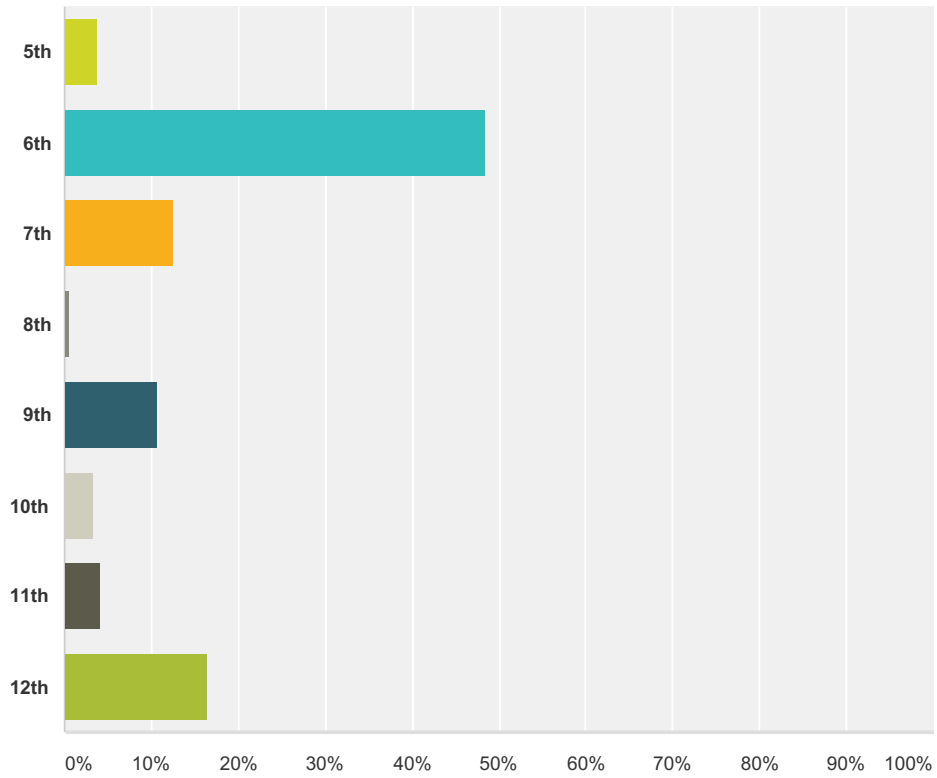
Answered: 1225 Skipped: 601

Answered but commented "I don't know", "no", nonsense: 646

**Applicable comments: 579**

### Q1 What grade are you in?

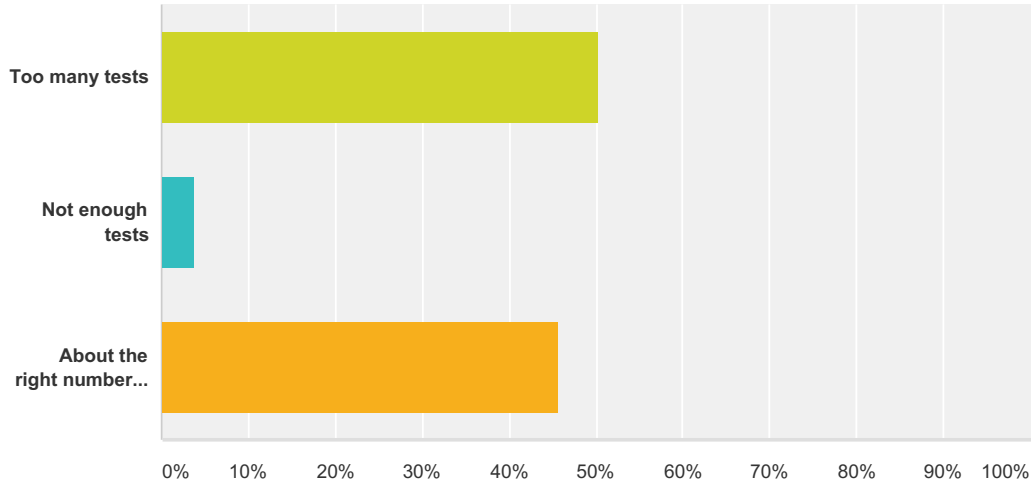
Answered: 1,820 Skipped: 6



Answer Choices	Responses	
5th	3.79%	69
6th	48.41%	881
7th	12.53%	228
8th	0.60%	11
9th	10.55%	192
10th	3.41%	62
11th	4.18%	76
12th	16.54%	301
<b>Total</b>		<b>1,820</b>

**Q2 Do you think students in this school are given too many tests, not enough tests or about the right number of tests throughout the school year?**

Answered: 1,817 Skipped: 9



Answer Choices	Responses
Too many tests	50.36% 915
Not enough tests	3.85% 70
About the right number of tests	45.79% 832
<b>Total</b>	<b>1,817</b>

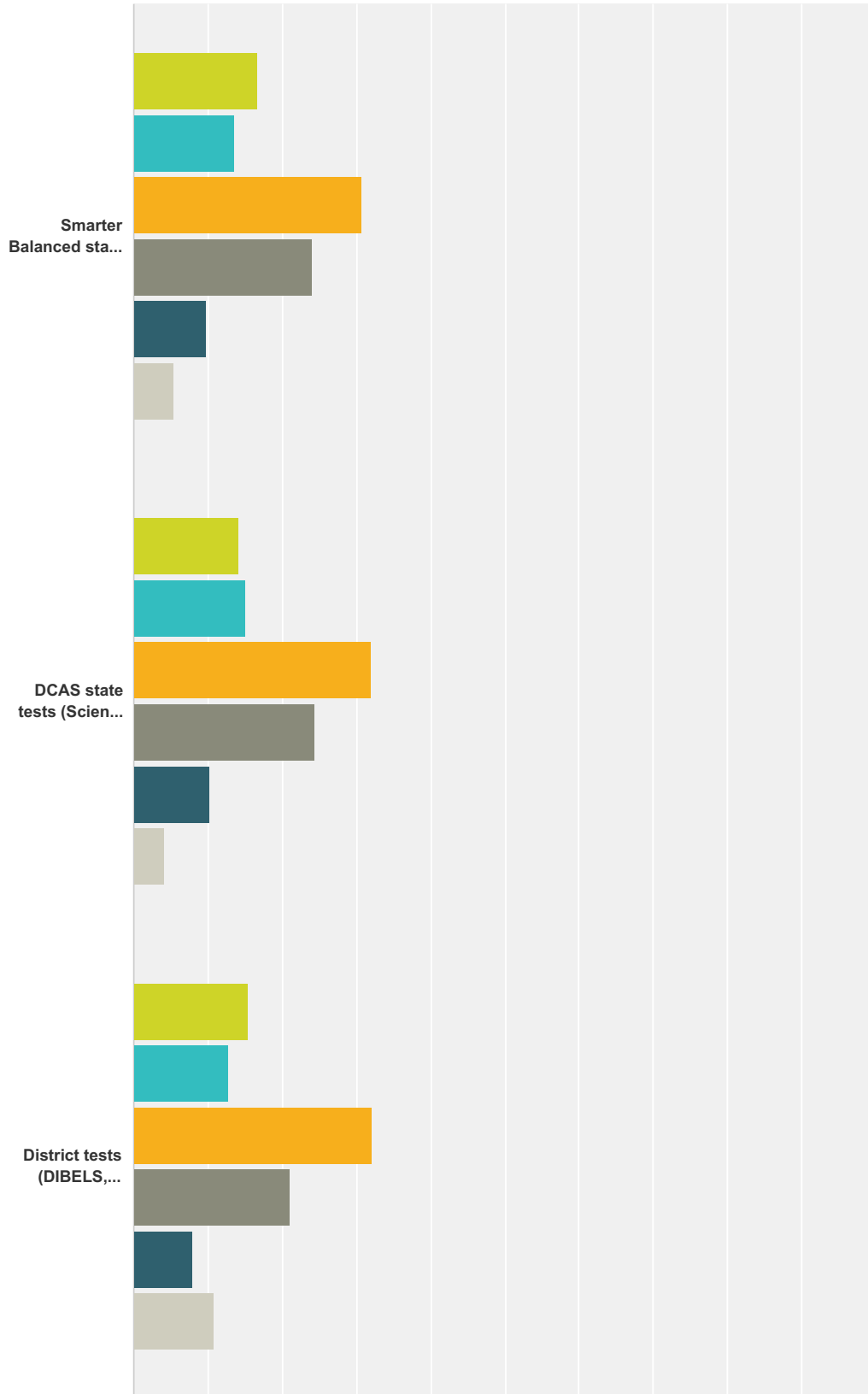
**Q3 What concerns do you have about the tests you take, if any?**

Answered: 1,473 Skipped: 353

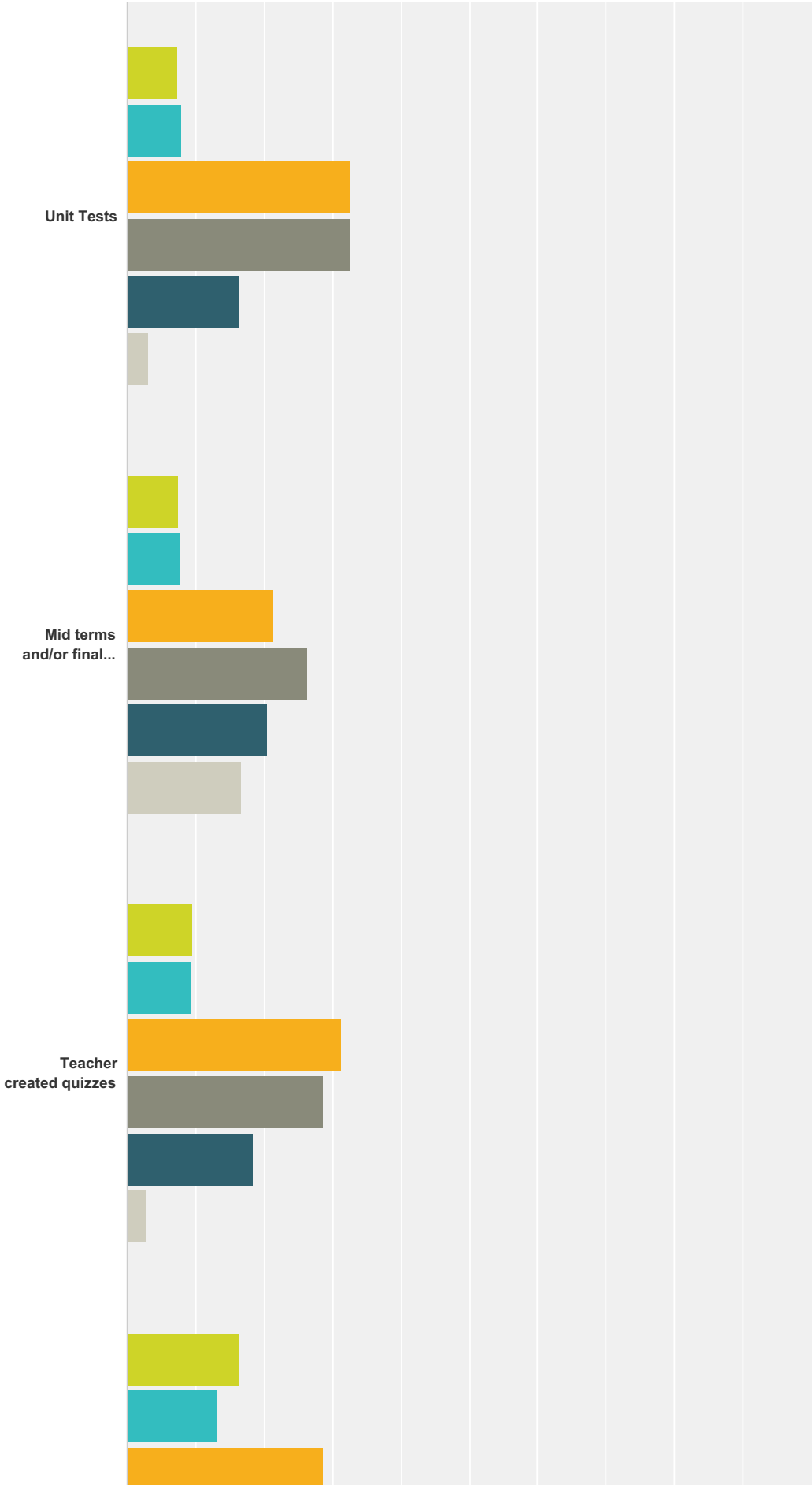


### Q4 How useful to you, as a student, are each of the following types of assessments?

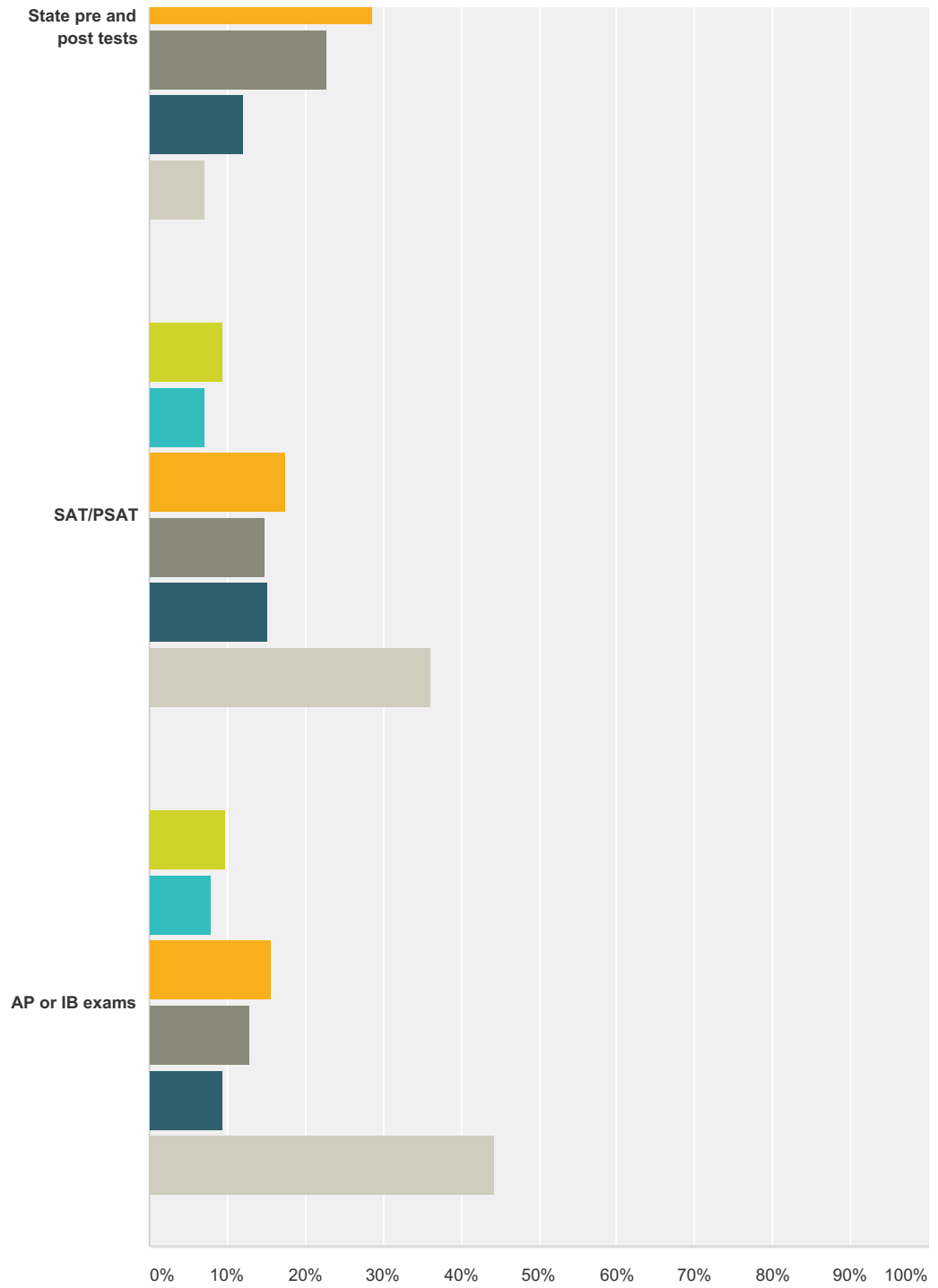
Answered: 1,802 Skipped: 24



Student Assessment Survey



## Student Assessment Survey



■ Not at All Useful   
 ■ Not very Useful   
 ■ Somewhat Useful   
 ■ Very Useful  
■ Extremely Useful   
 ■ I do not know or not applicable

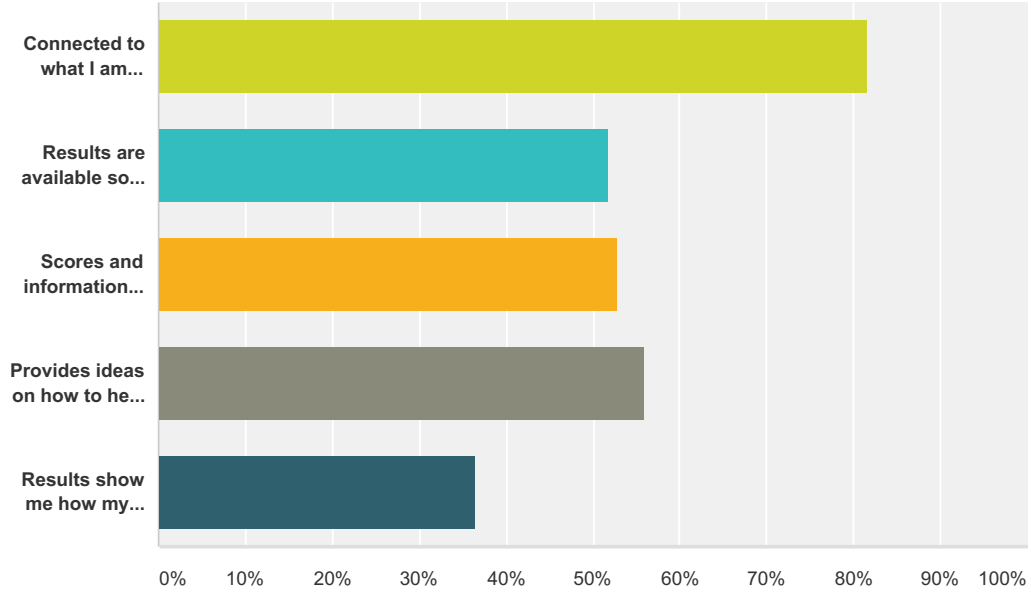
	Not at All Useful	Not very Useful	Somewhat Useful	Very Useful	Extremely Useful	I do not know or not applicable	Total
Smarter Balanced state tests (ELA and Mathematics)	16.65% 299	13.53% 243	30.62% 550	23.94% 430	9.91% 178	5.35% 96	1,796
DCAS state tests (Science, Social Studies, U.S. History)	14.21% 254	15.05% 269	31.95% 571	24.40% 436	10.30% 184	4.09% 73	1,787

## Student Assessment Survey

District tests (DIBELS, Scholastic Reading Inventory, Scholastic Math Inventory)	<b>15.47%</b> 273	<b>12.63%</b> 223	<b>32.24%</b> 569	<b>21.02%</b> 371	<b>7.88%</b> 139	<b>10.76%</b> 190	1,765
Unit Tests	<b>7.22%</b> 128	<b>7.96%</b> 141	<b>32.62%</b> 578	<b>32.51%</b> 576	<b>16.48%</b> 292	<b>3.22%</b> 57	1,772
Mid terms and/or final exams	<b>7.50%</b> 132	<b>7.67%</b> 135	<b>21.35%</b> 376	<b>26.29%</b> 463	<b>20.44%</b> 360	<b>16.75%</b> 295	1,761
Teacher created quizzes	<b>9.59%</b> 170	<b>9.42%</b> 167	<b>31.25%</b> 554	<b>28.54%</b> 506	<b>18.27%</b> 324	<b>2.93%</b> 52	1,773
State pre and post tests	<b>16.28%</b> 285	<b>13.25%</b> 232	<b>28.56%</b> 500	<b>22.84%</b> 400	<b>12.05%</b> 211	<b>7.02%</b> 123	1,751
SAT/PSAT	<b>9.33%</b> 164	<b>7.11%</b> 125	<b>17.46%</b> 307	<b>14.73%</b> 259	<b>15.30%</b> 269	<b>36.06%</b> 634	1,758
AP or IB exams	<b>9.79%</b> 172	<b>8.03%</b> 141	<b>15.60%</b> 274	<b>12.87%</b> 226	<b>9.45%</b> 166	<b>44.25%</b> 777	1,756

**Q5 In general, what aspects do you feel make a test more helpful?(Please check all that apply.)**

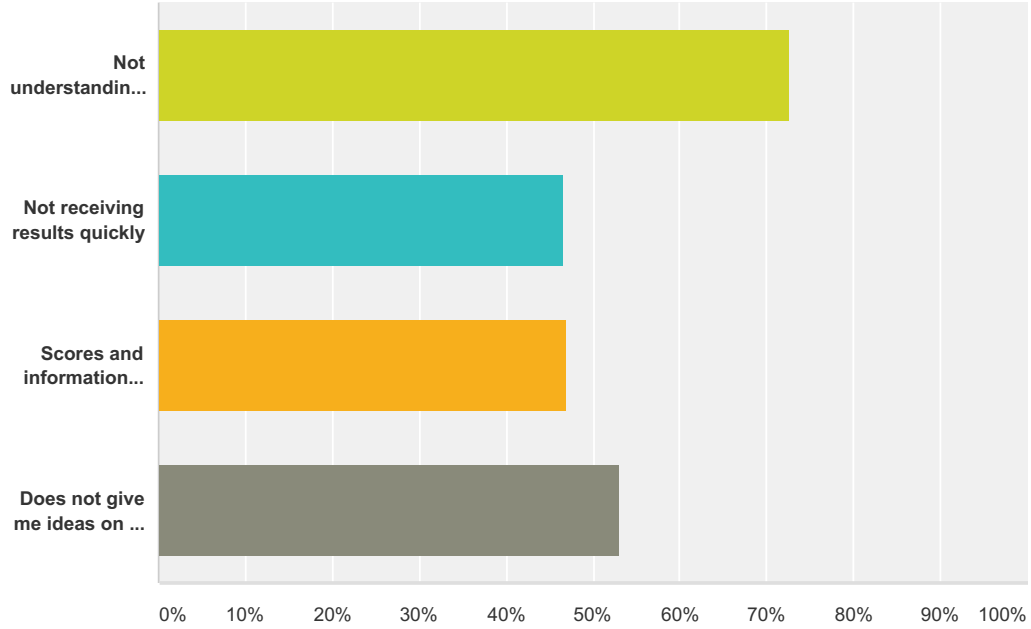
Answered: 1,748 Skipped: 78



Answer Choices	Responses	
Connected to what I am learning in the classroom	81.69%	1,428
Results are available soon after taking the test	51.77%	905
Scores and information provided to me are easy to understand	52.86%	924
Provides ideas on how to help me improve in my classes	56.01%	979
Results show me how my scores compare to the scores of other students in my school, district and/or state	36.44%	637
<b>Total Respondents: 1,748</b>		

**Q6 In general, what aspects do you feel make a test least helpful ?(Please check all that apply.)**

Answered: 1,694 Skipped: 132



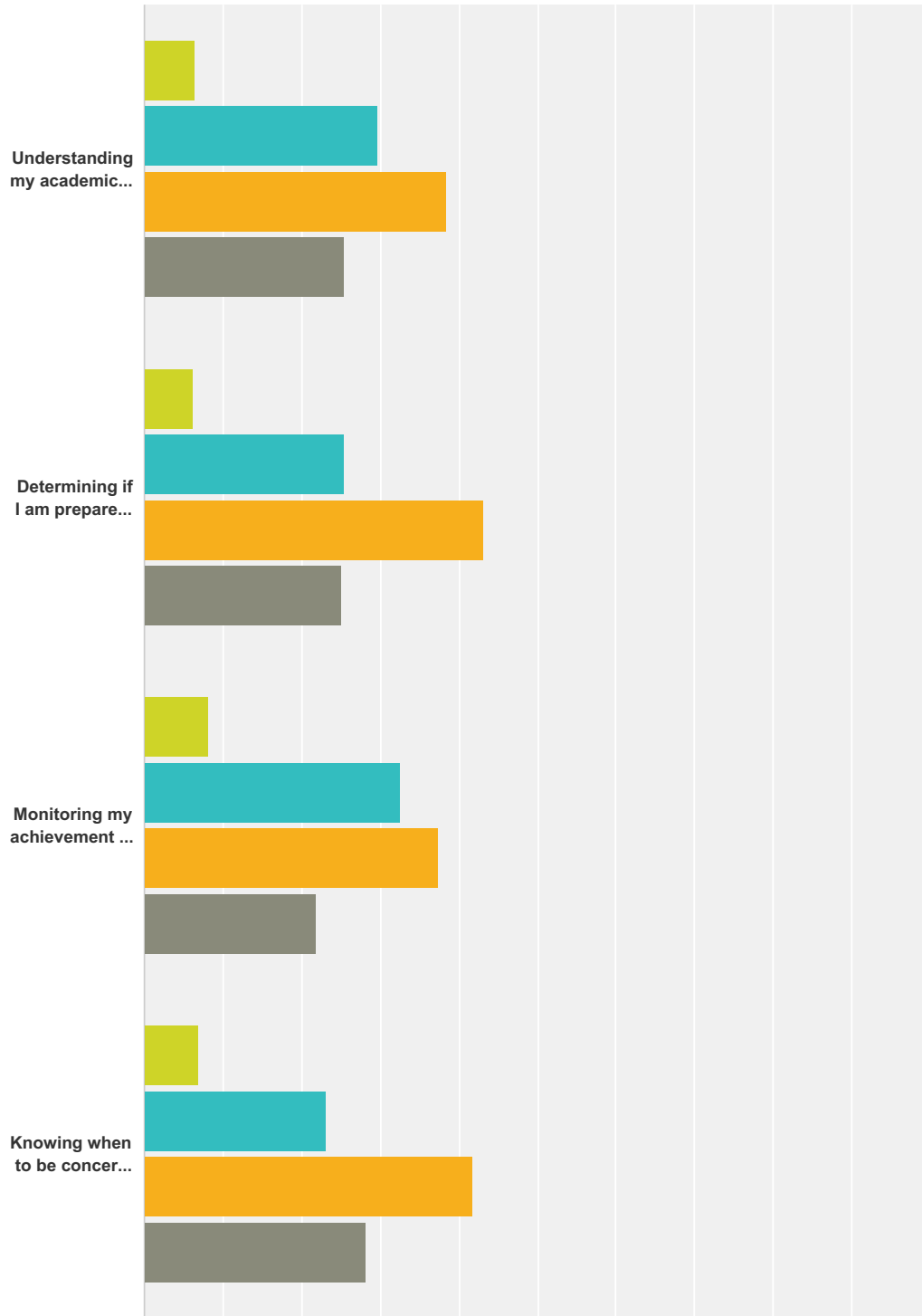
Answer Choices	Responses	
Not understanding the connection to material I am learning in class	72.73%	1,232
Not receiving results quickly	46.46%	787
Scores and information provided to me are difficult to understand	47.05%	797
Does not give me ideas on how to help me improve in my classes	53.01%	898
<b>Total Respondents: 1,694</b>		

**Q7 Are there subjects or areas you think the district should be testing where it is currently not doing so?**

Answered: 1,334 Skipped: 492

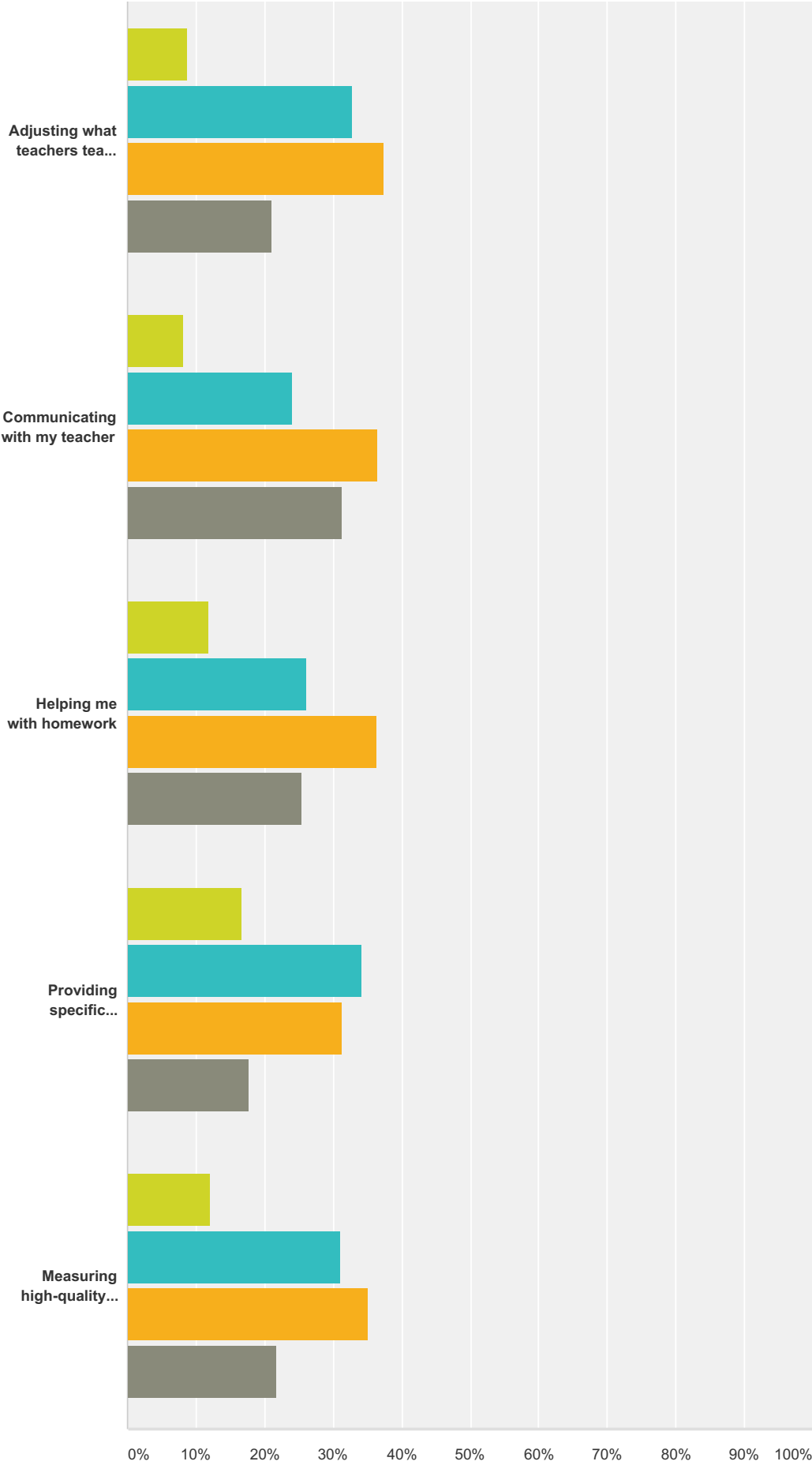
**Q8 How useful are classroom and interim assessments for each of the following purposes listed below?(Some examples of classroom assessments are teacher observations, homework, quizzes, and tests. Interim assessments are given periodically during the year.)**

Answered: 1,750 Skipped: 76





Student Assessment Survey



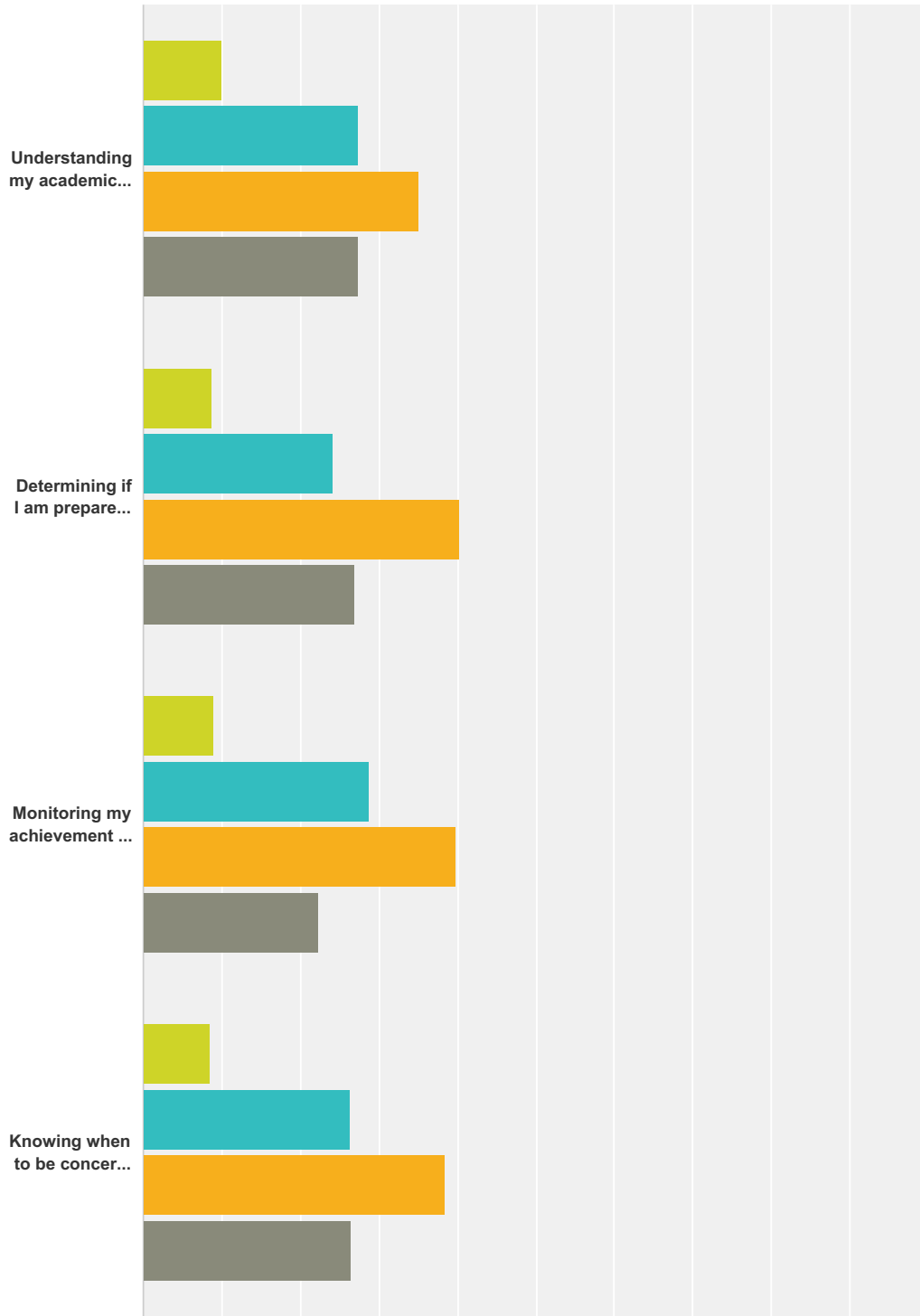
## Student Assessment Survey

■ Not Useful    
 ■ Somewhat Useful    
 ■ Very Useful    
 ■ Extremely Useful

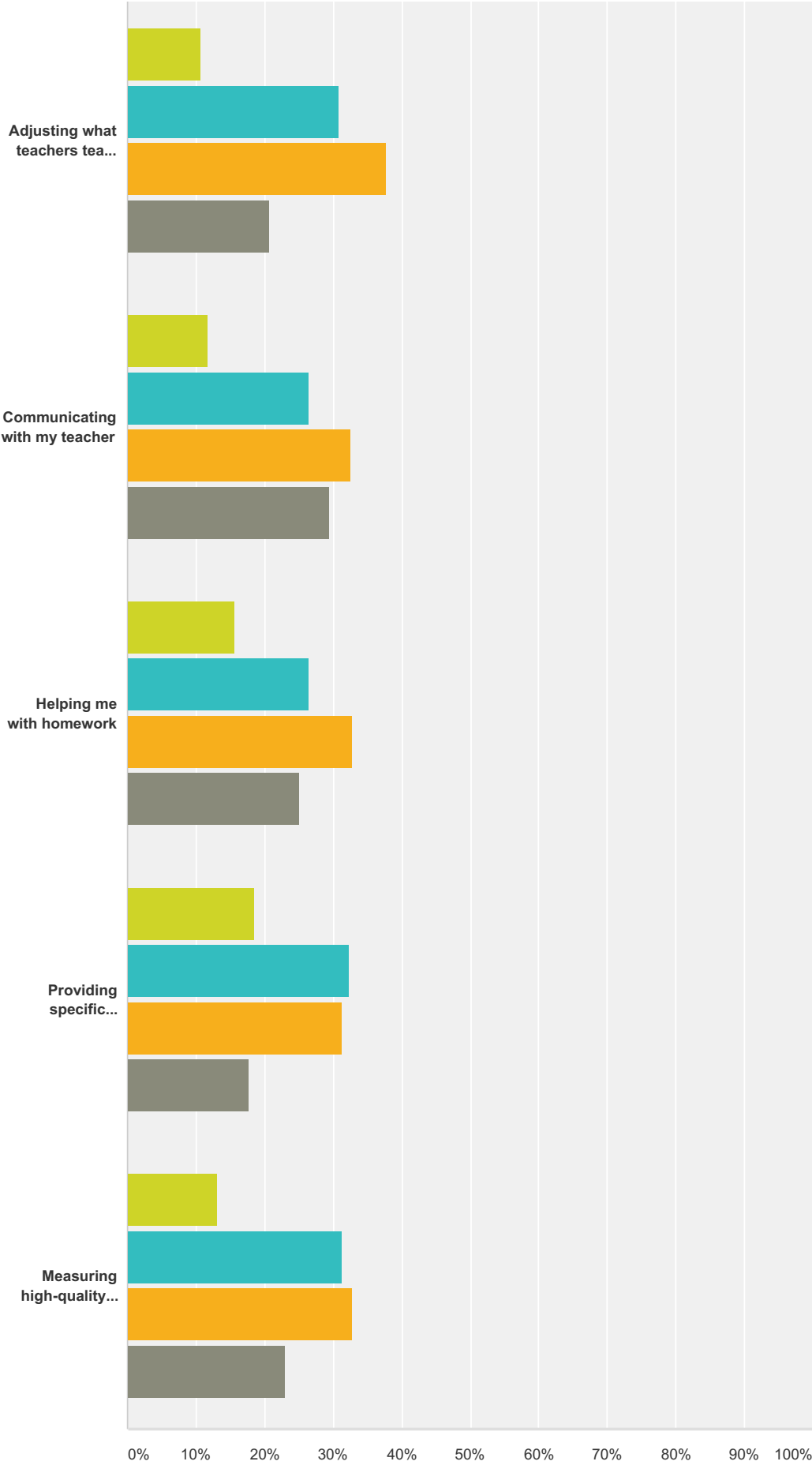
	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Total
Understanding my academic growth over time	6.48% 112	29.67% 513	38.46% 665	25.39% 439	1,729
Determining if I am prepared for next stage of learning	6.29% 109	25.55% 443	43.14% 748	25.03% 434	1,734
Monitoring my achievement of education standards	8.08% 139	32.60% 561	37.36% 643	21.96% 378	1,721
Knowing when to be concerned about my progress	6.85% 118	23.22% 400	41.79% 720	28.15% 485	1,723
Adjusting what teachers teach to address specific level and needs of the students	8.70% 150	32.71% 564	37.41% 645	21.17% 365	1,724
Communicating with my teacher	8.21% 142	23.99% 415	36.59% 633	31.21% 540	1,730
Helping me with homework	11.97% 207	26.14% 452	36.38% 629	25.51% 441	1,729
Providing specific activities at home to support my learning	16.73% 288	34.22% 589	31.32% 539	17.72% 305	1,721
Measuring high-quality teaching	12.01% 206	31.20% 535	35.10% 602	21.69% 372	1,715

**Q9 How useful are end-of-year, or end-of-course, assessments for each of the following purposes listed below? (Examples include state tests such as Smarter and DCAS, national tests such as SAT and AP/IB exams, and local tests such as final exams.)**

Answered: 1,713 Skipped: 113



Student Assessment Survey



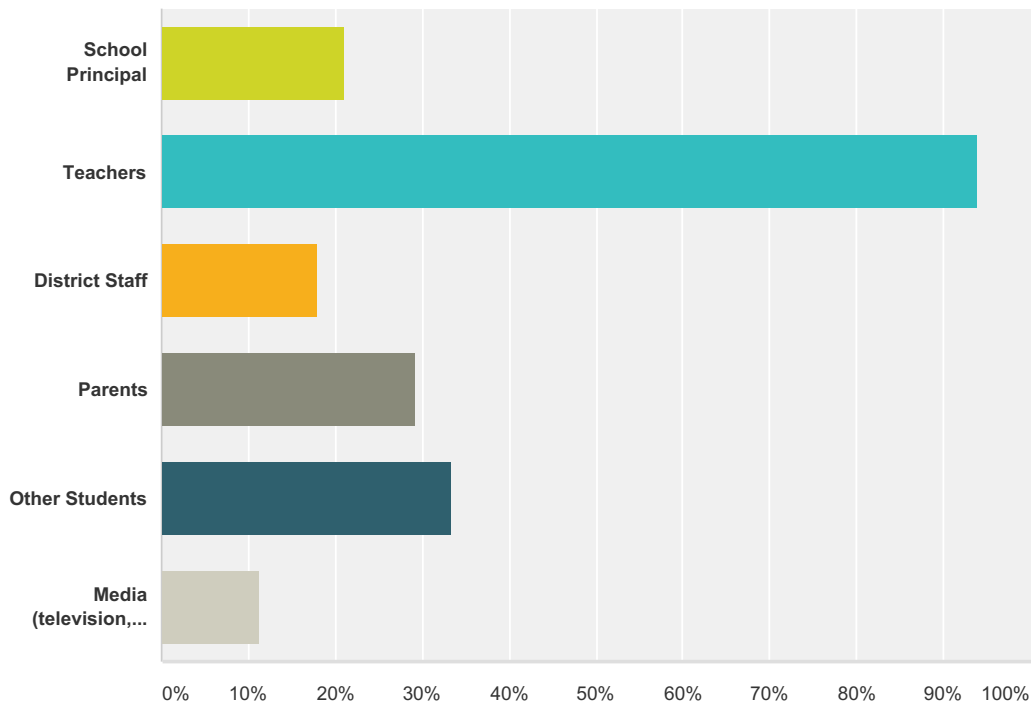
## Student Assessment Survey

Not Useful
  Somewhat Useful
  Very Useful
  Extremely Useful

	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Total
Understanding my academic growth over time	<b>9.95%</b> 169	<b>27.44%</b> 466	<b>35.16%</b> 597	<b>27.44%</b> 466	1,698
Determining if I am prepared for next stage of learning	<b>8.72%</b> 148	<b>24.15%</b> 410	<b>40.28%</b> 684	<b>26.86%</b> 456	1,698
Monitoring my achievement of education standards	<b>9.01%</b> 153	<b>28.90%</b> 491	<b>39.79%</b> 676	<b>22.31%</b> 379	1,699
Knowing when to be concerned about my progress	<b>8.65%</b> 147	<b>26.37%</b> 448	<b>38.49%</b> 654	<b>26.49%</b> 450	1,699
Adjusting what teachers teach to address specific level and needs of the students	<b>10.63%</b> 180	<b>30.89%</b> 523	<b>37.86%</b> 641	<b>20.61%</b> 349	1,693
Communicating with my teacher	<b>11.62%</b> 197	<b>26.43%</b> 448	<b>32.51%</b> 551	<b>29.44%</b> 499	1,695
Helping me with homework	<b>15.59%</b> 263	<b>26.62%</b> 449	<b>32.78%</b> 553	<b>25.01%</b> 422	1,687
Providing specific activities at home to support my learning	<b>18.60%</b> 314	<b>32.35%</b> 546	<b>31.22%</b> 527	<b>17.83%</b> 301	1,688
Measuring high-quality teaching	<b>13.06%</b> 221	<b>31.26%</b> 529	<b>32.68%</b> 553	<b>22.99%</b> 389	1,692

### Q10 From whom do you receive information about testing?(Please check all that apply.)

Answered: 1,719 Skipped: 107



Answer Choices	Responses	Count
School Principal	21.06%	362
Teachers	93.95%	1,615
District Staff	18.03%	310
Parents	29.26%	503
Other Students	33.45%	575
Media (television, radio, internet)	11.23%	193
<b>Total Respondents: 1,719</b>		

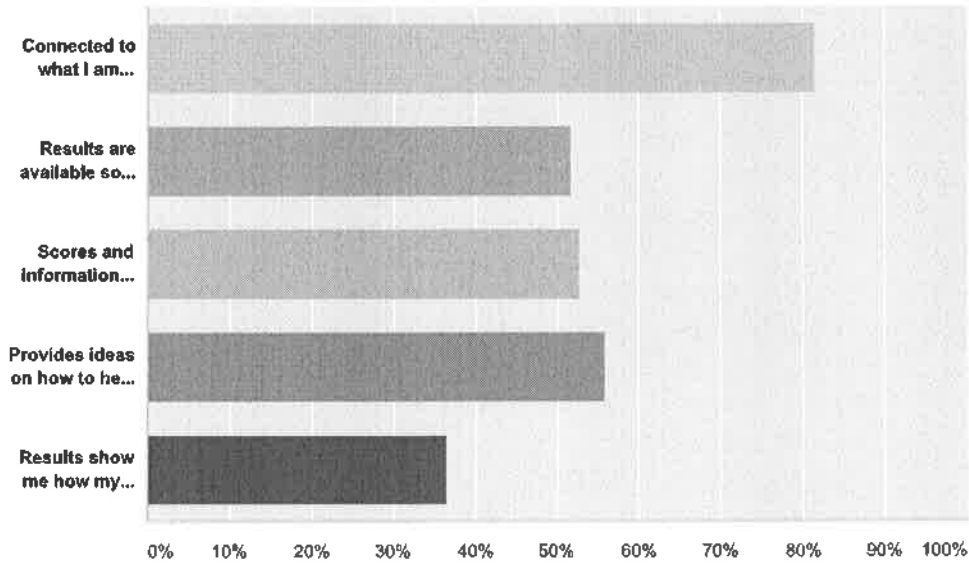
**Q11 Are there any other suggestions you want to make to the district as it reviews its testing program?**

Answered: 1,225 Skipped: 601

Student Assessment Survey

**Q5 In general, what aspects do you feel make a test more helpful?(Please check all that apply.)**

Answered: 1,748 Skipped: 78



Answer Choices	Responses
Connected to what I am learning in the classroom	81.89% 1,428
Results are available soon after taking the test	51.77% 905
Scores and information provided to me are easy to understand	52.86% 924
Provides ideas on how to help me improve in my classes	56.01% 979
Results show me how my scores compare to the scores of other students in my school, district and/or state	36.44% 637
<b>Total Respondents: 1,748</b>	

#	Other (please specify)	Date
1	More specific questions to make the answer more clear.	11/7/2015 7:53 PM
2	to be specify in what they want us to do	11/5/2015 3:01 PM
3	get the info (straight forward)	11/5/2015 2:50 PM
4	Has a test with the correct answers to see what was done incorrectly	11/5/2015 9:46 AM
5	Shows me what questions I missed for improving	11/5/2015 1:03 AM
6	using notes	11/5/2015 12:54 AM
7	That the tests are relevent to life	11/5/2015 12:43 AM
8	Special MI need miuse	11/5/2015 12:39 AM
9	I really don't find any helpful	11/5/2015 12:23 AM
10	making me want to actually learn	11/4/2015 11:15 PM
11	open note special ed should be able to listen to music	11/4/2015 10:57 PM



## Student Assessment Survey

12	none	11/4/2015 10:56 PM
13	Need music	11/4/2015 10:52 PM
14	do what do you know	11/3/2015 8:54 PM
15	understandable and easy wording	11/3/2015 11:57 AM
16	A study guide that actually has something to do with the test.	11/3/2015 10:11 AM
17	ability to retake tests because that is what helps you retain information and learn	11/3/2015 9:53 AM
18	Get another chance	11/3/2015 8:36 AM
19	Useful on transcript for college applications	11/3/2015 8:25 AM
20	Tests should not be helpful they are to test your knowledge of the subject.	11/3/2015 7:56 AM
21	Small environment	11/2/2015 2:55 PM
22	automatic A even if you fail	11/2/2015 11:24 AM
23	preparing in class with teacher for test. studying together helps me stay focused whereas at home i get distracted by everything	11/2/2015 10:04 AM
24	Useful for colleges	11/2/2015 9:35 AM
25	Passing	11/2/2015 8:50 AM
26	Using 15-20 of Notes	11/2/2015 8:48 AM
27	Sections showing different aspects of subject for grading of understanding in the sub-subject	11/2/2015 8:34 AM
28	Give the correct answer after the test is graded.	11/2/2015 8:13 AM
29	The tests actually test my knowledge of ONE particular skill set.	10/29/2015 1:29 PM
30	show what i am doing in class	10/29/2015 12:31 PM
31	none	10/29/2015 12:28 PM
32	none applicable	10/29/2015 12:26 PM
33	To see if I really improved a lot	10/29/2015 12:23 PM
34	i feel kind of scared	10/29/2015 12:21 PM
35	i dont know	10/29/2015 12:20 PM
36	more descriptive instructions	10/29/2015 12:19 PM
37	use notes to help me.	10/29/2015 11:09 AM
38	when before we take the test are teacher might show us an example of what might be on the test	10/29/2015 10:33 AM
39	I DOT WHAT TO DO TI	10/29/2015 10:28 AM
40	Every thing im learning is good	10/29/2015 10:26 AM
41	Making the test easier.	10/29/2015 10:23 AM
42	to make me get a better at that subject	10/29/2015 10:23 AM
43	none	10/29/2015 10:18 AM
44	Going over things before the test	10/29/2015 9:38 AM
45	give extra credit to bring our grades up if we got a bad grade.	10/29/2015 9:15 AM
46	If there ae other online websites to help the person study for the upcoming test	10/29/2015 9:14 AM
47	the teacher need to help us with our test	10/29/2015 9:12 AM
48	N/A	10/29/2015 9:10 AM
49	i dont know	10/29/2015 8:13 AM
50	not many questions	10/29/2015 8:13 AM
51	I dont know	10/28/2015 3:02 PM



## Student Assessment Survey

91	rereading the text before doing assignment	10/27/2015 8:05 AM
92	more tests that you can do on a computer.	10/27/2015 8:01 AM
93	go over the wright answers so a student know where they went wrong.	10/27/2015 8:00 AM
94	Extra Credit	10/27/2015 7:56 AM
95	provides a lot of time.	10/26/2015 1:42 PM
96	The real question is next to mlne	10/26/2015 1:40 PM
97	make myself proud that I made people smarter	10/26/2015 1:36 PM
98	compairing to my other test scores	10/26/2015 1:35 PM
99	is sould at leat have anexaple about the question	10/26/2015 1:34 PM
100	The test are useful for you to connect with what you learn In school so then they could test your knowledge.	10/26/2015 1:33 PM
101	leaming them in class	10/26/2015 1:32 PM
102	be kind so when your done your test and you might fail be kind so they wont cry	10/26/2015 1:30 PM
103	lerning more about the unite and the words that we are lerning	10/26/2015 1:30 PM
104	Make tests easier to understand.	10/26/2015 1:27 PM
105	After every chapter/ part, show your average.	10/26/2015 1:23 PM
106	oppertunites to improve my school learning	10/26/2015 1:18 PM
107	Knowing that some questions are easy and some arent, and if i get one wrong it wont effect my grade too much.	10/26/2015 1:11 PM
108	That they mean nothing. They do not affect your grade or your success in your classes or whether you graduate to the next grade. All they do is stress students out about a huge test. And, I am aware that the tests gauge whether the teacher is a good teacher or a bad one based on their students' results. So, on more that one occasion, I have seen teachers translating their stress to the students in hopes of encouraging their students to do well on the test so the teacher does not get fired. In this way I think that the test is completely useless and only puts stress on teachers and therefore students. I hope my point of view helps you with whatever you are using this survey for. Your student, [REDACTED]	10/26/2015 1:10 PM
109	ELA test	10/26/2015 12:59 PM
110	do questons that are acutrify on the test.	10/26/2015 12:57 PM
111	Tools you can use.	10/26/2015 12:57 PM
112	relating to something that could happen to us in real life or something that relates to us.	10/26/2015 12:56 PM
113	If the questions are understandable.	10/26/2015 12:54 PM
114	studying	10/26/2015 12:53 PM
115	gives results right away	10/26/2015 12:51 PM
116	a practice test so that you can see the setup of it beforehand which helps you study	10/26/2015 12:25 PM
117	better ways to keep scores private [email to teachers mail or email to parents]	10/26/2015 12:24 PM
118	answer key	10/26/2015 12:23 PM
119	give us the class average	10/26/2015 12:20 PM
120	It helps me know how I can do in that unit. It also tells me what I need to work on.	10/26/2015 12:18 PM
121	They help me see how I'm doing in classes	10/26/2015 12:14 PM
122	Failure results on tests shouldn't be used against you and should only be used as a guide to make others study more not to terrorize people	10/26/2015 12:12 PM
123	Teacher looks at scores and works with me about the specific subject and helps me exceed in that subject.	10/26/2015 12:05 PM
124	Tests should be open note. If we took the notes we would know the answers, the notes would help us not make silly mistakes. Also, midterms and finals are pretty stupid. If you already took those tests that year, why take them again. Teachers need to think things through. Think about the people doing the work.	10/26/2015 12:00 PM
125	Multiple Choice	10/26/2015 11:54 AM

## Student Assessment Survey

126	a time limit	10/26/2015 11:54 AM
127	Being a summary of the subject.	10/26/2015 11:54 AM
128	a review of something like the test so we can get an idea of what we are doing	10/26/2015 11:53 AM
129	It sometimes gives examples	10/26/2015 11:48 AM
130	maybe student will learn quickly	10/26/2015 11:43 AM
131	Talk in privacy with the teacher and talk about what you need more help with.	10/26/2015 11:43 AM
132	it shows what i did correct and what needs improvement.	10/26/2015 11:42 AM
133	study sheet	10/26/2015 11:42 AM
134	when the tests are graded and handed out you and the teacher go over them	10/26/2015 11:42 AM
135	when the teachers gives us rubrics.	10/26/2015 11:41 AM
136	use of books	10/26/2015 11:41 AM
137	to see if i need to improve more	10/26/2015 11:40 AM
138	that the teacher would go over it with us first be for we have to take it	10/26/2015 11:31 AM
139	that if you dont understand something they will read it for you	10/26/2015 11:28 AM
140	IDK	10/26/2015 11:27 AM
141	IDK	10/26/2015 11:27 AM
142	notes	10/26/2015 11:27 AM
143	none	10/26/2015 10:25 AM
144	I don't have any other tests to specify.	10/26/2015 10:25 AM
145	If I have alot of time to do the test	10/26/2015 10:24 AM
146	none	10/26/2015 10:23 AM
147	if the computer compares my score to the highest score their is	10/26/2015 10:22 AM
148	Going Over Some Answers and Taking a re-test	10/26/2015 10:19 AM
149	i dont care about your dumb survey	10/26/2015 10:19 AM
150	wcw	10/26/2015 10:19 AM
151	Taking your time.	10/26/2015 10:10 AM
152	hi there my name is jeff would you like a free i phone if you do pleas call [REDACTED]	10/26/2015 10:09 AM
153	Keep the room very quielly	10/26/2015 10:08 AM
154	so i can see how i do and help on a test.	10/26/2015 10:04 AM
155	to make the questions more understandable	10/26/2015 10:02 AM
156	no	10/26/2015 10:01 AM
157	helps me get a better grade.	10/26/2015 9:58 AM
158	less questions but still somewhat difficult	10/26/2015 9:44 AM
159	Having a word bank there for reference and my spelling to be right	10/26/2015 9:43 AM
160	On some tests, there is things I have never learned before and that the teacher has never taught us.	10/26/2015 9:42 AM
161	yvsjlajkdfaskglasytliwrg73l26543i578 349-	10/26/2015 9:42 AM
162	none	10/26/2015 9:42 AM
163	Going over a bit of the questions before taking the quiz.	10/26/2015 9:42 AM
164	corrections if you don't do well.	10/26/2015 9:42 AM
165	make test results come soon.	10/26/2015 9:40 AM
166	More time for study.	10/26/2015 9:38 AM



## Student Assessment Survey

204	do my homework	10/23/2015 9:23 AM
205	tell what the right awnser is	10/23/2015 9:21 AM
206	no	10/23/2015 9:20 AM
207	not sure	10/23/2015 9:17 AM
208	the tests being somewhat helpful for life	10/23/2015 9:16 AM
209	None	10/23/2015 9:15 AM
210	take a pre-test before the real test.	10/23/2015 9:11 AM
211	that some test is hard.	10/23/2015 9:09 AM
212	Like a paper with how to do it and some problems ansers .	10/23/2015 9:09 AM
213	How good I'm doing	10/23/2015 9:08 AM
214	if it can explain the steps to a problem if you take long with out an answer	10/23/2015 9:06 AM
215	Math	10/23/2015 9:00 AM
216	results from last tests,then from now	10/23/2015 8:22 AM
217	i'm trying to do my best in school	10/23/2015 8:21 AM
218	studie or do a little review befor the test	10/23/2015 8:21 AM
219	calculator for math	10/23/2015 8:21 AM
220	open book	10/23/2015 8:20 AM
221	Spending more time reviewing before taking a big test	10/23/2015 8:16 AM
222	people say that test are hard	10/23/2015 8:12 AM
223	aA. apples off the tree	10/23/2015 8:10 AM
224	have notes helping us.	10/23/2015 8:07 AM
225	no	10/23/2015 8:06 AM
226	NONE	10/23/2015 8:05 AM
227	helps me alot	10/22/2015 1:43 PM
228	na	10/22/2015 1:43 PM
229	i dont know what else	10/22/2015 1:41 PM
230	help me on homework	10/22/2015 1:40 PM
231	A nice learning environment	10/22/2015 1:13 PM
232	non	10/22/2015 1:10 PM
233	And no taking.	10/22/2015 12:12 PM
234	when we have reviews in things about that class and about all we have learned and having a quiz that gives us somewhat help but it really does help alot	10/22/2015 12:10 PM
235	gtyt	10/22/2015 12:08 PM
236	I don't now	10/22/2015 12:08 PM
237	kids should be able to chew gum in tests times	10/22/2015 12:06 PM
238	The teachers expect us to learn thing very quickly and sometimes we don't understand it.	10/22/2015 11:09 AM
239	teachers like to give harder work and expect students to learn fast it might take a while for them to learn but it might take a while to learn	10/22/2015 11:08 AM
240	Before having a test the next day we should summarize every thing we learned	10/22/2015 11:05 AM
241	open book	10/22/2015 10:59 AM
242	examples of seventh grade words not high school	10/22/2015 9:36 AM

## Student Assessment Survey

243	Lets us use notes	10/22/2015 9:33 AM
244	i hate test	10/22/2015 9:32 AM
245	Teachers can tell you what your test is gonna be on a couple days before.	10/22/2015 9:31 AM
246	pls giv us strait A's	10/22/2015 9:29 AM
247	Take tests to show how much I've learned.	10/22/2015 9:09 AM
248	do not talk when you take the test to.	10/22/2015 8:37 AM
249	or what you've learned so far	10/22/2015 8:34 AM
250	if the results improve how to get it right	10/22/2015 8:33 AM
251	and a little bit of something we dont know.	10/22/2015 8:32 AM
252	tell kids about when is the test	10/22/2015 8:31 AM
253	when the teacher is guiding us throuth the tests	10/22/2015 8:31 AM
254	It can tell me my grade when im done the test.	10/22/2015 8:29 AM
255	Give more dfractions.	10/22/2015 8:28 AM
256	None	10/22/2015 8:25 AM
257	If they give us hints or if we can study a little bit more .	10/22/2015 8:24 AM
258	It should show what to what score we should be in and the score we got	10/22/2015 8:24 AM
259	so when you move up to the next grade will already know how to do it	10/22/2015 8:22 AM
260	Test could also help us to improve our grade if we have quiz to do and we don't know how can we do this quiz we can take help in test.	10/22/2015 8:21 AM
261	N/A	10/22/2015 8:18 AM
262	not impossible and not to long	10/22/2015 8:17 AM
263	None	10/22/2015 8:17 AM
264	none	10/22/2015 8:14 AM
265	It could also help me if i get a bad grade i can see and try to make improvements	10/22/2015 8:12 AM
266	They are not helpful/useful at all! Just like this test !	10/22/2015 8:12 AM
267	keeping my grades good	10/22/2015 8:06 AM
268	to go over the test first	10/22/2015 8:06 AM
269	tell you need to study	10/22/2015 8:05 AM
270	To check my grades before i take the test.	10/22/2015 8:04 AM
271	that we have like 10 m to reve	10/22/2015 7:57 AM
272	we dont like TEST	10/21/2015 1:17 PM
273	When someone can help me fix what I get wrong, and they are willing to explain to me how I get the question wrong.	10/21/2015 1:16 PM
274	If you don't do so well you should take it again after you learn more, even individually.	10/21/2015 1:15 PM
275	open book/notes	10/21/2015 10:56 AM
276	tasdghsdjksdcdscsdadvghsadghfhsavchjbfvgsabhjgfhbsadfhjbamkgjbsgvfjkdbfjkdgbfndvbnt pnxfcbjnsdx fvgedfbss hsdfvfbhaujkhjbsadghfksadfhagfhsdfbaedhvsdasfgknfksadbjkgykfsadgbhksadgsdvhsjsqbjksadgvbkfjsadbhksadjhk sdghjksadgy	10/21/2015 10:56 AM
277	It gives a good idea of what the questions asking you.	10/21/2015 10:26 AM
278	open book	10/21/2015 10:24 AM
279	going over the test befor	10/21/2015 10:21 AM
280	Going over the test before we start it.	10/21/2015 10:21 AM
281	using contexts clues	10/21/2015 10:17 AM

## Student Assessment Survey

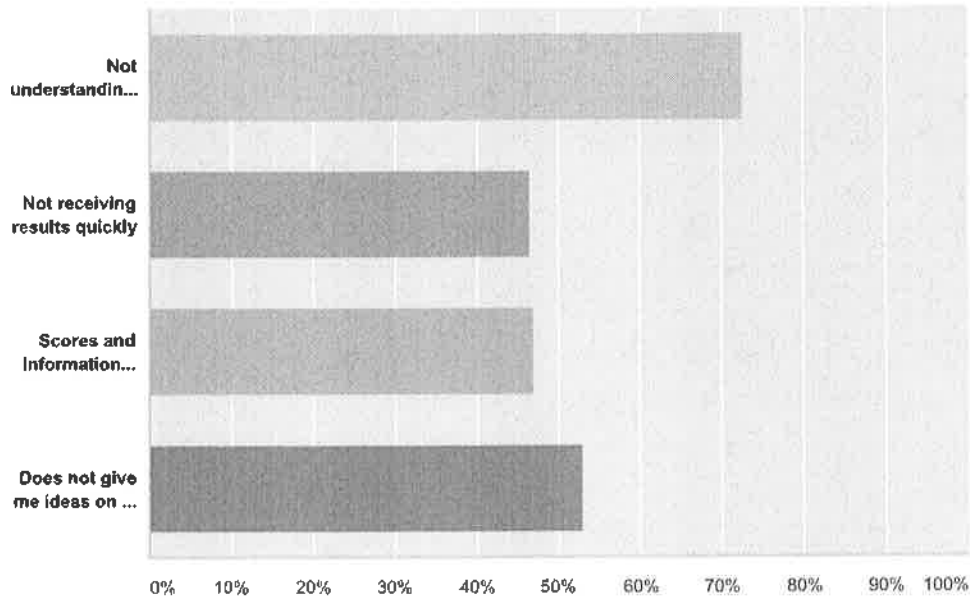
282	ELA	10/21/2015 9:11 AM
283	be able to use notes and or music	10/21/2015 9:07 AM
284	GIVING US STUDY GIUDES!	10/21/2015 9:06 AM
285	helps me focus on what is going on	10/21/2015 8:22 AM
286	I can be respansble and be betiver	10/21/2015 8:20 AM
287	give us the test for homework so we can do better	10/21/2015 8:19 AM
288	the test is very easy	10/21/2015 8:16 AM
289	it helps me on my future	10/21/2015 8:08 AM
290	to make test shorter	10/21/2015 8:03 AM
291	It dosent help me at all	10/21/2015 7:47 AM
292	nothing	10/20/2015 8:26 AM
293	help me know what I am learning in school.	10/20/2015 8:23 AM
294	you can use a pe and papper.	10/20/2015 8:22 AM
295	they help me threu the year	10/20/2015 8:21 AM
296	Telling me or giving me a study qudle to study.	10/20/2015 8:20 AM
297	questions that we know	10/20/2015 8:15 AM



Student Assessment Survey

**Q6 In general, what aspects do you feel make a test least helpful ?(Please check all that apply.)**

Answered: 1,694 Skipped: 132



Answer Choices	Responses
Not understanding the connection to material I am learning in class	72.73% 1,232
Not receiving results quickly	46.46% 787
Scores and information provided to me are difficult to understand	47.05% 797
Does not give me ideas on how to help me improve in my classes	53.01% 898
<b>Total Respondents: 1,694</b>	

#	Other (please specify)	Date
1	Putting something we didn't learn in class	11/7/2015 9:22 AM
2	Too many useless ideas on it.	11/5/2015 2:50 PM
3	not using notes	11/5/2015 12:54 AM
4	when it's not relevant to life	11/5/2015 12:43 AM
5	to much material on one test	11/5/2015 12:13 AM
6	brings grade down	11/4/2015 11:53 PM
7	it only tests your memory not what you learned.	11/4/2015 11:25 PM
8	I just want to pass	11/4/2015 11:15 PM
9	open notes	11/3/2015 10:13 PM
10	do not take the test.	11/3/2015 8:54 PM
11	The questions or reading is way above my level of knowledge.	11/3/2015 9:39 AM

## Student Assessment Survey

12	Making them cover less and easier for the students that do not exert effort in class	11/3/2015 7:56 AM
13	need examples	11/2/2015 2:51 PM
14	getting the test and what we learn in class is not on the test	11/2/2015 2:10 PM
15	on a pricey place	11/2/2015 1:59 PM
16	Receiving Fs	11/2/2015 11:24 AM
17	Why do i need to take this survey? this is my last year here and things would changed when i leave.	11/2/2015 10:01 AM
18	irrelevant for colleges	11/2/2015 9:35 AM
19	Passing	11/2/2015 8:50 AM
20	No usage of the notes	11/2/2015 8:48 AM
21	more than five problems regarding the same information (not including reading)	11/2/2015 8:34 AM
22	too many questions	10/29/2015 12:31 PM
23	confused	10/29/2015 12:29 PM
24	none	10/29/2015 12:28 PM
25	test has long questions	10/29/2015 12:26 PM
26	Doesn't tell me if I did better or not	10/29/2015 12:23 PM
27	iond know	10/29/2015 12:20 PM
28	no instructions	10/29/2015 12:19 PM
29	JUST DOT DOTI	10/29/2015 10:28 AM
30	Im all good	10/29/2015 10:26 AM
31	Some test are getting harder and harder	10/29/2015 10:23 AM
32	no under stannding the quiz/test	10/29/2015 10:23 AM
33	if you didnt learn it	10/29/2015 10:18 AM
34	giving so many directions at one time.	10/29/2015 9:15 AM
35	If there are no online websites to help me study	10/29/2015 9:14 AM
36	if people brag about how good they do	10/29/2015 9:12 AM
37	N/A	10/29/2015 9:10 AM
38	not understanding the question at all	10/29/2015 9:10 AM
39	not understanding the question.	10/29/2015 9:07 AM
40	No breaks	10/28/2015 3:02 PM
41	its not like learning normaly	10/28/2015 2:50 PM
42	i don't konw	10/28/2015 2:47 PM
43	can we have some more time	10/28/2015 2:47 PM
44	stuff not learned	10/28/2015 1:21 PM
45	be told what is on the big test	10/28/2015 1:00 PM
46	fun	10/28/2015 12:51 PM
47	doesn't tell me what i need to improve	10/28/2015 12:51 PM
48	hello	10/28/2015 7:52 AM
49	Having it take too much time	10/27/2015 2:18 PM
50	No given notes or ideas	10/27/2015 1:31 PM
51	Non-Comprehensible questions	10/27/2015 12:32 PM
52	not going over why that answer is the answer	10/27/2015 12:32 PM

## Student Assessment Survey

53	some time are a lot of hard.	10/27/2015 11:59 AM
54	some of the words in test are to advanced form me and I do not understand them.	10/27/2015 11:56 AM
55	cover the topics more	10/27/2015 11:56 AM
56	if it is hard to understand	10/27/2015 11:46 AM
57	needs to get more information	10/27/2015 11:41 AM
58	Things that we didn't went through allitle	10/27/2015 11:40 AM
59	learning	10/27/2015 11:36 AM
60	none	10/27/2015 10:15 AM
61	none	10/27/2015 10:10 AM
62	not learning	10/27/2015 10:10 AM
63	The teacher can not talk to you during a test.	10/27/2015 10:09 AM
64	none	10/27/2015 10:08 AM
65	people talk and i get distracted	10/27/2015 10:08 AM
66	people talk and i get distracted	10/27/2015 10:08 AM
67	no	10/27/2015 10:07 AM
68	none	10/27/2015 10:02 AM
69	telling me my growth	10/27/2015 10:01 AM
70	teacher want the students to know but its hard for the student to get help.	10/27/2015 8:26 AM
71	no tests!	10/27/2015 8:17 AM
72	I don't know	10/27/2015 8:07 AM
73	not understanding the classes and/or projects given	10/27/2015 8:05 AM
74	You don't know where you went wrong.	10/27/2015 8:00 AM
75	the test being in a weird order and a test being messy	10/27/2015 7:58 AM
76	does not give me enough time.	10/26/2015 1:42 PM
77	the test will be really easy	10/26/2015 1:36 PM
78	No.	10/26/2015 1:35 PM
79	some time sll have question that you dont even learn	10/26/2015 1:34 PM
80	You might have a hole week of school and don't know what you learned in class.	10/26/2015 1:33 PM
81	not learning it in class	10/26/2015 1:32 PM
82	sometimes thay dont give that much exzampus when whe are lening the new word in owher vocablarey when whae are learning	10/26/2015 1:30 PM
83	Too hard to understand the questions.	10/26/2015 1:27 PM
84	if they are worded weirdly	10/26/2015 1:24 PM
85	not getting all info	10/26/2015 1:18 PM
86	Feeling that if im confused on a question, i will get it wrong.	10/26/2015 1:11 PM
87	That they mean nothing. They do not affect your grade or your success in your classes or whether you graduate to the next grade. All they do is stress students out about a huge test. And, I am aware that the tests gauge whether the teacher is a good teacher or a bad one based on their students' results. So, on more that one occasion, I have seen teachers translating their stress to the students in hopes of encouraging their students to do well on the test so the teacher does not get fired. In this way I think that the test is completely useless and only puts stress on teachers and therefore students. I hope my point of vlew helps you with whatever you are using this survey for. Your student, [REDACTED]	10/26/2015 1:10 PM
88	Stress me out.	10/26/2015 1:03 PM

## Student Assessment Survey

89	MATH test	10/26/2015 12:59 PM
90	if i dont understand something dont just throw a test at me to see how im doing and if you dont understand something dont say you should of study. What if I couldnt study or I just dont understand.	10/26/2015 12:57 PM
91	no tools and no work space paper mostly for math.	10/26/2015 12:57 PM
92	saying something that we would not understand.	10/26/2015 12:56 PM
93	Questions being stated as complex as possible.	10/26/2015 12:54 PM
94	not paying attention	10/26/2015 12:53 PM
95	Can't learn more.....Takes time out of class	10/26/2015 12:25 PM
96	when an answer is marked wrong but the right answer isn't circled to let you know what you did wrong and the fact that they don't explain why it is wrong and how to avoid it in the future	10/26/2015 12:25 PM
97	when a question is worded in a way that it is difficult to understand	10/26/2015 12:24 PM
98	they aren't fun and they are boring. I don't like tests but I think they are helpful.	10/26/2015 12:18 PM
99	When they do not reveal my score.	10/26/2015 12:14 PM
100	Scores scorch peoples heart on grades	10/26/2015 12:12 PM
101	All of the above but one other thing teacherssroom sometimes that is not acceptable for me and some of my friends. s sometimes do not let you spread out in the cla	10/26/2015 12:05 PM
102	Some teachers give you a bad grade but they don't even say what you did wrong. It's not fair. They are already making us take the test, at least put some thought into the score, teachers! It's a total waste!	10/26/2015 12:00 PM
103	has a very low amount of questions	10/26/2015 11:54 AM
104	Making it harder than practice material.	10/26/2015 11:54 AM
105	N/A	10/26/2015 11:53 AM
106	maybe It doesn't benefits to everyone	10/26/2015 11:43 AM
107	not having enough time to finish the test if its really hard.	10/26/2015 11:42 AM
108	giving tests that actually relate to what we are learning	10/26/2015 11:42 AM
109	when there is not alot of multiple choice.	10/26/2015 11:41 AM
110	Giving us test we know nothing about.	10/26/2015 11:40 AM
111	i don't know	10/26/2015 11:40 AM
112	not knowing what to do and a teacher says sorry cant help you should have listened and say it is a test	10/26/2015 11:28 AM
113	IDK	10/26/2015 11:27 AM
114	IDK	10/26/2015 11:27 AM
115	none	10/26/2015 10:25 AM
116	I don't have any others to specify.	10/26/2015 10:25 AM
117	If I don't have alot of time to do the test and I have to rush	10/26/2015 10:24 AM
118	none	10/26/2015 10:23 AM
119	wwe	10/26/2015 10:19 AM
120	everything is useful.In	10/26/2015 10:10 AM
121	Not asking someone for help.	10/26/2015 10:10 AM
122	hi this is Jeff again and this time we are giving out free tablets if you want one please call [REDACTED]	10/26/2015 10:09 AM
123	not given us enough time	10/26/2015 10:08 AM
124	askin the same questions just in differents way I know if I can get the first question then i can get the rest	10/26/2015 10:04 AM
125	nothing else	10/26/2015 10:04 AM
126	2-3 days to learn the test	10/26/2015 10:02 AM

## Student Assessment Survey

127	no	10/26/2015 10:01 AM
128	test	10/26/2015 9:59 AM
129	not all just some test.	10/26/2015 9:58 AM
130	takes like a week to check and see if you passed or not and if you did not some teachers wont let you make it up but i feel as if you tried that you should be able to retake it up to 3 times seeing that your trying to pass the class and that might keep you back .	10/26/2015 9:54 AM
131	if we take a test and it comes back two weeks later we have most likely forgot about it by then	10/26/2015 9:44 AM
132	taking pop quizzes when you just started a unit	10/26/2015 9:44 AM
133	It doesn't help me learn more because we are getting tested on the same exact thing that we just leamed.	10/26/2015 9:42 AM
134	Not getting a study guide.	10/26/2015 9:42 AM
135	If you don't know that they are going to happen.	10/26/2015 9:42 AM
136	no extra credit	10/26/2015 9:40 AM
137	not paying attention in class	10/26/2015 9:38 AM
138	I think teachers shuold break it down more so us the students can understand	10/26/2015 9:35 AM
139	Not get to use your notes!	10/26/2015 9:30 AM
140	none	10/26/2015 9:30 AM
141	none	10/26/2015 9:27 AM
142	noisy class	10/26/2015 9:25 AM
143	more studying	10/26/2015 9:22 AM
144	make it easyer	10/26/2015 9:21 AM
145	it hard when we dont leared it	10/26/2015 9:16 AM
146	none	10/26/2015 9:15 AM
147	doesnt teach me anything about the test	10/26/2015 9:12 AM
148	idk	10/26/2015 9:10 AM
149	wut	10/26/2015 9:09 AM
150	being unable to skip questions	10/26/2015 8:24 AM
151	Not knowing what the correct answer was if I got a question wrong on a test.	10/26/2015 8:10 AM
152	not being able to go over it with the teacher and see why i got that question wrong	10/26/2015 8:05 AM
153	the questions are worded really hard	10/26/2015 8:05 AM
154	its on information i dont know	10/26/2015 8:03 AM
155	that we have to sometime have to go back and studie three time before the test because we dont get the things we are about to do.	10/23/2015 1:52 PM
156	I dont know	10/23/2015 1:49 PM
157	to not have learned or have not payed attention in the class while you were in class.	10/23/2015 1:49 PM
158	?	10/23/2015 1:43 PM
159	idk	10/23/2015 1:43 PM
160	if it is a test that tests us to see if we know what subject that we are soon to learn	10/23/2015 1:00 PM
161	Not knowing how to understand the question correctly.	10/23/2015 12:59 PM
162	things we've never talked about before.	10/23/2015 12:48 PM
163	they say we are just people not just aleins from outer space.	10/23/2015 12:42 PM
164	not knowing what this test is for	10/23/2015 12:41 PM
165	QUESTIONS ARE WORDED CONFUSINGLY.	10/23/2015 12:31 PM

## Student Assessment Survey

166	How we wait days for the test and we might have a f-	10/23/2015 12:30 PM
167	i do not know	10/23/2015 12:27 PM
168	having atest on things that we do not know about	10/23/2015 12:27 PM
169	need to explain it more better	10/23/2015 12:23 PM
170	don't yell at them	10/23/2015 12:22 PM
171	Not knowing what you are doing.	10/23/2015 12:19 PM
172	if we have some notes.	10/23/2015 11:43 AM
173	not understanding what it is about	10/23/2015 11:42 AM
174	A question I don,t understand.	10/23/2015 10:49 AM
175	being judged harshly	10/23/2015 10:30 AM
176	there nerve raking	10/23/2015 9:25 AM
177	not understanding some stuff in class	10/23/2015 9:23 AM
178	no	10/23/2015 9:20 AM
179	not giving examples	10/23/2015 9:17 AM
180	None	10/23/2015 9:15 AM
181	happy	10/23/2015 9:09 AM
182	not something like to get the brain active	10/23/2015 9:09 AM
183	Giving us something we did not learn	10/23/2015 9:08 AM
184	when it wont give you ways to help solve the problem if your stuck on a question	10/23/2015 9:06 AM
185	Computers	10/23/2015 9:00 AM
186	math qustions are harder to understand	10/23/2015 8:22 AM
187	trying to get good grades	10/23/2015 8:21 AM
188	not reading the question right	10/23/2015 8:20 AM
189	doesn't give me examples	10/23/2015 8:13 AM
190	some people say that i do not want to do this test	10/23/2015 8:12 AM
191	a but apples	10/23/2015 8:10 AM
192	whenever im in a problem that i dont know is usally what we learn in the begging or the middle and at the end i forget it all.	10/23/2015 8:07 AM
193	no	10/23/2015 8:06 AM
194	NONE	10/23/2015 8:05 AM
195	questions we have not learned about	10/23/2015 8:04 AM
196	received smarter balance results too late to be effective	10/22/2015 9:35 PM
197	dcas is to long	10/22/2015 1:43 PM
198	do not help me	10/22/2015 1:43 PM
199	na	10/22/2015 1:43 PM
200	when the answers are at the bottom of the paper.	10/22/2015 1:43 PM
201	hard to listen sometimes	10/22/2015 1:41 PM
202	idk	10/22/2015 1:40 PM
203	non	10/22/2015 1:10 PM
204	Learning and get a good	10/22/2015 12:12 PM
205	the teachers and other ppl talk during the assesment and tests and quiz or reviews is very really distracting	10/22/2015 12:10 PM

## Student Assessment Survey

206	h	10/22/2015 12:08 PM
207	i don't now	10/22/2015 12:08 PM
208	sorrore are not pervided at all	10/22/2015 12:07 PM
209	they dont give you a lot of clues	10/22/2015 12:06 PM
210	It always takes for ever to get our test back and find out the results.	10/22/2015 11:09 AM
211	teachers take forever to give test results and to put them in hac	10/22/2015 11:08 AM
212	high school words being used	10/22/2015 9:36 AM
213	not having notes to study	10/22/2015 9:33 AM
214	Having a test on something that you learned a long time ago and you dont remember anything about a subject.	10/22/2015 9:33 AM
215	Giving me questions that are above my grade level or that I haven't learn yet.	10/22/2015 9:09 AM
216	some questions may be hard to understand.	10/22/2015 8:34 AM
217	the test when the apply information in this classroom	10/22/2015 8:33 AM
218	and sometimes im clueless for some of the things i dont know.	10/22/2015 8:32 AM
219	The teacher just giving you the test with out any directions	10/22/2015 8:31 AM
220	I get nervous when the test takes a while to get recleved.	10/22/2015 8:29 AM
221	Less directions are least helpful to a test.	10/22/2015 8:28 AM
222	doesnt show me how other kids did so i dont know how good i really did	10/22/2015 8:25 AM
223	Not giving the score at all and not knowing if we should try better or not	10/22/2015 8:24 AM
224	giving it to the students and you dont know it	10/22/2015 8:22 AM
225	If we are taking with our friends and teacher telling us something and our score would be bad and we can't improve our grades.	10/22/2015 8:21 AM
226	N/A	10/22/2015 8:18 AM
227	not informing us about it we should have a week atleast to study	10/22/2015 8:17 AM
228	None	10/22/2015 8:17 AM
229	when the question is to hard for me to understand	10/22/2015 8:16 AM
230	none	10/22/2015 8:14 AM
231	telling me how i did on a test right away.	10/22/2015 8:13 AM
232	giving me more work when i dont understand it already	10/22/2015 8:12 AM
233	they dont give u to much llme on some subjets	10/22/2015 8:05 AM
234	None	10/22/2015 8:04 AM
235	not nowing stuff that is on the test.	10/22/2015 7:59 AM
236	NO MORE TEST	10/21/2015 1:17 PM
237	they dont teach us anything the lessons are what teach us things	10/21/2015 1:13 PM
238	be cool	10/21/2015 11:14 AM
239	they dont give open book	10/21/2015 10:56 AM
240	nonejklrgiwegthrwqetiuertqyertyuiowqertorqetiorieuijwetirjnetkirjekmkinmkmil,mIm,l,llohjnuhhfjkkofv/kbhfjdghglofagurjg 7Brghrjke	10/21/2015 10:56 AM
241	i like to check my answer	10/21/2015 10:23 AM
242	not going over the test before we start.	10/21/2015 10:21 AM
243	using contexts clues	10/21/2015 10:17 AM
244	Exploretary	10/21/2015 9:11 AM

## Student Assessment Survey

245	not having quiet and notes	10/21/2015 9:07 AM
246	PEOPLE NOT PERTICIPATING!	10/21/2015 9:06 AM
247	sometimes its hard to concentrate	10/21/2015 8:22 AM
248	I can get good afert	10/21/2015 8:20 AM
249	the questions they are hard	10/21/2015 8:16 AM
250	they dont ever help	10/21/2015 8:15 AM
251	it does not some times help me cause I dont understood	10/21/2015 8:08 AM
252	doesnt help me understand a lot	10/21/2015 8:06 AM
253	it dosent help me	10/21/2015 7:47 AM
254	nothing	10/20/2015 8:26 AM
255	they don't realy give you test scores quick enough	10/20/2015 8:21 AM
256	Tests that Do not count for me	10/18/2015 8:19 AM



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## grade What concerns do you have about the tests you take, if any?

---

5th that we want easier test

---

5th A concern would be if I got a good number of them right

---

5th sometimes there hard and if we dont finish we owe recess

---

5th it to heard

---

5th the tests i take are two difficult and keeps me busy from learning without tests.

---

5th there are alot of questions and sometimes they dont explain the questions clearly.

---

5th that the test shouldn't have so may questions and I don't think we should have a lot of test.

---

5th they stress you out and you don't even remember anything that's on test.

---

5th we should not get all this test we should get at least 2 weeks with out a test.

---

5th i just don't like the smi

---

5th it's too much work :(

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5th math

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5th if I get it worng

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5th why are the so hard

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5th there good um I get good grades also there very easy

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5th then are a little hard

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5th How hard do tests get?

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5th I have some feelings I always get them wrong

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5th i think there helpful for this marking pieriod because they getting us back in proces from last year and bringing us back easy then getting us into harder stuff

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5th it was fun

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5th why so much questons

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5th we need more breaks

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5th we do not get gnogh braekes

---

5th that i might fail the test

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5th why do you give use meny test.

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5th why do we have tests almost each month

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5th to many quetions and to many test that sometimes are not very necesary

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5th I think that there are to many tests incuding spelling tests.

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5th I have a concern that we have to many questions and to many tests.

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5th that we need to have more test to help us learn about more vocabulary.

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5th to get help

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5th I think some test or hard.

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5th I think some test or hard.

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5th failing

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5th 7 tests

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5th It helps me understan how much i haved advance and helpful to learn to me and other studens

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5th It helps me understand more of what i don't get.

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5th its not that hard but sometime it is.

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5th my scores

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5th	My concerns of taking a test is not getting a good grade and have my friends laugh at me when I get a bad grade.
6th	I'm talking about those standardized tests like the Smarter tests. I feel anxiety because I want to do good on the test because the teacher rewards us if we do good on the test. But if we don't do good on it, like don't make a certain score, then they are disappointed in us and I feel ashamed of not doing as good as they want us to. And it feels like a punishment if we don't get a reward like the other kids because some teachers promise a reward only if the student gets a certain grade on the test, but not everyone gets that grade or makes that progress. Embarrassed too because everyone talks about what scores they make on the tests. And I hate all the time that is spent by teachers teaching us how to take the tests, and that we have to know this and that for the test, but not for real life or the classroom. The whole school makes a really big deal out of taking those Smarter tests, like that is all that school is about. Everyone gets nervous and worried and nothing else in school is as important as those tests.
6th	if every student have to many test every day thay will be tired.
6th	why do we take a lot of tests though out of the school year I know teachers are tying to see what we know but too many tests is a lot of work to do students get tired of doing a lot of tests
6th	Well I'm having a hard time to do the test. Sometimes it's easy or hard. The reason why it's easy because I study for test.
6th	that im proably not ready I need more time to study
6th	My concerns are that I will fail a test if my teachers give me like 2 tests that day and I wont have enough time to fit studying time in for both of those tests on top of homework. That's why they should only give me one test at the end of the week to give me the one week to study for the one test not just the one week to study for 2 tests because I wont have enough time to study for both of them.
6th	some concerns I have about tests is what is it about.
6th	it makes us get frustrated
6th	I think that we are given t many tests so we all stress to much and that makes us not participate in class
6th	that we take a test and we do not really learn anything.
6th	too much stuff on tests that confuse me
6th	I am very concerened about teachers adding things in test we have not learned about.
6th	My concern is that there is a test every week, This really should be changed to two tests PER WEEK!!
6th	they be too long and take up too much of my time.
6th	kind of hard
6th	to many problem because people get bored easily
6th	If I get a bad grade on one test it might take my grade down really low and then I could fail 6th grade and have to do it again
6th	That they are long.
6th	Some times people might not have enough time to finish.
6th	some have stuff I am confused about
6th	sometimes I might not understand and like sometimes I think where do they come from do my teacher make them up or redclay school district.
6th	that science is a lot harder than any other test
6th	why do we even take tests in the first place
6th	I think they should be all more choices.
6th	some of them are to advanced
6th	Too many of them !
6th	Well when we have a tests it is about human bodies, Science.
6th	some tests, in my opinion, are far to long. Some are to hard for some students.
6th	well sometimes I have problems on some test because they have questions that I don't get

I think that there should be more questions on tests because if there is only one question a kid gets wrong, sometimes the kid will get an 80% on the test, and I don't think that is fair. I don't think that this is fair because they got all the other ones correct but only that one question was incorrect and the rest was correct. It seems like that one question is summative and the rest is formative and that totally isn't fair.

6th	I think that there should be more questions on tests because if there is only one question a kid gets wrong, sometimes the kid will get an 80% on the test, and I don't think that is fair. I don't think that this is fair because they got all the other ones correct but only that one question was incorrect and the rest was correct. It seems like that one question is summative and the rest is formative and that totally isn't fair.
6th	the test are to close together and they all have a lot of questions
6th	it not that hard
6th	if there is a really hard short answer and nobody can get it and we didn't even really learn it so we don't know what to answer
6th	Am I going to get a good grade
6th	That if I didn't learn that because I don't understand the question, I don't want to fail
6th	they are easy but to many test an i get mixed what to learn for the class im in
6th	I think they are very helpful because when you find out you grade you know what you have to study more on that part of the subject.
6th	I have a concern that the students tests are to close together and I think they should be farther apart
6th	I will get a bad grade and my parents will get upset at me.
6th	FAILING
6th	I feel that the questions on the tests should be more specific
6th	some test have too many questions about one little thing and there should be more short answers
6th	they take forever
6th	The stress of failing the class and the test.
6th	The test that we have to study for are very stressful.
6th	why we have them every single week
6th	it produces to much pressore
6th	I some concerns when we get test but we do not know about the topic we have.
6th	it makes me very nervous
6th	some time the test take a little time to do but it help the teacher know were are the students.
6th	The test can be a little boring and most of the test do not tell you how much of the test that you have done and how much you have left.
6th	how hard are they
6th	LESS TIME
6th	why are they so hard and why do we need to take the test
6th	how much time do we have. how many quistions. can we chew gum and eat.
6th	i think that there are to many questions on the tests.
6th	that when i take test sometimes i will like a extra day to study or to use our notes
6th	Sometimes I think the teacher doesn't explain what the test is on enough so when we get the test i feel like I don't know all of the questions so i end up getting a bad grade.
6th	the are hard
6th	i have stuff to do after school and i barely have time to study for test plus i also have to do homework.
6th	My concern is that because there are too many tests I might get them mixed up and might forget about the information.
6th	TOO MANY
6th	I think tests should only have choice questions and not writing questions.
6th	the studying part
6th	why do some of them have to be so long? If they are going to give us a lot of tests at least make them shorter!
6th	How will I do on the test,what will my grade be for the final grade on it.

6th	some are easy but some have hard questions
6th	Some concerns about test is some students miss school and don't get the learning about the topic he or she needs.
6th	I sometimes feel like I am going to fail but others I feel good.
6th	I don't have any.
6th	A concern i have is that a lot of them are summative.
6th	sometimes there are questions on a test that we haven't even learned yet.
6th	they are okay but some have alot of questions.
6th	Sometimes there to hard or confusing. Thats why i dont like tests
6th	My concern is what if I miss up on a tests and I fail.
6th	They are challenging
6th	I don't have any concerns
6th	there are so many its boring.
6th	too many questions
6th	Nervous I might fail the test and have a bad grade
6th	Some concerns are that some teachers don't teach some of the stuff they give in the test .
6th	A concern is that the teachers dont teach us some of the questions.
6th	if I will get a f or if I will have no idea what my answer is
6th	all the answears we have to answer - _ -
6th	some times they are hard and the teachers should let us have open notes .
6th	The tests are hard to understand The tests have some stuff we have not learned yet
6th	That all the schools that I have been to have given out a lot of school quizzes .I think that some quizzes are okay because they do test your knowledge.
6th	That they need to make them sumitive because they give us test that are not sumitive.
6th	If you study they sometimes don't have the questions YOU studied
6th	why do we need this test so we can go to the next grade or see if you are good or you need work
6th	on spelling test there are to much words/ my biurtyudfss
6th	they are giving test erey single fryday and erey single weak
6th	if like hack users get my information from this test and sends me spams.
6th	There are to many tests. If students have to many tests they will become stressed out with studying homework and projects.
6th	If we can like use notes we have to help us answer the questions
6th	they give more tests then they should.
6th	I've herd smarter balance states questions horribly to understand. I'm not sure if I'll be able to understand some of their questions because they don't say them kid friendly.
6th	we don't learn about most of the stuff
6th	They should all be open notes.
6th	That they can be use to see if you past the grade or they tell if you in honors or low or regular classes.
6th	The only thing that concerns me is how many test are taken a school year.
6th	to many words waste of time turtles
6th	Very long and kind of personal sometimes
6th	Less test each week!
6th	some questions word things weird and is hard to understand what they mean.
6th	The end of the year test

6th	they are really hard
6th	sometimes the tests are too long and they make kids stressed out and so they get a lower grade than they should.
6th	That they mean nothing. They do not affect your grade or your success in your classes or whether you graduate to the next grade. All they do is stress students out about a huge test. And, I am aware that the tests gauge whether the teacher is a good teacher or a bad one based on their students' results. So, on more than one occasion, I have seen teachers translating their stress to the students in hopes of encouraging their students to do well on the test so the teacher does not get fired. In this way I think that the test is completely useless and only puts stress on teachers and therefore students. I hope my point of view helps you with whatever you are using this survey for. Your student, (Student Name)
6th	i think tests are good and bad because we don't know what to do to make them good because it shows you how you are at tests.
6th	To many at once because you may have more than 1 tests a day so it may stress students out. So maybe they will lose focus in other classes and won't be successful in life. It is hard to multitask in school because it is hard to be put out like we kids are and survive. With the teachers breathing down our backs all day. I rest my case.
6th	reading im not the good at it
6th	My concerns are that if i dont do good in a test im not smart or i cant study right or im just the odd one out.
6th	i feel that test are good for you to prove that you are doing good
6th	The teachers make the tests harder than they need to be. Also they give us something that we think will help us and afterwards they say that it was just making it more hard on us.
6th	the tests are a little bit too hard. I get very nervous when I take them. And some times I end up with a bad grade. But if there are test corrections, I feel a lot better. I like open notes tests.
6th	that i might fail and not get an A+
6th	I feel that the teachers should collaborate more and not each of them have a test on the same day. It pressures students when they have to study for 5 tests on the same night and they often end up with bad grades. This tends to make students upset and even more pressured to higher their grades.
6th	that i might fail badly
6th	` I will get really stressed out and that results in me forgetting some of the things that I have learned. Also, sometimes on the test, there is a question that we haven't learned how to do (usually math). I even also rush sometimes or don't check my work because I just want to get the test over with.
6th	I get stressed because I dont want to do poorly on the tests and at the end of the year we should only have to take one big test on each subject (DCAS)
6th	My concerns on tests are the amount of tests we are given, because it's really time consuming and stressful to study for 3-4 tests in one week because.. Most kids like me have after school activities and after school learning places that give homework to so it's pretty stressful.
6th	There are not too many in each class but if you put all of the test that we take and put them together it seems that it would take for days to finish.
6th	We have at least 3 tests a week and once we finish studying for one, we get another and I think it's too much pressure on us. I also think we should have more time to study.
6th	If I get a bad grade
6th	My concerns about the test are my grade could drop if i fail
6th	i might get the questions wrong or i will run out of time.
6th	my concerns are that i will not know a question or i will fail
6th	they are too close together
6th	That I will fail.
6th	Taking tests makes kids worried[like me]. We take too much time out of the period taking test, too much time out of the day. If the state wants to know how we are doing as far as education they should come to the schools and observe us. Like if this survey was a test it would be taking 30 mins out of our class time. Sad how I could be learning right now. I feel like this survey would of never come about if we didn't have tests like smarter balance
6th	How long they take, and the way that they are a big part of your grade I think formative assignments should be the bigger part of our grades.
6th	The tests are to see how much you have learned in class and sometimes they let you retake the test.

6th	there are usually very small time limits to study for the test we are given, and all my homerooms give me homework so I often don't have time to study for test, do homework, and other things before my sleeping time, because of that I am worried I might fail a test.
6th	The concerns I have are that the tests are too long and hard. Also the teachers make us finish in a certain amount of time which I feel is not enough.
6th	I think that teachers could provide more information about what is going to be on the test.
6th	In ELA the questions are hard but I am one of the more focused students and study and I do good on tests but a test every WEEK
6th	Sometimes I think that the teachers should explain a little more about the tests.
6th	Most teachers don't give the right amount of study time and don't prepare us for most tests. I also think that teachers should give us a pre-quiz that has the same format of what is going to be on the quiz and they don't grade it so we know in advance what we're going to do and what we can focus on and practice more on.
6th	not getting a good grade
6th	I am concerned that we aren't given proper time to study.
6th	Why are tests 70 percent of your grade?! I think they should only be 50 percent of your grade.
6th	They try to trick us. For math they put questions that they haven't taught us much about. Also on vocab tests we have 3 definitions to study for each word and we have twenty of them. That is a little much in my opinion. Also we have usually three tests a week or more, a math, a vocab, and a social studies, and sometimes even a band or health test.
6th	the tests are on everything we learned in the class and if we fail the teachers give you one more chance to try again
6th	I am concerned about whether or not a test is a summative or a formative.
6th	I don't think that we should have as many tests as we have now that is my only concern.
6th	We shouldn't take these tests like Smarter Balanced because we are getting judged by if we know A, B, C, or D. They aren't good measurements of how smart we are. What if we just had a bad day when we were taking them? The test score gets into our personal file and teachers judge you on that score for the rest of our lives. We should stop these tests. They just simply aren't fair.
6th	If I don't know the right answers to the test or if I get a bad grade on the test.
6th	If I happen to get a bad grade it would be terrible (by bad grade I mean a C or less).
6th	Tests are usually handed back really late and I would like to have them handed in earlier.
6th	Normally I am concerned about how well I will do on the test
6th	people worry too much and that distracts them
6th	we have about one every week, I think that is too much
6th	Sometimes there's not enough time to study for tests like vocabulary tests. Other tests I'm fine with for now.
6th	I think it takes a lot of time out of class.
6th	I don't think there is a lot of time to study for tests.
6th	I forget what I learn or some stuff that we didn't have to study will be on the test.
6th	I think that there are too many tests because in elementary school we didn't have a lot of tests.
6th	State tests have too many questions and take up too much time.
6th	I am concerned because sometimes we are on the computer too long in my humble opinion
6th	That sometimes I feel that we didn't have enough time to study or that I don't really know some of the concepts in the test.
6th	they make you angry and you forget everything you study for.
6th	The concerns I have about the tests I take are that they are stressful and hard.
6th	I think it takes up too much learn time in class
6th	the concerns that I have are that some tests or quizzes have a little bit too many questions.
6th	That the tests are hard sometimes but it doesn't matter because they have to get harder and harder
6th	if they will have enough information provided for me to answer the question
6th	like is smart for you and sometimes I like tests

6th	They are just fine, and they don't have to many questions and not very little.
6th	getting a bad grade
6th	that they are not worth a lot of points on your report card
6th	a concern I have is when I don't know a question.
6th	I think there are too many questions and are worth too many points.
6th	some of the tests are a bit long.
6th	my concerns are that there not focusing on normal work,the teachers just prepare for the next test
6th	The concerns that I have is that when I give my information in surveys I don't like to give away my personal information to people I don't know
6th	That it better be about something i learned or already know.
6th	Some concerns are all the time we stare at the screen
6th	takes lots of class time
6th	Some tests are kind of hard but when the teachers explain what the tests are about i start to get it but then its hard to figure out.
6th	that i will fail on the test and get a bad grade
6th	They are a good amount of tests and quiz
6th	How many questions are on the test
6th	IT IS ALWAYS AT THE BEGING OF THE SCHOOL IT SHOULD BE LATER IN THE SCHOOL YEAR
6th	That they sometimes have a lot of questions.
6th	i kinda of think it is a little on the easy side and i also feel like im learning 5th grade things again
6th	i think we should have test at the end of every month or in the beginning of the month.
6th	not being perpared
6th	that they sometimes have too many questions
6th	i get scared if i fail
6th	some of the test we do, we didn't have enough time to learn about
6th	Questions I I don't Questions I do not know.
6th	What concerns me most about all of our test including formative, we have too many which gives me a lot of anxiety and stress. Every test I take, or every essay I write, and even every project I make I feel I'm going to fail!
6th	my concerns are if they put to many difficult questions on it.
6th	too boring
6th	At least give us more time. Like every 2 weeks we do a test.
6th	thaey are too hard and techers are strickt
6th	im goona fail
6th	they are to hard
6th	I hope that get a better on any of my tests that I have taken
6th	I Really Don't Have Any Concerns Because After Every Unit You Learn/Know You Take A Summitave is 70%
6th	I believe that the tests are pretty useful at this time being.
6th	they might have questions that don't make sense to ME BUT FOR OTHER =S YE S
6th	Will i pass? Will I get a good grade? Will I have to take it again?
6th	i feel is like hard because i do know that much ingles
6th	i feel that is in the middle that is not that hard and not that easy.
6th	That there to long
6th	What concerns me is for me to get a good grade on a test.

6th	My Concerns Are That I Will Forget The Answers And I Would Not Do Good On My Test And Also Sometimes I Feel Like I Did Not Do The Stuff In School On The Test But That Was At My Old School
6th	Math test are hard.9
6th	i am concern that i cant bring up my grade back together
6th	ELA test are like so hard
6th	My concern is that they only should give us 2 day to study guide, what we have to study and then we have like two more days to finish the real test.
6th	some are hard and some are easy and i take my time so i don't get a low grade.
6th	why can't we stop using scantron
6th	My concern is that they only give us 2-3 days to learn that unit and half the stuff they teach us is not on the test .
6th	over wellming test.
6th	if i fail
6th	That I'll get a bad grade.
6th	that if am going to have a bad grade
6th	are there questions we don't know the answer to that we have not learned
6th	i get scared when i take them
6th	That i will fail the test and get a bad grade.
6th	In the test its too much
6th	I don't have any concerns about the tests that we take.
6th	i do not like the common core test when they tell you to give like 5 answers for each question and you have to study a lot for a lot of the test
6th	one of my concerns is that if we take to many tests it can make us very stressed and when more work gets tossed at us the next day we feel stressed and we don't want to do the work
6th	My concern is that most of the tests for all of the subjects are on the same day.
6th	The teachers do not give us enough time to tell us that we have a test.
6th	that if i stued hard and long enough
6th	Some tests are not multiple choice which i have more trouble on.
6th	I think that they have the right amount of questions.
6th	test corrections
6th	if i study enough if i'm going to pass
6th	There is way too much and they are always on the same exact day every week. Almost every week i have 2-3 tests.
6th	Failing to many and then screwing up my grade.
6th	they take too long and they are hard
6th	i thing some tests we don't get enough time to study
6th	That I will get a f and fail and also that we dont have enough time to study
6th	i get concerned when they are more than 20 questions
6th	not enough class time to go over the unit.
6th	I get concerned my computer wont work which they never do.
6th	There is to much and we dont get any help with directions. Some times it takes about a week to get our test scores back.
6th	That when you study it helps you but when you study they give you a test but it looks nothing like the study guide or the questions to help you on the test.
6th	not enough time to study
6th	they are sometimes hard and i get nervous. The tests are also confusing sometimes.
6th	You need to study,a lot



6th	i think we should have no tests!
6th	I don't have any concerns.
6th	Getting a good grade on the test.
6th	I pay attention in class but sometimes my best is not good enough and when my parents find out they will get mad so i really try hard so I can do good and my parents can be happy.
6th	I might fail.
6th	there are to many question on the test and it is really difficult
6th	Does the test hurt your grade? Can you fix your test before the end of the marking period to change your grade? Can we get some study guides for all tests because sometimes we don't have study guides, and cant do great and sometimes we cant always use our notes, and sometimes the teachers surprise us with tests like a pop quiz?
6th	is this going on our grade?
6th	A concern there is that we don't have have a lot a time so it kinda makes me rush.
6th	We are given a little bit of time to complete test and its kind of hard for some students to sit for a long periods of time we need to have a brain break thats why alot of students ask to go to the bathroom so many times during the test.
6th	well a teacher doesn't give us the right time that we are supposed to learn like we learn a lesson for 3 days instead of a whole week
6th	we should get more time to do the test.We should also go over the hole test after to see how and why we got answers wrong
6th	if i do good on the test and that if i am going make to the next grade and that sometimes i get frusted and i dont do so well on the test
6th	the difficulty of the test
6th	sometimes i wonder if i am going to fail or if i am doing good
6th	I don't know the answer.
6th	it is good cause we learned about it so it not hard when you study for the test
6th	They take a little much time to do and a little confusing.
6th	I think the test are sometimes hard, for kids who study but cant remember what they studied.
6th	its too many tests I cant consitrate straight
6th	That I'm not going to under stand what there saying the way they write it.
6th	some of the questions are to hard
6th	there too long and hard kind of like my dick
6th	if they will be really had and if I will not get it
6th	my concern is because we have so many tests, you forget about one then forget to study and you don't do well on the test and it effects my over all average.
6th	what i'm mostly concerned about the tests are that sometimes the tests get too hard at at times.
6th	I feel like some of the tests are very long, they are multiple pages.I guess I'm just used to shorter tests but sometimes not all the time but sometimes they feel long.
6th	i have the cocern about when i dont finish a test the teacher just takes it wen the time is over and what ever i dont finish is marked wrong.
6th	That I hope i don't study.
6th	the tests are somewhat easy for me and I can finish them very easily and I am worried that I will rush through and not get the questions that are right there correct and they will bring down my grade
6th	there are too many questions
6th	I feel like some of the test are to hard but then it could be hard at the same time .
6th	I am afraid that I won't do well and my parents won't let me come home for some reason.
6th	if I will get a good grade
6th	Concerns I have are that I will do bad not get a good grade.
6th	Too hard and too long.

6th	sometimes in think there are too many questions and sometimes i think that there are too little questions
6th	There is too many questions on the tests sometimes.
6th	since i am in all honors classes the tests can be challenging sometimes, but other than that the tests are fine it is just some of them that can be challenging
6th	i think its fine the have tests to show what you no about the think you learning about
6th	some answers are hard.
6th	my concerns are thare are to many tests students take they need rest to prepare for the test and mostly me, I need more time to study because we are getting the tests to soon or to late and if I have more I will inform you about it because im very angry.....
6th	I'm worried that the tests will be to hard to do and not enough time to do it or to prepare for it.
6th	My concerns are that I don't know what the test will look like.
6th	i have concerns that one test will be a lot of my grade and that will bring it down.
6th	some concerns I have are that to many tests are givien at once and the teachers need to talk more about how to distribute their tests more through out the year. I cant have a math test and then suddenly have a big reading test
6th	That the test may have the wrong information and I will get it wrong.
6th	completes the test
6th	that I haven't studied enough, or that I'll get a bad grade, or that my parents will get upset at me and I'll get in trouble for getting an okay or bad grade
6th	translator needed sometimes
6th	The thing that concerns me the most is the studying because I have a lot of homework to do and on top of that I need to study and we don't have enough time to study
6th	the people will think we are aliens from outer space.
6th	anxiety
6th	What concerns me is how much all the testes count for and what this tests counts for.
6th	Some of the stuff i don't know about and i think they should give out tests that has stuff we already know.
6th	i get concern when I'm doing my test because I'm worried that I'm going to get a bad grade.
6th	I think that we should cut down on some test and they should be for all the main things we learn in the school year. Also, we should have more studying time in class because people with busy schedules don't really get the time to study.
6th	About getting an extremely bad grade.
6th	what i'm concern is that kid always have to take alot
6th	What concerns me when i take tests is when i'm like am i doing this right or not?
6th	that I will fail and it will mess with my grade
6th	I sometimes have trouble answering test.
6th	that when we finish test we should be aloud to use our phones when there on silence.
6th	some of the teachers a mean
6th	when you study one day and you forget the answer the next day
6th	that when someone done the test that we should us our phone but with no sound.
6th	that we get tests every friday
6th	it is hard
6th	i think that we are given the right amount of tests
6th	not getting a good grade cause middle school is harder then elamentry school its not easy no more all I know is I don't want to fail I want to pass and not get held back test complete the unit your working on soo crossing my fingers.
6th	Some times you don't know what to study, then if you don't study the right thing, you get a bad grade
6th	I think most tests are easy in math and social studies
6th	it sometimes gets me mad

6th	my concerns about the tests is if I don't what the subject is it in.
6th	1.if yall was to give me a 1-10 rate for how easy and how hard for easy I would pick 1 for hard I would pick 8or9
6th	Getting the answers wrong.
6th	i dont like tests
6th	Some of the tests are either WAY to easy or to hard
6th	We have too many test
6th	that they take to long to do and are given to much
6th	The one test I don't like is the smarter balance.I like DCAS better we shouldn't do the smarter balance we should just do DCAS instead.
6th	we have tests in each class at least once a week and we stay up studying and don't get enough sleep and then do good on the tests.
6th	that i will get low grades on them
6th	that teachers sometimes give too much tests.
6th	some tests are hard and some tests are not hard.
6th	ive been here for a little bit and i might not know every thing
6th	All test are great and very help full {awesome}.
6th	When should have some teat because it is to many test.
6th	Some confuse me,but most of the time I'm good.
6th	there not that hard its just that there sometimes out of no where
6th	i don't need tol tack the test.
6th	test be coming up to soon
6th	Some teachers get me scared because they say this test is almost your whole grade the day we have to take the test instead of telling us before we do it so we can make sure we study hard and if we didnt we might fail.
6th	i don't want no really hard tests and i want time to study for the test.
6th	all the english test are really long and math has way to many test wehave the right amount of test in science
6th	My concern is if we take to many tests then we will not have a chance to learn anything else.
6th	how many do we take in the year.
6th	my concerns are if they give us study guide but some of the answer are not on the test. also that they give us test to early and then when we go do the test some of the answer we don't know because we don't know it
6th	the test is difficult is math i don't understand the question
6th	some of the questions are from 1-5 grade and it's hard to remember
6th	test are to long
6th	some of the tests i take is really hard
6th	I think the teachers should help u a little bit, and the questions should be more understanding.
6th	Why is it so important to take so many tests?
6th	a lot of people take many tests
6th	the questions sometimes i don't get
6th	they do it to see if you know everything there going to do in your grade to see if you need help or not.
6th	The questions not being able to be understood.
6th	there all boring
6th	math test is hard to get on
6th	sometimes you have to think really hard for a very good awnser
6th	kind of easy

6th If i am going to fail this Test or get bad grades

---

6th good

---

6th that i won't have enough time to study or get the test done.

---

6th there kinda hard :)

---

6th percents,decimals,and fractions,math

---

6th Its too much work and a lot of question

---

6th that they should be that hard and that the test she bee at lest 40 page's and that when your done they should see your score

---

6th that they will be more test and they are hard.

---

6th they are hard

---

6th i don't really like test with 100 questions or alot of questions cause i think it takes up alot of time

---

6th some times there to long .

---

6th I goingto take 20 tests.

---

6th The concerns that i have for test is that teachers have us learn a new lesson and then we have a test on that Friday.

---

6th some of our tests are really complicated and hard too understand even tho we have them right materials alright so

---

6th it is enough

---

6th I think that we need harder questions.

---

6th that we take them to soon

---

6th i think there is to many test and i think they sould give us a brake

---

6th if they are online privacy

---

6th we need to take more test

---

6th some test are too hard for the 6th grade

---

6th i think if teachers keep giving test students to many test they will forget other stuff they they learned previously.

---

6th I think the some or the test are hart to take.

---

6th What ever's on the test the questions may be very hard, or easy.

---

6th I feel like some of the teachers give students unfair tests some times.

---

6th when you take the test you take your time by looking through form your test

---

6th My concern is if I get an F I could repeat grade which could make my parents not be proud of me which I would disappointment in myself.

---

6th well, some test will not let you see their test score.

---

6th I'm worried about my test grade.

---

6th it is kind of easy

---

6th My question or concern is do we have to take most of the test again through out the year. and why do we have to take DCAS every year we already have to take smarter balance, class tests, quizzes, SAT, and DCAS itself?.

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6th My question or concern is do we have to take most of the test again through out the year. and why do we have to take DCAS every year we already have to take smarter balance, class tests, quizzes, SAT, and DCAS itself?.

---

6th When we take the tests I feel like they put stuff that we didn't learn.

---

6th it is stressful and hard he have to do test like every Thursday or friday

---

6th they are too long

---

6th I think that we should be able to zoom and also have a choice of having the passage and answers read to us.

---

6th Sometimes they give you questions about topics you haven't learn in class.

---

6th how good am i going to do.also what kind of questions are on it.

---

6th I feel like I'm not doing good on the tests.

---

6th that I might get everything wrong

---

6th	that they wont explain the problem as good as they should
6th	Maybe you can not know what's on the test and get a bad grade.
6th	that I will fail or not get a good grade
6th	Students might get to confused with all th testing
6th	Some of the questions we will most likely not use in the future.
6th	The teachers dont really let us study before the test .
6th	Sometimes there is not many questions that do not really matter.
6th	I think the tests are important but I don't think its fair that when we come to school we always have to take tests. Again just because we come to school it doesn't mean we aren't human. I am sure many of my peers don't enjoy taking tests either, so all I am concerned about is we should also be treated like humans. Not like experiments, and tests show us that we are experiments.
6th	im worried about getting a below 80 on a test even if i know the ansers
6th	If I fail or not ready to take the test because we didnt get enough time to learn it
6th	im worried that if I do bad on that one test my grade will drop treminisly because all test are 70% of youre grade
6th	the teachers should go over what's on the test first
6th	it's weird kinda because it's weird for me when people ask me quuestion.
6th	it's weird kinda because it's weird for me when people ask me quuestion.
6th	if the test will be easy or difficult
6th	that the work becomes less weok like not that much papers
6th	there kind of hard and some are easy in math the test are hard.
6th	si ba hacer en espanol (in Spanish)
6th	If the test has difficult questions
6th	Somethings are hard to do and I get worried about it.
6th	what concerns me is that most of our test are taken before we learn what is on the test to see what we already know. but most of the stuff I never learned in elementary school.
6th	that we're gonna have alot more than elementary
6th	Some of the questions dont make sence.
6th	My concern about the test is the reading because sometime it hard for me to pronouce the word.
6th	They are sometimes too long.
6th	if its going to be hard or not
6th	If they are really nesasary to have so many tests and if we do them for a good reason
6th	getting a good score
6th	One concern I have is that the test may get a little harder.
6th	It concerns me if I don't know how to do the questions because if I don't know how to do them I have to guess and if I have to guess it would be hard and I might now get it right.
6th	i think that the amount of test is fine but just a tiny but of to many test
6th	The SMI test was easy and some I didn't really know.
6th	I am concerned with what the test will do to my grades
6th	some classes don't give you enough information to take the test with
6th	My concerns are that I don't know what many of the words mean so I'm worried that I'll get a bad grade.
6th	some classes don't give you enough information to take the test with
6th	that if I do poorly it will bring my grade down
6th	becuase the state is giving to many test and I think it to much work for kids

6th	They are way too long and stupid! You guys over test all of us its dumb!!!!
6th	Mabye we should do more practice no matter what so it will be easier to understand
6th	I think school lunch should have more choices during lunch. Also lunch should be longer. Another concern I have is clothing kids would be warmer wearing jackets, zippered coats, and fleece's during class. kids in middle school need to go outside and exercise.
6th	Some concerns that I have about tests that I take is that some of the questions I don't understand. They are too hard and sometimes the teachers don't explain the test correctly and that why we get a low score because we take too many tests and we don't understand them.
6th	that i might get them all wrong or that i might not pass that test
6th	alot
6th	failing or not knowing what to do
6th	For math,I am afraid i will fail because math is my weak point.
6th	i always worry about passing a test some of them are to hard and not so easy like they need to teach us more
6th	Well some of the words or problems i did not understand.
6th	we should have a test in every unit in every class
6th	it is easy
6th	many things in the test I don't even know yet and the teacher didn't tell us yet
6th	they are hard
6th	some tests are vey long
6th	I think the test I take help me learn more and remember what I study.
6th	sometimes i get a little nervous about my grades from my tests
6th	that there is so many test that its sometimes hard to remember all of the things all my classes teach me.
6th	concernes that i have with tests are that i can completly understand a subject just make some simple mistakes and that effects my grade if i understand a subject i dont see why i need to take a test and that makes my grade and make a simple mistake on that test and their goes my grade its just not very accurate we get to much and they effect my grade so much
6th	Tests are tricky and you have to papare for them I understand that but Smarter Balance when your teacher is prepping you for it it is Confusing ,and when i take the test I'm unsure and nervous. All of it just dosen't make sense also the time period is way to long someetimes it makes my eyes hurt plus what if i didn't get a good sleep that can effect my whole grade. Test are to long and there are too many.
6th	the questions are pretty easy
6th	the are pretty easy a little bit
6th	I think some questions on tests are unnisary
6th	that we we are given to much work the week of a test and can't have enough time to study.
6th	I get nuve is when I falid
6th	what is a we need to take the quiz it is so (-----)
6th	if I get a f
6th	I can ask for some help so I can know what the question means.
6th	Getting lower than b's because I want to get good grades and not fail any subjects because I don't want to fail 6th grade witch that means I would get held back.
6th	my concern is that the test are sometimes about things we havent really learned about.
6th	One concern that I like about test taking in my grade is that the extended response questions are very specific and make you dig for the correct answer
6th	I like to do open book tests I also like to do tests on lined paper or my writing goes up and down
6th	i feel like i am gong to fail the test when i get the test.
6th	I am just concerned about the time that's all.

6th	If I get an answer PRETTY CLOSE to the exact answer, I AT LEAST deserve 1/2 a point. :)
6th	if im doing it right
6th	the concerns that I have is that I might not study enough so ill fail the test
6th	i im somethims concerns about how to do them.
6th	It is to long
6th	why do we have to take the tests from last year and answer the questions we already know
6th	there is a lot of test
6th	why do we have to take tests? Some of the tests are confusing and complicated.
6th	the test is not enough is not easy
6th	it has to many questions
6th	if IM getting the questions right or not and what's my grade going to be
6th	It would be like, " i don't get it" or " i need help
6th	i think the test have alot of questions.
6th	That the test are some times hard and sometimes its not.
6th	they take so much time and I can never focus on it
6th	survey monkey
6th	i think that teachers give the right tests that we are doing in school.
6th	the concens i have about the tests is that they are too long and some of them i dont know any of them
6th	we take like 3 evry 1 week
6th	I THINK THAT STATE TESTS ARE VERY HELPFUL BECAUSE THEY HELP TEACHERS DETIRMINE WHAT YOU KNOW AND WHAT I DONT KNOW.
6th	the concerns are the tests ar easy
6th	that I get tests about math English Eld and social studies some times their hard
6th	i have not toke any
6th	well i was NEVER a big fan of tests disbite taking many. i just think that were taking too many tests
6th	the tests are hard i dont get half of the questions
6th	its too hard and should be private
6th	once the teachers check your grade why cant we see are grades right away.
6th	some reading test is kind of hard and kind of right on.
6th	to not pass the test
6th	i am scared that we might not passed the test or even pass grade
6th	they are to hard
6th	to get the answers right
6th	I get nervous
6th	am i going to past the test.
6th	what kind of quistions do they have
6th	some of the tests are hard for me and some of them are not so hard but i still get them done.
6th	I think the test are a a little hard but for the most part there ok thank you
6th	that try harder and tests we took was a state test
6th	What concerns me more is the fact that we take one today and the next 2-3 weeks we have another test. thats what concerns me more.
6th	What concrens me is that many students have to study for test almost every night just to get a A but that doesn't matter to teachers at all.

6th	That they do not tell us what is the test about and what type of question are there going to be on the test.
6th	That they do not tell us what is the test about and what type of question are there going to be on the test.
6th	Im concerned if i fsail the test.
6th	there all closer to each other and just to many
6th	i dont have any concerns.
6th	some questions are really hard are we havent studied them in our pierod
6th	I have concerns about the examples if they dont seem right.
7th	The reading and the com pression
7th	if it is a important grade or not and what happens if you fail it
7th	there really taking to long
7th	if they are two hard or to easy
7th	Will the test be related to what we studied in class?
7th	They are too long and take too much time. During this time students are not learning anything and up to a week, or 35 hours, is being spent on these tests.
7th	I'm concerned the grade I'll get and how it will effect me in the future.
7th	I don't always know what kind of questions on going to be on some of the tests, so I am unprepared for some tests. But I guess that is kind of my fault for not being prepared.
7th	I think we don't have to take a test each week in ELA, and a test every two weeks in science.
7th	Test that don't have a lot of questions are hard because if you mess up on a few questions, you can get a low grade.
7th	I am concerned about whats on the test I think we should know what the test asks before we take it.
7th	For the English tests, people are always getting them wrong because the short answer tests they give us look for specific answers. Instead of us just answering the questions the right way, they look for you to say exactly what they said, and we dont know what they said so we always get them wrong. i am good at english, but i am getting bad scores that are threatenng my grades because of it and i am very angry about it. please change them. i sound angry
7th	Incorrect grading and not giving a chance to make any corrections, this only happens sometimes.
7th	In english there are only a small amount of questions so if I get a small amount of questions wrong I can still get a bad grade.
7th	I think that they are a little too long some of them.
7th	Like 2 days to study.
7th	In English we need to know the story more before we take the test
7th	they are open note so we don't learn much.
7th	they are hard
7th	sometimes if it counts as a grade
7th	to many tests
7th	My concern is that there is to many points on one question so if we get that question wrong it can take that grade down alot.
7th	i think that on some topics we have not even learned the basics to them so we dont get the question right.
7th	am i smart enough for this test i feel like im going to fail im not confident in myself.
7th	the fact that i failed or not
7th	how hard they are
7th	If you are going to make us do a lot of test at lest make them easy for everybody to get an A.
7th	My concerns are the english tests. No matter how much i study my test scores are not really getting higher.
7th	My concerns are the english tests. No matter how much i study my test scores are not really getting higher.
7th	too hard
7th	they are a little hard



7th	they are a little hard
7th	Are they things we went over in class
7th	they are a little hard
7th	i no like words
7th	they are a little hard
7th	I don't like them because they are herd and also boring the test might have things on it that we don't now and we kids might get a f on it.they make other kids mad and we have to wait so they can start there test and some kids don't study. so they get an f on there test.the kids take a l of time doing it and some are and some are n
7th	Some tests are basically the same as some tests we already had.
7th	I need more clarification on how to do the stuff I'm taking a test on.
7th	I am concerned about the Smarter Balanced tests. Last year, when writing the essay portion of my test, I wasn't able to finis so I paused it. When I tried to make up my essay later, the test had said I already finished it, although I hadn't. That meant that I sent an unfinished test to be graded, even though I had clicked pause. Please fix this issue, I really don't want to get a bad score because of a malfunction with the test. Thank you!
7th	They give you little time to study. And when they do give you a test it's a lot of work.
7th	i am afraid the are to hard and are going to fail ever if i study
7th	When ever we learn anything it always goes back to Smarter Balance. Can we learn anything without having to make sure we understand it just because it will be on Smarter Balance??
7th	I don't like taking test on Schoology I think I would do better if I did it on paper but I know its all in my head
7th	Some things are hard to remember
7th	you do not get told what you get wrong
7th	Tests are hard but it should be. There should be less tests for that reason
7th	After we take the tests, if people are confused and or get a bad grade, then we don't spend much more time going over it.
7th	I am concerned that I will not get it back, as I want to see what I got wrong so that I can learn from it.
7th	some times the questions are worded weirdly
7th	How many question is there
7th	if i do not studie the day before
7th	to get the questions rong
7th	How long they are
7th	about typos
7th	it concerns me that they are giving us the right number of tests that they give
7th	We never have enough time to study because of different test in different classes.
7th	the test were given have to many questions which students stress about finishing them so they rush and get nit a good grade.
7th	They can be prety long if they were shorter they would be so much better
7th	The teachers don't give test results fast enough
7th	my concerns are that if they keep giving us this many tests than my grade will go down alot
7th	That some of them are hard and some of them are easy but you have to challenge your self for any thing in your life.
7th	we don't study enough
7th	My concerns are if the tests are too hard, or if i don't know whats on the test.
7th	too long
7th	The concerns i have are that sometimes i don't get teached the amount of things on the test and that sometimes i'm pressured to finish because of time
7th	good
7th	well the state test make people very nervous but other than that it's nothing else

7th	Getting a bad grade if I don't know the material.
7th	They tell us when it is the next day and not a week early
7th	How I do on the tests.
7th	their to hard somtimes
7th	Some of the tests in this school are no useful
7th	most of the test that we take are pretty long and we only get a certain amount of time each day to work on it.
7th	the concerns i have is that your studying all night and week but still don't understand and you goto your teacher and they explain it the same way and then you faikl the test
7th	Why does it not affect your affect your grade when you get a good grade on your test but when you get a bad grade on a test your grade goes down a lot.
7th	Each marking period we should have to do easier test
7th	they count for 70% of our grade and some kids aren't good test takers
7th	That I don't really know how to study so its hard o get caught up on it but in most classes I'm fine without studying.
7th	Why do they cost so much summative points?
7th	That they don't give too much now
7th	they are really hard and we don't get much help before the test but after they make sure we know how to do it
7th	Sometimes they are too long. They stress us out because sometimes we don't know the things.
7th	If it is easy or hard and if it is long.
7th	I mite fail.
7th	Some teachers do not explain the test or quiz enough during the lesson
7th	My concern is they are to hard and there are too many
7th	people should deserve the chance for extra credit and retakes
7th	I feel that it is a bit uncomfortable to immediately start tests on computers.
7th	that the tests are always to long and can put to much stress on students so they might have breakdowns or get nervous which could both effect our grades we get with dcas and finals extend the time in between each test,
7th	Sometimes it is very stressful.
7th	the test stress students out, they don't teach us anything, and the teachers are very stressed out too
7th	I feel like sometimes I get too nervous, and that can effect my score. Also, when I take tests, I don't want want one test to effect my whole grade average.
7th	if im ready if my teachers preped me enough if i remembered to study
7th	Sometimes I feel as though some material on the test is not specified during lesson time. Therefore I might not know what to study for.
7th	The teachers make the test to important. You then get stressful and mess up on the test. The test is worth too many points.
7th	Too long
7th	that there are going to be much question or really confusing questions.
7th	I think it is good have tests but not too many tests.
7th	They have on the test stuff we didn't learn.
7th	I'm concerned about something being on the test that i might have forgot to study. Also too many points on a test.
7th	if the teacher does something wrong on the test,or they don't teach what is on the test.
7th	why are there so many questioun
7th	they stress students out and are normally hard
7th	teachers don't teach whats on the test
7th	some things on tests aren't teached enough also its worth to many points
7th	Sometime the questions are confusing

7th people will cheat off of me.

---

7th Tests really work some students up and that can be really stressful for everyone

---

7th I am concerned that the tests may be on material that may have been glossed over.

---

7th it to hard sometime dont now

---

7th I have no concerns with the test at this school.

---

7th The questions are changed around to try and confuse you and the tests I have are constantly every week or multiple times a week.

---

7th There are to many questions and to much righting witch makes our hands hurt.

---

7th That students will not have enough time to study for test because of all the homework they get from other or the same class.

---

7th they are giving to quick

---

7th I get really nervous before

---

7th That they take to much time and its hard to concentrate.

---

7th i get really nerves

---

7th there to hard

---

7th Why are they so long

---

7th so for the test i take so of the questions i do not get

---

7th That I might get a bad score on it.

---

7th They should give us more information about the test, so we have an idea to what to study.

---

7th they make them hard

---

7th The concerns i have about tests is getting the questions right.

---

7th i think we read too many passages for tests

---

7th that they don't give us enough time to do the essays for each class

---

7th The more test we take, the more I get bored and don't pay attention and I am not the only kid who thinks this.

---

7th what if our teacher doesn't have enough time to teach us whats on the test and we get a bad grade.

---

7th to much and to hard.

---

7th Some times we take test that have too many questions and sometimes we have no idea what the test is talking about

---

7th give us more time to study it makes us have pressure when their is a test coming up.

---

7th what my grade will be after i take the test

---

7th why do we take more than we have too, plus decas

---

7th PAPER AND PENCIL! NOT SCHOOLGY! PAPER AND PENCIL! NO SCHOOLGY! PAPER AND PENCIL! NOT SCHOOLGY! PAPER AND PENCIL! NOT SCHOOLGY! PAPER AND PENCIL! NOT SCHOOLGY!

---

7th I don't really have any concerns. I think the tests are alright, overall.

---

7th are there going to be harder and harder over the year

---

7th Some of the test i take are easy and some are hard

---

7th That im not going to do well.

---

7th The tests aren't useful unless they are made to understand how a child learns.

---

8th If the tests are on something I have learned for a short period of time like 3-4 days.

---

8th they take to long and they be get on people nervous cause thry forget to study or dont have enough sleep

---

8th The concerns i have are if there is anything on there that we haven't gone over.

---

8th All tests we take on top of the test.

---

8th not being prepared enough for them

---

8th some stuff we dont know

---

9th	Things on the test is not compared to the things we have learned, also the time we have on test.
9th	How well I will do on it and the grade (if one) I will recieve.
9th	That the SAT's are timed.
9th	They are sometimes hard to understand some questions don't make any sense at all.
9th	We get too stressed out about them.
9th	Do the tests really matter to get in college?
9th	Sometimes I think we didn't get enough time but we get test every 4 month
9th	Tests gave me information.
9th	When we get a test its something we learned but a while ago, like if we learned a new chapter then we should take the test like 1 week after not a whole 2 months.
9th	I don't understand because I don't really understand the classwork.
9th	it lcy but i can anderstand
9th	tests gave us information. and tests is to hard.
9th	So as i think its ok. Sometime we have hard, sometime very short test. So as i think its good to have beter type of tests in school. i am good and I can do that tests.
9th	tenoy mas tiempo en los examenes como para entender las pregunta a reflexionar en las preguntas. (have more time on tests to understand the questions and reflect on the questions)
9th	the tests are difficult
9th	It just too much testing for school.
9th	how are they really benefiting us?
9th	It feels like there is a giant test every 1-2 weeks.
9th	I think some of them are pointless because they aren't helping me in life.
9th	If I do bad on them then I won't be able to pass because it would bring down my grade.
9th	The tests are sometimes too much and really stressful.
9th	Too much
9th	If I know the stuff we are testing on.
9th	Just some from the beginning because I wasn't here to know the stuff but I only had to worry about civics.
9th	it's to long plus it written all the time
9th	Sometimes I don't understand something at all on a test and am forced to guess
9th	some a really difficult
9th	Too many questions on each tests we took this year
9th	There to long and they waste time
9th	That is may be hard
9th	They are too long
9th	Have concern that I won't do well on it
9th	The tests can sometimes be too long
9th	Maybe if we have a test and the teacher surprises us with it and we didn't know what to study.
9th	On some tests there are things we haven't learned yet and that brings our test score down.
9th	There may be certain material on the test that we never clearly went over.
9th	It can kill our grade.
9th	too hard man
9th	that i cant find the right answers sometimes.
9th	we get over 5 test a week and its too much.

9th	we have had too many tests within the first few weeks of school.
9th	The concerns i have for the school test is that most of them are things we just learned or we don't know and some of the teachers expects us to know them the first day.Sometimes they give us test everyday.
9th	not being preparad
9th	the concerns I have about test is that we get too many through the school year and it gets me stressed for how many test you give us.
9th	somewhat they hard
9th	The tests we take are a bit to hard.
9th	That they come so fast and we only go over half of the things that are on the test and we don't get make work when we ask.
9th	it just that to many test hurt your head but helps you learn
9th	Its a struggle.
9th	i feel as if the teacher dont teach us enough about the tests and makes us figure it out own our own. i also feel as if they dont give us enough time.
9th	there to hard
9th	They're so boring and I learn nothing from any tests what so ever because any test is really useless
9th	too many questions
9th	That I might fail the test.
9th	if I passed my test or not
9th	They are too mind tricking, like we would learn what to do, but then when the tests come its a completely different thing than what we learned.
9th	if im going to fail
9th	What concerns me of the test would be the lack knowledge, some things aren't well taught.
9th	The fact that i have to prepare for so many tests causes me to become stressed which could hurt some of my concentration in other classes.
9th	Questions with subjects not taught by teachers.
9th	in dont like them
9th	There are to much and it's really boring.
9th	I am concerned that with all the tests we take, if I do bad on one my grade will go down a lot and I will fail for the year.
9th	Sometimes the test will cover things that my class hasn't talked about for months
9th	they dont show how much you know
9th	The test are usually are harder than the work we do in the class.
9th	how bad will they affect my grade
9th	the tests are very stressful, I always feel pressured and stressed, please help.
9th	My concerns are if we take too many test I my feel stressed out.
9th	why are there so many test
9th	the math test is always harder than grade level. And for the pre test its all stuff we dont know then they send letters home saying below standard. Also we should get after school tutors for practice for decas test.
9th	The concerns I have about the test, are that there are to many test that we have to take.Most of them are not even what were learning or about to learn.
9th	They should explain the questions better and to not make it long.
9th	tests cause some students stress and puts students on edge
9th	Your not giving us students enough time to remember and practice what were learning.
9th	They are being taught to.
9th	that if I do bad my grade will turn into a f
9th	im scared that im going to fail the test

9th	i have adhd so these long test i have trouble concentrating on them
9th	theres no point of the tests like dcas and stuff it just waste my learning timme
9th	they are to long
9th	the concerns i have about the test is that theres to much test and we can only study one test instead to much test and we can get confused there to long
9th	if we keep taking test it will be nothing else to learn about.
9th	to many pages
9th	The only concerns that I have about these tests is that if I fail one, I might not Graduate.
9th	if I can use notes
9th	that we have not learned enough cause of bad kids
9th	I feel like I have to rush sometimes.
9th	I think that there should be less test because you get a type of stress you out but as long as they are 30 Q short then i agree with it.
9th	I wont too many test in this school because I wont to past grade and I wont to have good grades in this school and I wont to many test because I wont to graduate high school
9th	There should be no tests!
9th	There is alot of test and there should lower the test down a little bit.
9th	why are these test so long why do we have to take them every school year why do we have them in the winter fall and spring
9th	the test mite have things iv learned but only 2 or 3 questions. so why do we even take it?
9th	when ever one talking and when I get to I have to start reading big storys
9th	because they what to know about you
9th	we do not want a lot of test every moth of the school year
9th	i dont like takeing tests it is to much
9th	STOP DOING TEST
9th	We dont need to be Taking soo many tests !
9th	we have to many test and the test are to long
9th	we have to many tests. And sometimes they are to frustrated. And if i don't know how to do them i have some headache.
9th	sometimes we have 2 tests in a row and by just not doing 1 your grade goes down a lot and gets you in danger of failing that class.
9th	Us having too many tests and to make it worse it counts for 75% of my grade and im not good at taking tests at all when i take them i get like scared or something of failing the test and i end up failing most of the time.
9th	its like we take one in all my classes
9th	i think it is a good amount
9th	if I fail or if its to hard I get stress and nerves
9th	there are too many back to back. its a lot to remember because they try to rush when teaching you the information for the next test.
9th	the tests that we take are too many ,and we don't get any time to study do to all the tests that we have to do for each class.
9th	With my concerns on test, well I get stressed out over some test because I've been like since I was little going through schools and I still get stressed. To me it depends if the test is something I learn that day of the test i will get overwhelmed and put my head. if I think I'm bout to give up on any test I will take a breather cause I don't want to give up on a test that will cost me my grade. And without test it could be hard to pick up grades cause test can save our grades in the long run.
9th	Through out the year we get we get 24+ test every marking period.
9th	they get to hard and they dont give us the right resoures
9th	Having so many tests makes me stressful and I break down, and then I start to kind of shut down
9th	my concerns are that i get stress out way to much

9th	its to hard to do and it brings my grade down every time i take a test and its to stressful.
9th	we take 24 tests a marking period not including , dcas, sat, and exc.
9th	i feel as though that we cant concentrate on everything at the same time it makes our head spin if we don't stay focus on our things we worry about our grade we going to get and everything else
9th	My concerns about taking too many tests are that you might fail the test and your grade will go down low and then you are going to have to work hard to boost the grade up.
9th	why don't we like learn it before we take it.
9th	We have to have 3 sumitive test each marking in all 8 classes
9th	i stress whenever theres to many test it doesnt give me enough time to do the thing i want to do outside of school and inside. by doing to much testing i have been grow grey hairs and with all this test i get no sleep what so ever.
9th	i think that we are taking to many tests, kids are stressing out about getting answers right,, ontop of normal teenage stresses like, relationships, grades, and sports. people dont realize how many tests we take as students, i think we should get less tests
9th	some a just very hard.it is stressful because sometimes they give u test for like to just get a sumative or to see how u are doing or what u know and sometimes they just pop up and then u cant study.
9th	what concerns me about these test is they take up a lot of time that i could be getting my school work done and trying to get better grades by having time to do work and get my grades up they also hurt my grades sometimes.these days thetre is a test for everything weather we learned it or not.
10th	if I have an AP test and another class test on the same day it stresses me because I want to pass both test.
10th	What's the whole point of remembering stuff when we won't use it again. We know what we talked about so why even take one.
10th	Why cant we use any notes? I believe every test should be open noted.
10th	That I am going to fail and it's going to drop my grade and then in the end, end up failing for the marking period.
10th	The concern i have is that why do we have to explain like write out our answers on test why can't we just get multiple choice questions.
10th	I think we should be given more tests. People always talk about how to become this or that when they grow up, but without a good education people won't do much in life. This is my first year here and compared to my other school in PA the work is too easy, not enough homework, and not enough tests.
10th	The only concern I have about any test I take, is whether I know it or if there is any problems we didn't go through.
10th	Too many test will stress a student out
10th	that I'm gonna do badly and ruin my grade for the marking period.
10th	That the material needed to pass the test wont always be the thing they always review or go over. Most test would score a person (when it comes to a test grade). Sometimes they forget the answers but they know all the criteria.
10th	The test that we take doesn't cover the objective of what we was taught.
10th	The concerns I have is failing I think is bad.
10th	that if I fail a test it will ruin my grade
10th	The English test it's difficult some of the test we take we have no idea what's in it.
10th	The limited amount of time given for a test.
10th	I think we should use our notes when taking a test or take the test and give a right amount of minutes to look back into our notes.
10th	My only concern that I have if what if I don't pass the test.
10th	My grads way to much on my test scores
10th	They gave to many test out they are to hard
10th	I failing really
10th	The stress about passing the tests.
10th	Para mi es muy difcil porque alunos examenes estan en English. (It is very difficult for me because some tests are in English )
10th	Si para my son un poco difciles porque casi no entiento el idioma. (For me they are a little difficult because I hardly know the language.)

10th	For the language of ingles
10th	is too much question we need more time becaus some teachers give us lik 20 minutes for a tets. is depend what type of quiz we take.
10th	We should have more time to do test and there should be three breaks.
10th	too hard, too long, 2 tests for one day not normal
10th	The tests are too long. There are too many tests.
10th	It will be better if it is multiple choice.
10th	sometime it will be
10th	The environment of which I take the test. Too many bad rowdy kids.
10th	That it seem like every class or so we're taking a new test and it is worth 70% of peoples grade.
10th	Like I be doing good but when mid-terms come I just fail it.
10th	Some of them do not make sense, even if you are at school everyday.
10th	That I will fail them and that leading to my grade going down.
10th	That I won't have time to prepare and flunk the test getting a bad grade that I can't make-up.
10th	The concerns I have about the test we are given is that they be way to many questions on one test in a certain amount of time we are given.
10th	doing it wherever other week
10th	That we have to write in every test.
10th	I think if you try on the test you should get some credit for trying.
10th	why is there so many answer
10th	The concerns that I have about the test is that why do the teacher make them differently than what we talk about.
10th	They are unnecessary.
10th	It makes me tired!
11th	Some tests don't help because we don't get tell or teach what we got wrong for example the DCAS test.
11th	The concerns I have about the tests are their oblivious to the fact that we don't cover everything they want in class to be on the test.
11th	The tests aren't entirely helpful to me, or the other students in particular. They denote from my class time where I could be learning about course driven information.
11th	We take a lot of tests and most of them barely make any sense and we will never need that information in everyday life.
11th	I feel that so many students get overwhelmed and quit on test.
11th	The tests are useless in comparison to the work and things studied in classes.
11th	We have to worry about those test when we have test in our classes and other work. It also add to the stuff to worry about and some test are useless unless they help me get to college.
11th	I need to be notified about tests one week before taking them in order to be able to study for the test.
11th	They do not represent your knowledge on the subject accurately.
11th	Some test really don't help me
11th	I dont think to useful
11th	We as students stress to much about taking tests because we already have school test and work to do and adding more test don't make it any better
11th	They take time from class for little to no actual benefit.
11th	The fact that most of my classes have tests every other day. and some of the tests have absolutely nothing we've gone over in class. Nothing I learn in class prepares me for the tests or life.
11th	I don't mind taking the tests but the information doesn't always help with what I'm already learning in school.
11th	some time I don't understand that questions and it's difficult to me answord.
11th	that some of them are hard and that could drop my grade



11th	Because teachers go way too quickly on a subject and then are so quick to give a test causing us to fail because we haven't fully obtained all the information.
11th	The tests take to long to get back to us. They are sometimes to hard to do or they just don't make sense.
11th	I feel as though all the major test are too close to each other which cause students to stress and not do well.
11th	Just making sure it's about the unit instead of the new unit
11th	How significantly will it affect my grade? Will it raise my GPA?
11th	Taking the test is not the problem, it's how many of the same test.
11th	I feel that there are too many test given in the same time period. For example, I might have a Math, English, Spanish, and a Chemistry Test all within 2 days. That is too much.
11th	Some of the questions on the math section I never learn in class.
11th	Some time we are not well prepare for the test
11th	Why do we have to take many tests? Why does it reflect on college application? When some people/students are bad at test taking.
11th	They are hard
11th	Why there really gonna try and teach us shit that were never gonna use in the real world
11th	how its useful to me? do they just give us test to help the teacher? do they try to trick us?
11th	I I take any tests the only concerns I have is if I have the correct notes and enough to ace a test.
11th	In my opinion we have to many test and we don't have enough times to review material.
11th	I have to be good about this text
11th	They are too long, to hard, & they are way to difficult
11th	I don't be knowing some of the stuff that be on the tests that I've be taking.
11th	they are stressful
11th	It be to many tests and alot of people grades go down because they be failing I be stressed because testes be to much and brings my grades all the way down.
11th	they are so hard
11th	Asking some questions that are not in the book we read.
11th	They give us a test that the teacher never taught us about and they're not Pre-Tests.
11th	I dislike them
11th	There are no concerns they acculay make you feel better
11th	The problem is the language ingles
11th	I think that tests is to hard. Sometime easy. I don't know.
11th	We need more time in the tests. We need less tests.
11th	sometime it will be
11th	Not given enough info for the test, and the right keys for the test.
11th	Teachers put too much stress on students about tests that will and will not affect their grades.
11th	they are hard.
11th	I really don't like the test I think it stress my self and other.
11th	there too long
11th	really long
12th	It is too much to handle between tests in classes, SATs and ACTs, college applications and other things students experience.
12th	Some test are completely pointless sometimes. Test that questions, we never learned the lessons so whats the point.
12th	They give us test that doesn't mean any use, like the smarter balance test and DCAS. It doesn't go to our grade so I don't understand why we have to do it.
12th	Short answers are a tab bit harder and confusing.

12th	What concerns me about the tests are how much they are worth. The tests basically decide if you pass the class or not. Other work done in class does not help you a lot in your work.
12th	all my tests is use full to me. because it help's me remember things.
12th	The tests help the students keep the information that they learn intact.
12th	To pass
12th	Sometimes tests are given out at a time the students won't remember all of the material.
12th	Yes, I have a concern about the tests that no one take exams after marking period ends. Teachers should take exams after each marking period ends.
12th	Why are the questions worded the way they are?
12th	Why?
12th	they test my ability of my intelligence, what if your not a test taker cause I'm not.
12th	They weigh our grade too much
12th	some teachers are extremely hard to learn from and give hard tests that are hard
12th	i don't agree with standardized test
12th	They are managing.
12th	There not about the things that we learn in the year during our classes there just irrelevant test that we hardly know anything on.
12th	there's just too many of them for me to do
12th	The score
12th	They are too long
12th	my concerns are to do good.
12th	If a child does bad on a test their should be away to earn more points.
12th	Why do we take this test that doesn't go to our grade or mean anything
12th	Too many
12th	The tests are random, and we are unprepared.
12th	that they will make my grades bad
12th	The main concern I have about the test that I take now is that I'm usually not prepared.
12th	They are too long.
12th	Testing in school is effectively used to measure our comprehension - however on many accounts I've been in a testing scenario where I have no incentive or understanding of WHY I am taking the test. Subconsciously, not even I answer the questions with a genuine consideration. That leaves me with the impression that I have wasted my time, the data is illegitimate, no growth will come from such tests.
12th	Testing in school is effectively used to measure our comprehension - however on many accounts I've been in a testing scenario where I have no incentive or understanding of WHY I am taking the test. Subconsciously, not even I answer the questions with a genuine consideration. That leaves me with the impression that I have wasted my time, the data is illegitimate, no growth will come from such tests.
12th	My concerns are that it would effect me in college and most of the times i only know how to do a couple topics in the test
12th	My concerns are that it would effect me in college and most of the times i only know how to do a couple topics in the test
12th	They have nothing to do with what we learn
12th	I believe that they give us too much test and the teachers do not understand that we also have responsibilities.
12th	they are irrelevant and do not very much correlate to what we are actually learning. like last year i had to take smarter balance math while in calculus so i was learning how to do much more complicated work but wasnt even tested on what i was being taught.
12th	Who creates the test?, How do they score the test?
12th	A concern that i have about tests are they are sometimes too complicated or that students haven't seen the information before taking the test.

12th	what are all the statistics being used for
12th	The test are on what the state thinks we should know. The test determines basically how stupid we are to their standards, rather than the actual intelligence levels we are at.
12th	The fact that most people could care less about state tests
12th	If i received enough information for the current test
12th	Standardized tests are done out of selfish reasons to make the school look better
12th	They put excessive stress on students
12th	That they are all just used to show improvement.
12th	We dont learn all the material throughly
12th	Students are pushed to do exceedingly well on standardized tests that don't really matter. They place an enormous amount of pressure and stress on students who need to focus on other things like college applications and grades that actually count for something.
12th	My concern is that most of them mean nothing to my future. I try really hard on these standardized test, and I get really great scores, but many colleges do not accept the scores of these test.
12th	Becoming overwhelmed by how many test I have to take and not doing well on them as a result.
12th	The fact that I don't get anything out of taking these tests. They aren't teaching me anything.
12th	That we are overwhelmed when so many tests are thrown at us and that these tests we take do not count for anything towards us and we do not learn anything from it.(DCAST)
12th	My biggest concern about the tests I take is that although I spend my time completing tests and do my best they don't exactly help me get better further on in the year.
12th	The state tests we are given do not effectively show how well the teachers are teaching us. Most of the people do not try on the state tests unless given an incentive and for the pre and post test I know personally I don't try at all on the pre test and kill it on the post test because I know other students won't do as well and I want our teachers to look good.
12th	The fact that they are weighted so heavily that if I mess up one it has a heavy negative impact on my grade.
12th	How hard they are and how long it takes to complete a test.
12th	They are too hard for us 12th graders.
12th	That students take too many tests a day. It will do nothing but stress us out and could hurt our grade.
12th	the high amount of stress
12th	about test number or math or science
12th	We dont go over most of the things thats on the test. Unnecessary stress
12th	I take too many test to where i have anxiety.
12th	Most of the time we don't have time to learn every thing on the test.
12th	There are extremely too many test.
12th	What we study in class wouldn't be in the tests.
12th	how They affect me
12th	We do not learn much of the material on test and there is more concern about passing than learning.
12th	That they are redundant in what they are testing you in and how many times you have to be tested.
12th	we are given too many, and need to focus on actually learning rather then taking all these tests
12th	The tests do not accrutly reflect what we've been able to actually cover and complete in the classroom.
12th	not knowing all the information that the tests ask us.
12th	Too much testing means we don't get to learn a lot because were to busy taking tests.
12th	there are to many of them
12th	Not enough Review and if we do Review it's hard to focus, because Kids constantly talk.
12th	Every week there is a new test.
12th	Every week theirs a test definitely in honors and AP courses

12th	when did we learn this? did we actually learn this?
12th	I don't know why they give so much like people have time.
12th	that im going to fail.
12th	That we are being graded on a test
12th	teachers are harsh for a make-up , re-do or extra credit if i do bad on a test
12th	short answers
12th	I have more of a concern for the kids who take the tests than the tests themselves
12th	Some test ask questions about things that we have never seen or studied in the class that concerns me with my grade.
12th	I don't agree with any SAT or DCAS testing.
12th	how are they helpful to our education
12th	If i am constantly tested for what i know i will begin to forget the material.
12th	That teacher dont prepare students enough and the college board give us too many test that dont mean anything.
12th	sometimes we aren't given enough time or the tests are based on previous years of math and English that we may not remember
12th	They're based on things that we haven't learned yet.
12th	Sometimes I don't understand the work completely because the teachers give it to us the next class. For example, they teacher us something one class then they test us the next.
12th	it doesn't accurately find out what you really know
12th	It would be best if there was just one big test and all of our scores and assessments were based off solely that test.
12th	some don't make any sense sometimes it's really not about what we actually learn.
12th	we have a lot of classes already and adding on a bunch of useless tests that just test IQ or aptitude isn't helping us focus on our GPA out come.
12th	that its stuff i haven't learned or barely know the material that im working on< so its more of a chance of failing and they arent useful.
12th	they're too long and based on things we have not learned yet.
12th	they bring my grade down,i get stressed
12th	The amount of test we take is ridiculous. They take away from class time and don't assess material actually learned in class.
12th	Some students have trouble memorizing the contents for tests.
12th	Students lose focus on their school work studying for all the challenging test we had to take
12th	standardized tests are overly given causing students to not want to actually take time to answer the questions. Giving inaccurate answers.
12th	Either no tests or DCAS
12th	With testes, some people might freeze up before hand and forget everything, like me. So with having so many tests, my grades look bad and shows that I do not know anything. But when I really do.
12th	Its hard to juggle you study time and the tests mess up your whole grade.
12th	Standardized test doesn't have a lot of questions that have to do with what we learn in school.
12th	If a teacher is to give out a test, please make sure the test is on the material taught.
12th	the pretests are not fit to level of learning I am taking because it is all for CP class. The pretest are too easy
12th	smarter balance tests are to easy and quite honestly annoying, please bring back the best standerdized test of dcas.
12th	Too easy
12th	Too easy
12th	that we take too many test on subjects that they do not cover during the period we are learning new materiel.
12th	i think test help me to prepare for the classes
12th	Passing

12th	Not knowing all the material and not being able to really grasp what was taught in the class that the exam was given in . Also not really able to understand what the teacher was really teaching that was going to be on the test.
12th	the tests that i take help to me to know everything and then when i graduate that tests that i did help me for the college.
12th	Failing
12th	Why are some of the questions confusing,
12th	Will it help me pass?
12th	will this level out all of my missed formative assignments?
12th	They are either too tight, time wise to study or review for it. And are often given too many for a single unit.
12th	They're too difficult. The things the teachers teach are too fast paced. They rush right through them and if you don't know, you're screwed.
12th	The state tests take out crucial time in class (I am enrolled in 3 AP classes, and I miss valuable class time by having to take the tests).
12th	Theres too many and if we do bad our grade goes down a lot.
12th	Not every child learns the same way, so the tests should not really count,.
12th	Not enough preperation, wrong preparation
12th	I am concerned that I don't have enough time to take the test and they are graded poorly.
12th	They are very difficult and are based off of memory and not learning.
12th	That we are sometimes given too many at once.
12th	That they only assess what we retain not what we actually know.
12th	The students are not motivated to take them because there are just too many, and they change every couple of years. They often get in the way of learning in the classroom by taking away a day or two and by requiring all the computers and laptops in the school.
12th	The number of tests and the weight of them concerns me. In some classes I have had only one or two tests. This is alarming for someone who is intelligent, like I, but doesn't always preform consistently well on assessments. If I do poorly on one test, my grade is compromised for the entire marking period.
12th	In AP classes, I'm nervous that I understand the concepts, but will struggle interpreting the question. For example, I may understand how to answer a question, but if it is not directly stated, I have trouble recognizing what to do. Another concern of mine is how drastically a bad summative grade can effect my grade. Often times, a teacher will only offer one to two summative grades per marking period, making it difficult to maintain my grades.
12th	I have concerns that I am taking tests on material that I only just learned, and I feel unprepared. Also, I feel like I could be taking tests on material that I do not feel is useful to the class overall. Teachers are now looking to just get summative grades into the system.
12th	my main concerns is how much is too much
12th	The materials are not covered in class
12th	They are inappropriately implemented with the subject that's not in the curriculum.
12th	They're too frequent, and they account for far too much of the grade to be anywhere close to fair
12th	They're quite tedious and take up lots of school time...
12th	I have concerns with what type of questions came.
12th	Is the material that we study actually on the test.
12th	They are too hard
12th	I can fail because tests are such a high portion of our grades, they can bring us down if we do badly.
12th	they are really long and i dont study enough for it
12th	you can complete all class work but fail one summative and fail for the year
12th	ms (----) should be fired.
12th	To be honest taking tests don't make us learn. We have to have a whole lesson with one test at the end of it, not have two or three tests in one day. And these tests are killing us, an stressing us (----) out.

12th	too hard
12th	most of the state tests dont match what we have learned
12th	there too many test and too many questions
12th	Because it's something that will bring my grades down
12th	honestly this summative formative stuff (----) sooooo much i hate it. Lol why should one test count as 75% of my grade? I dont understand this i always fail last minute
12th	if im gonna pass them
12th	Failing the tests.
12th	The tests are worth majority of our grade. Certain kids are just bad test takers. Personally, I think it's messed up how a single test could determine a kids whole grade. Straight A student's grades could drop because of one test.
12th	there are way too many and not enough are used to our benefit like giving us a benefit out of so many tests other than "improving".
12th	because some teachers be giving test out when some of the students don;t even no what's going on that's why students be getting bad grades.
12th	there to hard
12th	i think as seniors we should only have the mid terms and final exams , because the year is already stressful enough trying to make sure you graduate .
12th	If some tests are just to see how smart we are we shouldnt take it I rather practice and better my self, but some teachers take it too serious and count it against MP grade.
12th	To meany to soon, not enough time to study or be tought enough about the subject.
12th	there are too many!!
12th	some test don't give enough evidence to properly understand
12th	It concerns me the amount of test that they give us for the hole year and plus the extra test like the SRI,Smart Bal,Midterms,Finals,CFAS, SAT,PSATS.
12th	I missed vital class time last year because I had to finish my SmarterBalance test and I struggled to keep up with what I was missing.
12th	i think its too many tests because there is some of it like P SAT or Dcas those quizzes that we don't even know a lot of the answers just guesing it.
12th	we take too many test and most are not even explained good.
12th	That most would be unnecessary
12th	Im worried i might get a low score just because the tests connects to nothing i learned in school.
12th	it makes me nervous and feel like i'm bout to failed
12th	that students have to many and cant enjoy highschool
12th	every test i take i get low grade, im a low test taker but in classwork i get good grade.
12th	some of them i don't understand them
12th	I feel the pase is too fast in school, it is difficult as it is. So I feel really overwhelmed I have bad anxiety and I can't focus half the time.
12th	If I fail, will it affect my grade ?
12th	I feel over tested and that these tests are just thrown at all of us to quickly.
12th	That It's Just Thrown Out There. Barely Anytime To Study.
12th	it's make you feel like scared and paraniod
12th	it makes me feel nervous, frustrated and overwhelmed
12th	why do we get tested on things we haven't learned yet ?
12th	we take lots of them during the year from each class different subjects.
12th	they're hard, when i take test i tend to not get a good grade .
12th	try not to make them have front and back

My concerns about taking too many tests is why do we have to take this test anyway? Is it going to improve or disapprove or grades? Do it help our GPA? If you answered no to any of these questions then test taking really isn't useful. Testing isn't always good because on kids that are not good on test usually stress because they feel like they don't have enough knowledge, and the kids that usually don't study are the ones that don't care. TESTING IS STRESSING

12th	
12th	if i dont pass how it will effect my grade
12th	If you fail it your grade gets dropped alot.
12th	Sometimes be they stressful and too much on the students.
12th	They are too close together , teachers seem to schedule all at the same time
12th	Take up too much time, take away from real tests like AP and SAT
	that I might get it wrong
	Some of my classes only have one test per marking period and this is highly concerning for a student like myself. I am a very poor test taker and on some tests I get poor grades and that is concerning because my grade in the class drops significantly.
5th	no promble
5th	I don't know
5th	I don't know
5th	no
5th	no concerns
5th	I do not have eny
5th	none
5th	I don't know
5th	none
5th	none
5th	I do not have any concern with any tests. Maybe a little less tests though.
5th	i have no concerns because test make you learn more
5th	none
5th	I dont know if I know the answers.
6th	idk
6th	I don't have any concerns about tests
6th	no
6th	I have no problems with the test.
6th	I have no concerns about the tests
6th	Nope
6th	None
6th	I do not have any concerns about test that I take all the questions are easy to read and the teachers teach everything you have to know about the subject . Also most all of the students get an A or an A plus
6th	none
6th	I have no concerns of the test we take
6th	no concerns
6th	I don't have any concerns.
6th	I personally don't have any concerns
6th	there fine
6th	Nothing.

6th	I do not have any concerns.
6th	none
6th	none
6th	no I have no concerns
6th	none
6th	nothing
6th	no concerns.
6th	I don't have any concerns about the tests
6th	N/A
6th	i have no concerns
6th	I really have no concerns
6th	None, except there are a lot.
6th	No
6th	I do not know what the question mean.
6th	n/a
6th	I don't have any
6th	None
6th	I do not have any concerns.
6th	No concerns with any tests.
6th	I have no concerns.
6th	I don't have any concern
6th	I have no concerns.
6th	none
6th	none
6th	no concerns
6th	no concerns
6th	none
6th	none of the above
6th	None.
6th	None
6th	No concerns
6th	none
6th	I don't have any
6th	I don't have any.
6th	None, we always have the resources and the teachers always go over the material. So I think the tests are good.
6th	None they'er fine.
6th	I do not have any
6th	None. They're fine.
6th	I don't have any concerns about these tests.
6th	No
6th	I have no complaints except for some tests can have trick questiond





6th	Nothing really I think there okay, There about the stuff we learned about.
6th	none
6th	no concerns
6th	I don't have any
6th	none
6th	I don't have any.
6th	There are no concerns I have about the test I take.
6th	none
6th	i dont have any
6th	nothing really, just the questions may be worded a bit strange sometimes and they could be easier to read
6th	no not really
6th	I don't have concerns about the tests.
6th	I do not have any concerns about the tests I take.
6th	NONE what so ever.
6th	i dont have any concerns.
6th	I don't have any concerns
6th	the tests are just right.
6th	I don't know
6th	I do not not
6th	I don't have any.
6th	I don't know
6th	i dont know
6th	No questions
6th	i feel good about it .
6th	nothing
6th	no concerns
6th	i have know idea!?
6th	i don't know
6th	no
6th	I have no concerns.
6th	i like test it fun
6th	i dont know
6th	none
6th	none
6th	i dont know
6th	I don't know.
6th	nothing
6th	i donot know
6th	I really don't know sorry
6th	Nothing.
6th	NOTHING



6th	I do not have concern about the test.
6th	I have no concerns
6th	Nothing
6th	nothing concerns me
6th	I don't have a concern.
6th	None
6th	no concerns
6th	I have no concerns about the tests. They are fun to me.
6th	no
6th	I do not have any concerns about the tests.
6th	I dont have any
6th	noun
6th	i dont have any concerns
6th	I'm not cocerned about anything with the tests.
6th	none just teach a little more about the same what ever their teaching
6th	none
6th	no consern
6th	I really don't have any concerns for the test that we take. The only problem is that a lot of people don't study for tests.
6th	none
6th	Not aiot of parer
6th	i dont have any conserns
6th	I really don't have concerns but things that's on there are sometimes difficult but when you use context clues ill be just fine
6th	none
6th	no
6th	NONE
6th	i dont hve any i just try my best
6th	no not really
6th	no
6th	i have no conserns
6th	I don't know
6th	nothing
6th	nothing
6th	nothing
6th	I have no concerns about all the tests I had taken. The teachers explain why we take it so I have no problem
6th	nothing :)
7th	none
7th	None i just don't like them.
7th	I don't have any concerns.
7th	no cencerns just nneed to test students to there own ability
7th	none.
7th	none I have high percentage in all my classes

7th	N/A
7th	none
7th	nothing the test are good so then we can have good grades in class
7th	None
7th	None
7th	none
7th	None
7th	none
7th	none
7th	none
7th	n/a
7th	None
7th	none
7th	No I have no concerns.
7th	No concerns
7th	No concerns.
7th	no concerns
7th	no
7th	I don't have any concerns.
7th	I don't have any concerns
7th	I don't have any concerns
7th	no concern
7th	(nonsense characters)
7th	I don't have any concerns.
7th	i don't have any concerns
7th	NA
7th	i don't know
7th	none
7th	there okay
7th	no concerns
7th	none
7th	No issues
7th	None
7th	N/A
7th	None
8th	None
8th	N/A
8th	N/A
8th	nothing.
9th	None - tests are very good as they are nothing to be concerned about
9th	None

9th	None
9th	Nothing to say
9th	I don't have any
9th	No concern
9th	No
9th	No
9th	No
9th	no
9th	the test is too hard.
9th	NO
9th	No concerns about the test
9th	nothing
9th	none
9th	nothing
9th	none
9th	nothing its just we take to many test
9th	I don't have any concerns about the test.
9th	none
9th	not having enough time
9th	non
9th	nothing
9th	not much concern
9th	No concerns , we just take to much in every class its hard to remember everything.
9th	don't have any
9th	N/A
9th	No they tests on many things we sometime we don't larean
9th	No. I don't know but its to much for me!
9th	.
9th	I don't have any concerns about testing in school
9th	its going good so far
9th	it is good to do testing to know how much you grew about how smart you are so if you get a big scorefor you
10th	Don't care. Goes over work we don't know.
10th	I don't have any concerns because of that I am always ready for a pop quiz or test
10th	I have no concerns.
10th	No
10th	No
10th	Don't have any
10th	no concerns
11th	#NAME?
11th	N/A
11th	none

11th	I think the test are fine
11th	None
11th	None
11th	None
11th	None
11th	I don't have any concerns.
11th	i don't have any
12th	None
12th	n/a
12th	None
12th	I don't have any concerns.
12th	none
12th	none
12th	Nothing
12th	none
12th	No concerns.
12th	none
12th	No
12th	n/a
12th	none
12th	I don't have any.
12th	none
12th	none
12th	I do not have any concerns.
12th	none, some are just complicated such as others
12th	No concerns
12th	I do not have any concerns about the tests.
12th	None
12th	none
12th	Not any.
12th	None
12th	none
12th	nothing .
12th	None
12th	none
12th	IM FINE WITH IT. I THINK THE TESTS ARE PREPARING US FOR THE FUTURE.
12th	no concerns
12th	n/a
12th	no
12th	I do not have ant concerns about the tests I take.
12th	none

12th	none
12th	no
12th	none
	nothing

**Are there subjects or areas you think the district should be testing where it is currently not doing so?**

5th	yes more in science
5th	social studies
5th	I think that if students are going to test they should only test if they're seniors and going to collage.
5th	math im not that good
5th	they should be testing time
5th	laberyi
5th	be on math
5th	i think they should should do more sience
5th	science
5th	the places that are more quiet (for example the library. yes
5th	I think that they should do more math than reading because you do more reading then math.
5th	Se if the teachers have been doing anything bad.
5th	they need to teast us on socile studs becus most of us did not know about 9/11.
5th	imprpper and mixed fracions.
5th	I think we need tests on historical figures, we need to know more about people like George Washington and etc.
5th	reading and some math
5th	People should test were they can think and get a good score.
5th	yes like our special
5th	yes sience
5th	yes in the librairy
5th	Phyiscal education
6th	Yes math and Spanish
6th	Spanish little bit
6th	i think the district should do more with science



6th	I think the district should be testing more in English they should have higher classes than honors English because honors English is easy for me to easy
6th	we should take a test in gym cause what if something goes wrong.
6th	They should test you on music.
6th	math,sometimes science,maybe ela
6th	The District Seems To Be Doing a great job on the test so far (in my opinion) But If we take test at the end of the year that we were supposed to take mid year I would not agree with that
6th	Yes math and more reading and playing like more gym time
6th	science
6th	yes I think they should be testing band
6th	Reading.
6th	common sense
6th	the subjects that schools have should be adjusted to fit what a student wants to do as an adult. Say some one wants to be an architect. They should only have classes that will help them be architects.
6th	spelling
6th	your personality the need to have a class where they can teach you how to make friends. they also need to teach people how to act and not bully or hurt other students in the classroom
6th	science
6th	cooking, and art
6th	technology literacy
6th	I think that more subjects should be provided based on differnt grade levels to help us understand more.
6th	I think the district should test more in social studies/history.
6th	it is a lot of time to do in the test.
6th	SCIENCE CLASS TEACHERS SHOULD EXPLAIN IT BETTER
6th	I think that we should be tested on how fast you type.
6th	Spanish
6th	Gym
6th	soical studies
6th	i think that they should include spelling and spelling tests because some people are not very good with spelling and need practice and they don't have enough time at home.
6th	I believe that the state is testing students just fine.
6th	The district should be testing more in technology because you have step-by-step instructions to follow and the test could be to see what you see is wrong.Also to see if you can follow directions
6th	Gym
6th	I think that all the teachers are doing good with giving test. I don't think any other teacher should give any test

6th	English Classes
6th	in a library
6th	Math
6th	other languages
6th	I think that what ever things we learn about should be the things we are tested on.
6th	they shod not give alote fo test on sinence because thay think that we now it in a week like lerning about the humen body
6th	1. Math
6th	The sport you will have to take or to see if your are smart and do you remeber the stuff they gave you in 5and4 greade.
6th	Band so the teacher knows were to start
6th	Gym
6th	history
6th	langage like Spanish or chinies
6th	Chinese
6th	Spanish
6th	I think there should be more emphases on science based tests. I also think that these should either be made by teachers or the school. There should not be standerised tests across the whole school district. These tests should be a summative grade worth around fifty points.
6th	On what you remember about previous grades.
6th	In techonology
6th	ELA and MATH
6th	cursive and social skills
6th	I think the district should test your eye sight in the nurses office. and i think they should also test you hearing.
6th	They could be testing in technology and in the library because in those rooms it should be silent enough for them to concentrate
6th	I think we should be tested on our attention span.
6th	they will or could be testing in technology or any other classroom.
6th	ability to think quickly
6th	I think we should be tested in technology because it shows what we have learned in the past 2 marking periods.
6th	Social Studies
6th	I think people should be tested in listening and following directions and common sense
6th	Useful things that we will actually use in the real world. I'm pretty sure when we apply for a job they won't be asking us what x divided by 7 is.
6th	I think that students should be tested on logic because logic can help you exceed in math and science.

6th Science instead of only getting tested (major tests like Dcas and Smarter Balanced) once every 2 years it should be tested every year. Also Smarter Balanced should also be in fall to also use the point of Dcas as well as the already existing point of Smarter Balanced which is knowing the material.

6th Districts should be testing more science tests about chemistry and physics.

6th I think the district should include what's going on around us and prepare us for the real world.

6th i think gym

6th I think you should be tested in how well we write and spell.

6th Maybe a history test.

6th english

6th science and social studies.

6th I think the school should start testing on the computers more.

6th health, and gym, and chorus

6th learning to build thing like small houses

6th i think we should have spelling tests

6th i think that there is one like we should have more test in math

6th technology

6th we sould be tested in technolgy

6th in math class sometimes it is hard because you are given a lot of math question at once

6th Social studies for the students that are in a high level of class for that student

6th history

6th History

6th How hard they are.

6th social studies

6th Ela

6th african american history.

6th math

6th i do not think that because i think the things that we learn in our grade are 6 grade regular work

6th Science

6th gym

6th Health

6th in explorations

6th Homeroom because kids read a lot of books and only take test on the books they read. Why cant we take test on ALL the books we read instead of only 1 book.

6th the ELA have tests every friday

6th reading,science

6th math to see if you should go to hours

6th I think that there are some subjects (like building classes)that the district is not giving tests for when they should to review what they are or have learned.

---

6th I feel that we should be taking the science state test in 6th, 7th and 8th grade, not just 8th grade. We are going to have to take a test on the material from 6th,7th, and 8th grade, and I don't think that's fair. Students might not do as well on the state test because how are they supposed to remember 6th grade material well enough to take a state test? It's not right.

---

6th Gym, and Technology

---

6th some tests are given in higher grades and you are expected to remember all that info from 3 grades that is completely unfair

---

6th Chinese.

---

6th In gym

---

6th I think science class should be giving out tests

---

6th when you get to 8th grade ta test where it includes everything you have learned over the years that you have been in school

---

6th social studies science

---

6th I think we should be given smaller test on what we are learning not on month go over three to four different things and on the first Monday of the month have a test on it because kids aren't going to remember that well and things like smarter balance are just for the schools and teacher to make sure they are doing what the are suppose to be doing and for school benefits and nothing comes out of it for the kids

---

6th Spanish grammar general quizzes (all subjects) including IQ score

---

6th ELA

---

6th English cause it is hard than ever

---

6th I think that they should do test in the computer lap.Also in a quiet place to do test?

---

6th math

---

6th I think is science because we don't take quiz or text and i think we should because we need to know if we are lisening to the teacher and if we known what to do in the class room because we need to know if we are really learning and she or he is teaching.

---

6th i honestly thought we would take tests in technology class but we take them every where.

---

6th computers

---

6th math tests

---

6th Sience,art,chore,music.

---

6th math and writing.

---

6th Cooking

---

6th reading and social studies.

---

6th spanish

---

6th Prepare us for the real world

---

6th	Music
6th	family and consumer science
6th	computer room
6th	i think they need to help us on better science questions.
6th	Yes they should give us a test in the first day of school to see what grade you are at.
6th	the caterica
6th	i want test on chorus so it can help me understand the music notes.
6th	Spanish should have homework for the classroom
6th	math ela
6th	i think math should be testing
6th	Maybe things about Art.
6th	math
6th	a math subject
6th	computer lab
6th	a littlebit in english so will know what to do tomorrow.
6th	hard to listen
6th	they are going to good but not my science
6th	have a computer testing room will help
6th	I think the areas that the district should put the test on take home laptop so if we need help on a word then we can ask our parents.
6th	algebra witch the math teachers dont teach us for some ridicoolous reason
6th	we should go in the computer room
6th	the subject when its ramdomly like math or reading
6th	more reading test because theres lots of math test.
6th	Honors Math
6th	it might be heath class
6th	I think that they should add advisory test involving the when we have soar snippets
6th	socail studies
6th	Yes to improve the work and get some suggests.
6th	We arent testing in english class.
6th	I think they should test us in our extra curricular/s since many students might want to peruse another type of career like an actor, a director, an artist, etc.;
6th	math
6th	About the planets.
6th	The district should be testing are the related arts.
6th	reading and music you should make sure were learning
6th	science
6th	I think schools should be testing/teaching cursive.
6th	Health,Science

6th	yes.I think computer class should test more.
6th	compert
6th	math, social studies
6th	science and Social Studies
6th	I think the Art class.
6th	I dont know any classes that dont give test.
6th	yes socil studies
6th	COMPUTERS I DONT GET IT AT ALL IT DOSENT MAKE SENCE
6th	math and chours
6th	I think maybe they should more test on the human body.
6th	I think I should be in computers next year in seventh grade for white days.
6th	yes like art so they can test your art skills
6th	I think that we should have test in all classes to see if kids actually are paying attention and doing their work that helps them
6th	yes computer keyboarding,art,
6th	Participation
6th	social studies
6th	in math.
6th	heath class
6th	math social studies and reading
6th	history
6th	yes,science.it's not doing so
6th	english and socil studys
6th	i think the quetions shuold be testing
6th	they should do social studies in smarter balance
6th	math
6th	science and math
6th	science and math
6th	math
6th	in math they should but is science they shouldn't
6th	Ithink they should be testing social studies and they don't do that
6th	English,Math,History,Science and all other subjects.
6th	There is not much writting test but there is alot of reading test and math test.
6th	There is not much writting test but there is alot of reading test and math test.
6th	they should test to see how good our grammer is.
6th	math
7th	i think either library or computer lab
7th	computer science
7th	how much information i can actually take in
7th	stuff in the future.

7th	Learning stuff you actually need in the future. We don't need to learn most of the stuff we do.
7th	Gym
7th	grammar
7th	Health and sex ed and planning for your future ( bills, taxes and other responsibilities I may have as an adult)
7th	Improvement
7th	grammar and vocabulary
7th	somewhat. i think that the district should be testing us on more complicated things that we will need in the future when we get older.
7th	well how about science
7th	Music
7th	Gym
7th	plant and animal science
7th	science
7th	in gym
7th	I think we should have more interesting classes that will make student want to learn for example we should have art and gym everyday I think we should be given gym everyday because running and sports give energy
7th	In business because that class is hard and sometimes easy to me
7th	I think they should test in physical education.
7th	Technology.
7th	maybe test us in an exploratory.
7th	Smarter Balance Testing
7th	all
7th	our culinary skills we need to eat, you (----) (nonsense characters)
7th	Science.
7th	more in science
7th	I think that more specialized tests should be available to cover any material that may not be in the curriculum.
7th	english
7th	gym and health
7th	gym
7th	Gym
7th	i think that tests should happen in social studies
7th	gym
7th	gym and exploratories
7th	in maps because i never saw a map test before
7th	Forensics science
7th	on what you learn every year so you won't forget
7th	More emergency i know we have some classes but it should be more mandatory
7th	How well do you know your grammar

8th	would like to see more on writing skills to prepare for sat/act
8th	SOCIAL STU
9th	Reality of the world
9th	English and math
9th	1-Math 2-CTE 3-ELL 2
9th	Yes I think they should test roboticts
9th	I think just Math and English because for every job you need to know how to read, write, and do math.
9th	a test in health
9th	Math absolutely I feel it should not be giveing us tests math is useless in my opinion
9th	Yes economics
9th	math italian
9th	math
9th	They should do more testing in civics.
9th	what you really know
9th	math we should get tutoring for it
9th	related arts
9th	It should test about the things we learn.
9th	italian
9th	I say that less in English, less in health, more in math.
9th	si because it help wath Irni
9th	I think we need to be tested on what we are truging on
9th	math
9th	A.I high school and social studies
9th	I think that all classes where you learn content needed for college should have tests
9th	in english class
9th	science
10th	there sould be in science so what you learned about it and on english math would be more inportant.
10th	I think the school should work on english classes. Most people read at different levels but are still grouped. All we do is read something and answer questions. We aren't learning anything new.
10th	I think unit tests and quizzes are all we need. any state test is just to make the state look better + all they do is stress kids out. waste of time, and doesn't help
10th	math should be easy
10th	language
10th	All tests should be in schools.
10th	In English people should be more advanced in English class.
10th	More unit tests and less quizzes.



11th	Tested on something you want to be one you grow up to see if you are very interested in that career. Teacher should be test but not by giving us tests.
11th	Teachers should be tested on if they actually teach. Also, to see if the teacher is succeeding at his/her job.
11th	Yes, health and teachers who's teaching what and how far are the students getting it.
11th	Environmental science, Spanish
11th	-How to write a check -How to be a human -How to understand life and why we're living
11th	I think it would be better to have more social studies classes, specifically psychology based classes.
11th	Grammer, because lots of kids do not know proper english.
11th	Anything that will apply to everyday life. It doesn't matter where as long as it's nice inside a well lit room
11th	lunch, CTE classes
11th	On things other than academics.
11th	Math does not apply to whats on my test
11th	test to help improving skills the student needs
11th	more history
12th	precalc
12th	Science its too much English and Math
12th	Yes, I believe as a soon adult I should know how to write a check or pay my bill. Why we are not taught this remains a mystery.
12th	Math and English.
12th	Principles of Accounts and Principles of Business
12th	criminal justice
12th	health
12th	Common sense. Life lessons.
12th	The teenagers should be asked how school makes them feel. How accomplished they feel leaving the classroom. How specific classrooms make them feel.
12th	The teenagers should be asked how school makes them feel. How accomplished they feel leaving the classroom. How specific classrooms make them feel.
12th	physics
12th	math
12th	Focus on common core school subjects
12th	Psychology
12th	More Science and Social studies
12th	science and social studies
12th	I think we should take more science and social studies.

12th	I think the district should focus more on the students themselves before determining the teacher because most of the time the teacher is great but the students are lacking effort and that is reflected on the teacher and school.
12th	I think I can be test it on math.
12th	History
12th	math and english
12th	english , social studies
12th	common sense courses like how to change a tire or how to balance a checkbook or do taxes... kids will get a flat tire and turn to $a^2+b^2=c^2$ because we really only learn educational things. High school, in NO way, prepares kids for life after they graduate.
12th	Gym
12th	gym
12th	I strongly think the district should pay more attention to the science field. Science helps people understand the world around us and I feel as if it is as important as math and reading.
12th	The subject of credit or taxes. So that students learn practical skills and are not just stuff with a load of information never to be used again.
12th	They shouldn't test us on this stuff because it's not going to help us in the future
12th	Grammar, strong words, and how to fix our corrections
12th	Can we please learn about like taxes and hoow to file them and like how to actually live like a citizen. I really do not care that the mitochondria is the powerhouse of the cell.
12th	science
12th	Mathematics.
12th	YES! In my electives! (Also, why is there only Math and English portions of state tests every year? Why is physics, economics, computer science, CAD, etc. not included each year? It seems as though you are not recognizing the importance of these classes.)
12th	real life subject to learn in the real world
12th	Personal Finance
12th	On writing.
12th	Social Studies.
12th	yes black history
12th	Math
12th	math
12th	Just Math and english
12th	language classes
12th	I think social studies because of the tests we already have and having all these tests are maming things diffcult.
12th	english
12th	yes . they should be helping the english department.



6th I think its fair because they are making sure you know most of the things you learned in sixth and seventh grade so you can move on to higher grades.

---

6th I don't really think they would do that.

---

6th every subject does testing i thought.

---

6th they think we are not just aliens were just people.

---

6th I think that the district does need to have a test for each subject but have the test be shorter.

---

6th more of these

---

6th yes and no because we have to do the test in the class rooms

---

6th i really dont know

---

6th it would be confusing

---

6th if you mean the spaces in the classroom when doing a test yes

---

6th What the subjects is that when we go to different class because we need to lean different then.

---

6th they all ready are doing test for the subjects i think

---

6th There testing were they should

---

6th what dose subject, and district means?

---

6th they are helping us better in are class and that they should put more page's in it for us

---

6th I thing it is find right now

---

6th I say that thay get bad.

---

6th i think the district should test where it is not currently doing so

---

6th School heating since students are freezing.

---

6th when you take the test you should not be taking.

---

6th I think they should keep testing in school because, it is a safe eviornment ,were teachers can make sure that your safe and so that they make sure you understand everything you don't know on the test.

---

6th I don't think they should. I think they are testing in the right subjects.

---

6th in the class

---

6th I think there are no more subjects that should have students tested.

---

6th I think we shouldn't be tested on any other subjects.

---

6th that there ares that are not helpful for me

---

6th that there areas that are not helpful for me

---

6th in the hall way

---

6th somewhere its not noisey

---

6th its only first marking period

---

6th Some subject are hard and easy

---

6th Using a blank piece if paper or writing notes.

---

6th I think yes because it might help us.

---

6th I don't like to test at all I cant focus

---

6th i think that there some areas for students taking a test, and that students need the right of being quiet for others students test.

---

6th	some test are hard
6th	yes because the computers get slower
6th	hard to answer.....maybe like outside or something like that
6th	at lunch
6th	i think they are doing the right thing but the math is really hard for me.so i think for math they should make it a little more easy.
6th	Yes why beacause when you are not doing so well you can get better scores and they can help you be better
7th	Let middle school student have recess now
7th	Bullying.
7th	How to improve my grades.
7th	I think that we could have art class and maybe some other fun thing that my school doesn't have.
7th	We basically have test in like every subject so i don't think that there is a any subject where we need test or should do any.
7th	fun facts
7th	in our house
7th	in a quiet room or somewhere were u will not be disturbed.
7th	I don't think the district needs to have testing in any other subjects.
7th	there should not be testing as much a year as it is now
8th	The things that we have been testing on has not really had a meaning to me because, you can't get held back by DCAS or Smarter Balance scores only grades can and the schools have tested me on problems and subjects that were too ahead of my grade.
9th	I think there shouldn't be test
9th	too hard
9th	all classes are fine
9th	all district testing we should do
9th	I really don't know they are just to hard.
9th	We are having to many test and its not really giving us the time to learn or know how to do the problems right.
9th	tests shod be quiet
10th	I need exams too this class.
11th	Lunch - Ask the kids if they enjoy mush with the taste of cardboard.
11th	The district should be testing less excessively in general, they don't help me learn
11th	I don't like taking my test, when a lot are in the back mumbling keep talking and stuff like that.
11th	Conrad
11th	coolness factor
12th	Make tests easy to do and understand the test.

12th	Bring back DCAS, no more Smarter Balance, I don't like writing on these sort of tests
12th	Bring back DCAS, no more Smarter Balance, I don't like writing on these sort of tests
12th	I don't understand the question, it is grammatically incorrect.
12th	The district tests us on basic classes.. No one takes basic classes at Conrad. People don't do well because everything is tested at such a low level. In regard to Conrad, I took Algebra 1 in seventh grade. Some people in the district take this class as a sophomore. How am I expected to preform well on a test that isn't based on what I am learning now, and what I learned when I was 13?
12th	ms (----) should be fired.
12th	yes because not all school is doing a lot of testing
12th	test us on lunch...like who food test really good
12th	on what you really know or what we learned.
5th	somewhere quiet and peaceful
5th	they are because some of the test are about you
6th	yes
6th	yes
6th	yes
6th	well yes
6th	yes
6th	yes
6th	yes
6th	yes
6th	um yeah i think
6th	yes
6th	yes
6th	yes
6th	yeah
6th	ok
6th	yes
6th	yes
6th	Yes
6th	yes
6th	yes
6th	yes
7th	yes
7th	yes
7th	yes.
9th	yes
11th	Yes



6th	no
6th	no because you mostly have to do in your block classes
6th	nope
6th	NO, The District is doing what it is supposed to do
6th	no
6th	No
6th	No not at all
6th	No.
6th	No.
6th	no
6th	No, not really .
6th	no I think where the district test is just fine.
6th	No
6th	No the testing sections are fine to me.
6th	no subjects at all
6th	no
6th	no
6th	No
6th	No, there are not.
6th	no
6th	no
6th	nope
6th	no, I think they got all the important subjects.
6th	no
6th	no.
6th	no
6th	N/A
6th	none
6th	no
6th	no
6th	no
6th	No.
6th	no
6th	None
6th	no I think that there is enough tests for every subject
6th	No I do not think so but I do think all schools in the district should have art class.
6th	nope
6th	no not really
6th	no i dont
6th	no no
6th	no



6th	No.
6th	none
6th	No. I believe that the subjects that dont have state testing dosent need the testing as much as the other ones.
6th	none no other classes can test
6th	no
6th	no their is not.
6th	no.
6th	no
6th	not that much test
6th	No
6th	shreck nope
6th	No.
6th	No
6th	No, almost every class has testing and if they don't then they probably don't need it given to the students
6th	no they all give tests
6th	no.
6th	No
6th	No.
6th	No because gym you do mile runs.
6th	no
6th	no
6th	no
6th	no
6th	no
6th	no i dont think so
6th	no
6th	no
6th	nope
6th	No because most of the subjects already have quizzes on so they don't need any more quizzes added to the amount of quizzes we already have.
6th	no
6th	No.
6th	no they are doing so because they need test so your can see if can go to the next grade of no
6th	no the district is doing a fine job
6th	No
6th	No.
6th	No
6th	No I think that they are testing me in everything.

6th	No, I think that there is no subject or area that should be tested
6th	no
6th	No I don't think so
6th	no
6th	no
6th	no
6th	No
6th	I do not think there are any other places where we need tests.
6th	I don't know.
6th	no
6th	No
6th	no not really
6th	No there is nuthing els.
6th	No, I do not.
6th	I think not.
6th	No
6th	No
6th	no
6th	No, because that would mean more test.
6th	No because that would give us more tests than we already have
6th	No
6th	no because that means more testing. I hate testing!
6th	no
6th	No
6th	no
6th	NO
6th	no
6th	No
6th	no
6th	no there is to much test in this school as i said and many others
6th	No
6th	,
6th	no
6th	no, i think every class they are currently testing in is fine.
6th	no the district is doing a great job were all learning stuff that we can use latter in life
6th	No. We should not test any areas at all. It's really not fair.
6th	NO I do not think there missing anything.
6th	No, I think all of the tests that the district does are necessary and useful.
6th	No
6th	no I cant think of any

6th	nope
6th	Nope
6th	no
6th	No not in my opinion
6th	No
6th	i don't know
6th	No
6th	no
6th	i have no idea.
6th	No.
6th	I do not think there are any areas were the district should be testing.
6th	no
6th	no
6th	Not that I know of.
6th	No I do not .
6th	No not really.
6th	none
6th	none
6th	IDK
6th	IDK
6th	NO I DONT THINK SO
6th	No.
6th	no
6th	I do not think so.
6th	no
6th	nope i think everything is okay
6th	no
6th	i don't know
6th	no.
6th	idk
6th	I don't know
6th	idkkkkkkkkkkkk
6th	No other subjects need to give test.
6th	no not at all.
6th	No, there are not any subjects that the district should be testing where it is currently not doing so. I have tests in all of my subjects.
6th	no
6th	no
6th	no
6th	No
6th	no

6th	No i think every subject is not district.
6th	no
6th	no
6th	No
6th	no i think that every subject they should be testing they are testing
6th	no
6th	no
6th	No I haven't seen no areas
6th	none that I know of
6th	no
6th	nothing
6th	No
6th	no
6th	No
6th	no
6th	No For Science I Think It Is Fine
6th	no
6th	no leave me alone
6th	no i am okay the way it is
6th	no
6th	no
6th	idk
6th	I think they have good test so far and its ok.
6th	Its alright how it is
6th	No
6th	no i do not think so.
6th	no
6th	No
6th	no
6th	no
6th	no
6th	No
6th	No. The district is testing in all of the subjects just fine.
6th	no
6th	no i just think there should be more chill out papers and not as many tests because we are still kids
6th	None I think that they are doing a good job at the test we are given to do and it is mainly on what we learn and sometimes we know when we are going to have a test unless it is a pop quiz.
6th	No, I think the district has covered everything.
6th	No not really. I feel we have enough tests already.

6th	not at all
6th	none
6th	I don't now
6th	no not really.
6th	No
6th	I'am not sure, but for now nothing.
6th	No, I don't think so.
6th	No
6th	no
6th	no
6th	NO
6th	no
6th	nope :)
6th	none
6th	no
6th	no
6th	No.
6th	no
6th	Nope
6th	i think it is very good with all the test .
6th	I do not think that there are any other subjects/areas that the district needs to be testing on.
6th	no I don't but I think we shouldn't have that many tests.
6th	no
6th	no
6th	No.
6th	no
6th	I do not now
6th	I can't think of a certain subject.
6th	no
6th	none
6th	i don't know
6th	no
6th	I don't know.
6th	I don't know
6th	idk
6th	I don't know?
6th	No everything is fine in the district.
6th	no
6th	no.
6th	I DONT KNOW





6th	nope
6th	no
6th	i dont know
6th	none
6th	none I have had tests from each classes.
6th	(nonsense)
6th	no
6th	no
6th	No there isn't subjects or areas I think the district should be testing where it is currently not doing so.
6th	no
6th	No I don't think the district is doing what there supposed to do.
6th	No.
6th	No.
6th	no
6th	no i think they are doing a good job.
6th	no
6th	No because most schools contain all test to improve our grades.
6th	Beats me (I don't know)
6th	nothing
6th	N/A
6th	No
6th	No, not that I know of.
6th	NO
6th	No
6th	no
6th	not really
6th	not really
6th	no
6th	I think that all of the test are fine.
6th	No
6th	No
6th	no
6th	No, Not that I know of.
6th	No I do not.
6th	no
6th	I think not currently.
6th	N/A
6th	None
6th	no
6th	no



6th	Nope not at all.
6th	no i do not
6th	no
6th	no
6th	no not really
6th	i am not sure
6th	no
6th	no
6th	no
6th	I dont know
6th	No where again like I said ..... YOU GUYS OVER TEST US MY BRAIN HURTS!!!!
6th	No I think this district is good the way it is
6th	No not really
6th	No, because we already have tests on every subject. We have tests on reading, math, social studies, science and I don't think there should be another subject for us to test in.
6th	I don't think there is any subject or area that we should be taking more tests because we take tests in every class.
6th	no
6th	no i dont tink so
6th	no they are doing will
6th	no
6th	No I don't think so because some test aren't nessary to have tests for certain classes
6th	no becuae most classes are easy
6th	NONE NO MORE TESTS WE GET ENOUGH PER SUBJECT (i mean you mine as well give a test on our lunch)
6th	no
6th	i dont think there are any other subjects they should gade
6th	no there is not.
6th	nothing
6th	no
6th	no
6th	idkk
6th	NOPE !
6th	no
6th	No.
6th	not at all
6th	No not at all
6th	no
6th	Not really we need to freshen up, Get to know the teachers and the school.

6th	no
6th	no
6th	no
6th	no really don't think so
6th	no
6th	no
6th	no i dont think that any other school should be testing.
6th	no subjects
6th	no
6th	no because I now whare it is all at.
6th	no
6th	no
6th	noy really
6th	i dont know
6th	no
6th	no
6th	nothing
6th	Not really, I had tests in every class.
6th	No not really but I think that they should do computer test,sometimes not all the time.
6th	no
6th	no.
6th	no
6th	no
6th	no
7th	not all of them like Spanish and art
7th	no
7th	No.
7th	No.
7th	No
7th	No I do not.
7th	No I don't think there are subjects or areas I think the district should be testing where it is currently not.
7th	No
7th	No.
7th	No
7th	nope
7th	N/A
7th	No
7th	No I don't think so.
7th	no

7th	No
7th	no
7th	There is none.
7th	There is none.
7th	not not really
7th	no
7th	no
7th	no
7th	none
7th	no
7th	no
7th	No
7th	no
7th	no
7th	no
7th	None
7th	Social Studies
7th	no
7th	No, I think the district has tested all the right things.
7th	No
7th	No
7th	no.
7th	none
7th	no
7th	No.
7th	none
7th	Nope
7th	none
7th	none
7th	none
7th	non
7th	no
7th	no
7th	n/a
7th	no
7th	no
7th	no
7th	There isn't any subjects
7th	No
7th	is good
7th	No.

7th	No
7th	none
7th	no
7th	none
7th	No we have all the tests we need.
7th	No
7th	no i think the more test we have the more stress we have about our grade
7th	No
7th	no
7th	no
7th	no
7th	No.
7th	no
7th	no
7th	I honestly do not know.
7th	no
7th	I don't know the areas that don't have to test, but if we, and other areas have to do this test, then EVERY other areas should do so as well.
7th	no
7th	no
7th	no but I do think they should take out a lot of tests because some of them are not useful
7th	no
7th	I don't know.
7th	no
7th	I don't think so
7th	I don't think any subject needs to be tested frequently.
7th	,
7th	No I do not think that.
7th	No
7th	no
7th	No.
7th	No
7th	NO MORE SMARTER BALLANCE
7th	No, not at all.
7th	no
7th	no
7th	No, there is not
7th	no i think the testing if fine
7th	no
7th	no

7th	no
7th	NOTHING
7th	no
7th	NONE!!!! NO MORE TESTS PLEASE
7th	No.
7th	no
7th	No
7th	NA
7th	No. Every class provides tests more than not providing tests.
7th	none
7th	No
7th	no
7th	no
7th	No
7th	none
7th	no
7th	no
7th	None
7th	none
7th	no
7th	No
7th	no
7th	idk
7th	i don't think so
7th	No, I don't think they should be testing us on any subject. At least not 5 times per year or a week into school.
7th	n/a
7th	No, I think all subjects are covered and there should be nos more test added.
7th	No!
7th	No, I think all the subjects are good as they are.
7th	N/A
7th	no
7th	No
7th	no
7th	No
8th	no
8th	No
8th	no
8th	No I do not.
8th	no i think we shouldnt
9th	No

9th	No
9th	No
9th	No
9th	No
9th	No the test are good how they are just their are too many tests.
9th	No
9th	I don't know
9th	No
9th	No
9th	No because now there will be a lot of test in our school year.
9th	No
9th	No
9th	No
9th	No
9th	no
9th	NOOO
9th	No
9th	no
9th	no
9th	nope, we have enough tests.
9th	no
9th	Not that I know of.
9th	no
9th	No because it is none currently not doing so.
9th	no
9th	no
9th	Uhhmm...I don't know
9th	na
9th	no
9th	I don't want tests in any other class. No.
9th	No there should be no more tests
9th	No
9th	no
9th	No I don't think that there should be testing in classes that don't currently have them.
9th	No
9th	no
9th	no
9th	Not that i can i think of cause I mostly take test everyday.
9th	no
9th	nope

9th	no.
9th	no
9th	No
9th	no
9th	no
9th	idk
9th	nope
9th	no
9th	no
9th	no subjects
9th	nope.
9th	no things are fine the way they are right now.
9th	No
9th	n/a
9th	No, Not really.
9th	No
9th	no
9th	Nope
9th	idk
9th	no
9th	no
9th	no
9th	no
9th	No
9th	nope.
9th	no
9th	no
9th	no but if we are not taking a state gym test or social studies why is it even there
9th	no theres no subjects or areas
9th	No where
9th	None
9th	no
9th	No.
9th	no .
9th	nope
9th	(nonsense words)
9th	no
9th	no
9th	No, none at all.
9th	NO
9th	n/a

9th	no, we do not need eney more tests we all redy git to much as it is, so I say gitrid of state tests!
9th	no
9th	idk
9th	N/A
9th	No because some kids sometimes dose not rember what we did this whole year
9th	NO
9th	no
9th	no
9th	no
9th	no
9th	I don't know
9th	no
9th	.
9th	I'm not sure
9th	idk
9th	no
9th	NO
9th	No, because I have test in all my classes
9th	no, I think we should not have any more tests in any more classes.
9th	No
9th	no
9th	no) because in class i feel like we have anough test.
10th	I don't know
9th	no
10th	no
10th	No
10th	No
10th	No
10th	No
10th	unsure
10th	No, All my classes give out tests.
10th	No
10th	No
10th	No
10th	no
10th	No. I think they do every subject they could as possible because the career pathway classes are basically not borning because people proly don't want to do that because this school doesn't have things that kids want to
10th	No not really
10th	No



10th	No
10th	NO!!!!
10th	No
10th	No
10th	No
10th	no
10th	no
10th	no
10th	I don't know
10th	no
10th	No, I think they got it covered.
10th	no
11th	no
11th	No
11th	No
11th	not that I can think of
11th	No
11th	no, all my classes give me test.
11th	No
11th	no
11th	No
11th	no
11th	No
11th	No
11th	No
11th	No
11th	No
11th	No
11th	No
11th	no.
11th	None
11th	No
11th	No I believe that is given now is fine how it is.
11th	IDK
11th	no
11th	No i cant think of any.
11th	No
11th	No
11th	NO
11th	no
11th	No

12th	No.
12th	Nope
12th	No, just too many tests. Not needed
12th	n/a
12th	No
12th	not now
12th	No
12th	No
12th	No
12th	No
12th	No, I don't think so.
12th	Not sure
12th	no
12th	none
12th	no
12th	no stop giving us tests (-----)
12th	no
12th	I don't know what youre asking
12th	No
12th	no
12th	No.
12th	No
12th	iq
12th	No
12th	No
12th	No
12th	No
12th	No
12th	No all they do is test us.
12th	nope
12th	No.
12th	No
12th	No more testing. Teachers should create test, NOT THE DISTRICT.
12th	no
12th	no
12th	No
12th	None that I can think of.
12th	on a pricely place
12th	No
12th	No not that i know of.
12th	idk
12th	No, I think they test all the important areas.

12th	no
12th	No. Everything is already included in state test.
12th	No.
12th	(nonsense)
12th	I don't think so.
12th	no.
12th	No
12th	no
12th	not sure
12th	no
12th	no.
12th	no
12th	No
12th	No
12th	No
12th	no
12th	NO!
12th	No
12th	no
12th	no.
12th	Not really.
12th	Not really because they give you a test on every stupid class you take
12th	N/a
12th	No
12th	no
12th	I don't think so
12th	no
12th	nah
12th	N O
12th	No.
12th	No.
12th	no
12th	No
12th	no
12th	none
12th	No. There is too much testing.
12th	No
12th	No. There is already enough district testing.
12th	no
12th	no
12th	No

12th	No
12th	None
12th	no
12th	no
12th	No
12th	(nonsense)
12th	not at all
12th	none
12th	(nonsense)
12th	No.
12th	(expletive)
12th	eh not really im sure they covered everything
12th	naw
12th	no
12th	no.
12th	no
12th	No not really.
12th	no
12th	no.
12th	nothing really
12th	no
12th	i dont now
12th	no
12th	No , i dont think so .
12th	no
12th	No.
12th	NO!
12th	(expletive)
12th	no
12th	n/a
12th	no
12th	No
12th	None
12th	No.
12th	no
12th	Nah what ya'll got is straight
12th	no
	No
	no
	Christina School District

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**Are there any other suggestions you want to make to the district as it reviews its testing program?**

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5th	test are nice
5th	we need more recess
5th	some time it got heard for me
5th	we need more time to learn normaly and there very hard :(
5th	a little hard
5th	we should not have alot questionsat once and a short amount of time to answer lets say 40 questions
5th	no more test only the important ones
5th	only do at least the only test that really matter thank you
5th	school presidents
5th	give school presidents
5th	To have more competeter time
5th	smarter balance can be harder
5th	so fun
5th	don't give me any tests
5th	calclaters, internet , give the students a pre test that the can do
5th	Just add the spelling tests and three tests by choice.
5th	They should make the test with less questions
5th	There is no more
5th	There is no more
5th	less quistions
5th	a stretching minute just get exercise in your body.
5th	less tests
6th	Well i'm not asking for much but i would want the tests to sound as easy as the teachers say it. I understand what the teachers say easier than the tests say it.
6th	that sometomes we should have less test every few weeks
6th	I do have some suggestions, like we should have a national compotions for cheerleading and we should have way cutter uniforms for the cheerleading squad and what is up with the whole uniform thing because like nobody likes them thy are very uncomfortable and we should be able to express our selves in what we wear. Please consider this. thank you.
6th	some other suggestions i want to make to the district is that i feel we should have practices for smarter balance in all classes.
6th	don't make tests as long
6th	we should have less testing and more fun things.
6th	Music is a very commen thing that I think every student should know. I would really enjoy piano tests in front of judges as a test grade.
6th	MAKE IT A LOT MORE EASIER!!!
6th	yes
6th	WHAT ARE THOOOSSEEEEE
6th	Make Smarter Balance less hard/complicated.
6th	Please don't judge tests do not prove how smart we are.
6th	well sometimes there are mistakes in the tests so I guess you could fix that...

6th	yes. that science test are more harder than an other test
6th	Yes every one should have a break outside.
6th	I don't have any suggestions.
6th	We don't need homework or end of year test because all they succeed in doing is stressing us out. Let how we do in average test determine how smart we are. We do best when not under extreme pressure.
6th	Less test and a hole lot of less test for math
6th	I think we should not do smarter balance test because it wasted my time last year I would rather take dcas the that test
6th	make Shure everyone in that class knows that they have a test and rimind them
6th	don't make questions that don't make sense and if u think a child might not get this one because its to hard put a little hint not to useful but useful
6th	More graphs in the tests.
6th	cooking
6th	making test farther apart
6th	they should do a game before every test or have a fun day when you have a test
6th	i would give a test on what u know and
6th	allow gum to help us concentrate
6th	I think the district should prepare us more for the tests and not just prepare us half way.
6th	Make sure we know about the topic we are testing about before giving us the test in all subjects.
6th	no school on mondays
6th	the test is doing a good thing to now were are the student to help.
6th	Overall all i think is that there is to many tests and that it gets confusing and overwhelming when we have to do almost everything in about a week or so.
6th	LESS TEST AND HAVE THE TEACHERS EXPLAIN THINGS BETTER TO KIDS
6th	no more testing only the ones the are inportant
6th	use coputers to test eat mints chew gum
6th	the tests are very hard for some students
6th	Make it a little more interesting!
6th	baseball
6th	there should be a test every 2 weeks at a time
6th	go home your drunk
6th	less test
6th	i think that there should be different levels for every subject just because a lot of people work at a slower paste and a lot of people work at a faster paste that is why i think that there should be different levels for every subject i know that it is hard to find a big enough school to do that but i at least think you should try not all people can find tutors.
6th	The only thing I have to say is that when a student is taking a test and does not finish, you should give them at least 30 minutes or more the next class period.
6th	They should give you an answer guide to go over.
6th	test things that we are leaning
6th	we should always use computers for every test. just to save paper.
6th	we dont have to do no tests because for some people its stressfulðŸ˜ˆœ
6th	all of them have to have test

6th	Maybe they could stretch out the testing like maybe do one part of the test 2 days and the other half the next 2 days
6th	can we do atleast 4 test a year because there giving us way 2 many (nonsense)
6th	They should give more homework to those that need help in certain things.
6th	I think that the testing program is good how it is.
6th	A reviewing club for tests on important classes.
6th	can you tell the teachers to help us more so ican do good and i will; be i mean dragon no freinds
6th	that thay allws give alote fo test each week on a fryday
6th	I liked DCAS a lot better than smarter because DCAS was a lot more easy to under stand.
6th	Take some tests away and make the English and Math tests easier to understand.
6th	its not about testing but we should have extra time whit activity block
6th	Make sure you do open note test.
6th	there should be tackle football and 6 and 7 and 8 grade should be together one hole building and one floor.
6th	LESS HOMEWORK AND TESTS
6th	Dont make the test 3 hours long
6th	make less test. theres too much testing.
6th	the staff can teach use more so we get good grades
6th	Explain the questions more carefully.
6th	have only about 4 tests a year.
6th	stop having so many test
6th	math should be easier
6th	That they mean nothing. They do not affect your grade or your success in your classes or whether you graduate to the next grade. All they do is stress students out about a huge test. And, I am aware that the tests gauge whether the teacher is a good teacher or a bad one based on their students' results. So, on more that one occasion, I have seen teachers translating their stress to the students in hopes of encouraging their students to do well on the test so the teacher does not get fired. In this way I think that the test is completely useless and only puts stress on teachers and therefore students. I hope my point of view helps you with whatever you are using this survey for. Your student, (Student Name)
6th	Get rid of the end of year tests because it only effects your stress level and sometimes gets teachers fired because of non listening students.
6th	not being in as math test and
6th	to ask if we think we need help taking tests and suggest good ideas to us.
6th	help us if we dont understand somthing and make sense
6th	I think that some of the words in the survy are a little confusing but overall it is pretty good.
6th	I think that this survey is fine. I think it is just a little bit confusing though.
6th	To keep up the good work and that the teacher are usefull
6th	Make the tests shorter and overall, there should be less tests and a limit for how many tests/quizzes a student can be assessed each year.
6th	Sometimes, it may be more easy to word the question they're asking in a more simple way.
6th	Less tests
6th	give less tests a™!
6th	a test that has all the test in easy to know terms and fewer questions
6th	give us one test a marking period instead of two or three.

6th	The teachers should be able to show the students the test beforehand so the test is not a surprise. Make the tests shorter!
6th	Let the teacher show the students the test in advance so they know what the questions are like.
6th	please make the tests shorter and easier!
6th	I dont like how kids who dont do well on tests are ruined as far as grades but they still understand the material. for example, there is a kid who is really smart but isnt good at tests there should be an alternative
6th	Don't base the teaching skills of a teacher on tests. Some students don't do well on tests or don't try on tests but overall they are really good students. This is why I think tests should be a little part of student grades
6th	There hasn't been a week that i haven't had a test in at least one of my classes, and sometimes there is more than one test that i usually have to study for in the same week, so i think there should ether be less test or, the teachers should at least come together to see who is in their class and justify if they should give a test that week, and if they do, they should give less homework.
6th	Stop giving us the sback there is no point to it
6th	to stop making so many TEST
6th	I think tests are to long. The Dcas that we used to use was about 50 questions. So is the Smarter Balance test.
6th	I suggest that there should be a day of review before the tests just so students can be prepared about what is going to happen on the day of the test
6th	If a student got a question wrong on a quiz before the test try to see where/how the student got the answer and maybe review the question(s) so they will understand how/why they got it wrong and on the final exam they may get it right.
6th	Have individulaized tests for each student and what they are learning.
6th	The teachers should have more information about the DCAS and Smarter Balanced tests.
6th	know like i said earlier the district is doing an awesome job
6th	I think that the district should make summative tests 30 percent of my grade instead of 70.
6th	I think that the district should give less tests on academic things more on not academic.
6th	make sure not to do to many tests to where your making us and other students do unresonible testing
6th	Mix together the Smarter Balanced and Dcas tests to make a test that is taken 2 or 3 times a year to show progress as well as knowing the material.
6th	We should be given tests with better graphics and with less typos and should be easily understood by students.
6th	Stop Smarter Balance and continue DCAS
6th	Give us less tests and instead of a lot of small tests do like 3-4 big tests
6th	That there can be less questions involving juices or fluids. There is just a lot of them
6th	breaks in between computer classes
6th	That they should really try to test students and to make them not a lot or not little bit hard, and to keep on trying to help us students
6th	they shouldn't be giving so many test to students please
6th	put stuff we are learning in class on the tests
6th	i think upper grades like high school students shouldn't take the state tests. Most kids don't try and they already have to take ap and sat exams.
6th	considering a persons answer if the answer is reasonable
6th	dial down on ELA test
6th	No, there are not any other suggestions that I want to make to the district as it reviews its testing program.
6th	There are no other suggestion



6th	i think they should make it a little more self explanatory
6th	that they need to have the test for ever thing but health/math/cooking class at the next marking pirod
6th	I do not have any suggestions about having reviews or more tests in the district.
6th	no timed questions on any tests
6th	make it easier to understand and easy to read.
6th	Sometimes teachers need to give students a break with all of their classes. Sometimes I go home with 4 hours of homework and sometimes only 1, but many students do sports so sometimes I don't get any free time at home because I have too much work. All of that work makes me get stressed and sick to my stomach, almost to the point I beg my parents not to go to school, and in Elementary School I never felt the need to not go to school.
6th	you should add woodworking class and Cristiana school district does it
6th	I think that smarter balanced is not a great idea. that is why I didn't take it in 5th grade.
6th	Make the questions easier?
6th	new test
6th	make it easier
6th	no because this survey is complely stupid
6th	10 questions is enough
6th	make the questions esiar to under stand.
6th	I think they should give us 3-4 to learn lessons
6th	to teach about african american history and have test
6th	do not make it hard
6th	give students with lower grades then others a easeier test and the more advanced students and harder test them then the others students
6th	raffles
6th	i think the work is great but just some of the coomon core questions are a little more harder than it should be
6th	Make sure everyone is ready before you hand out a test.
6th	to teach things more slower.
6th	before each test there should be time to study
6th	Kids should get a little more time to study for tests and they should stop giving pop quizzes.
6th	Doulble check evrytime
6th	GET RID OF SMART OR BALANCE
6th	+Dont use computers or get all the computers and bring them all to one school then it would take a week or so for 1 school instead of a month and a half where everyone has to be quite. after that schools done load them up take them to the next. More lea
6th	Have less tests. Make the tests shorter.
6th	I THINK NO TESTS!
6th	Get rid of the smarter balance test.
6th	make games out of the tests so that it can be more fun and kids won't think that it is a punishment.
6th	Giving kids test corrections. Having kids try again to retake the test. Asking the teacher for help and to understand what you did wrong so you can hopefully fix it and try to make sure it doesn't happen AGAIN!
6th	let us have s longer time learning the lesson
6th	that most tests should be on computers
6th	explain things more specificly



6th	A way for it to be more fun maybe
6th	we should have no tests or home work
6th	I dot want to do a lot test's
6th	You could e-mail parents kid's scores
6th	yes they need to reduse testing i think and thats all
6th	WE NEED TO STOP TAKING SMARTER BALANCE AND GO BACK TO DCAS!!!
6th	yes
6th	[one]give a paper to get active and preparad fir the test
6th	We Allyways be hard when you do it.
6th	just make it have one big test each year
6th	for math if someone is having trouble with with the math and they take longer than 7 mintues on a question then their sould be something that pops up saying do you need help and it should break down easy steps with the question but not give the answer to the student who is taking the test.
6th	i don't want a lot of tests
6th	make the stories more entertaing to read
6th	to tell us the test scores so that we know what we need for help or what we need to do better.
6th	I want the test to be little bit short and little bit easy.
6th	most of the questions are from things we worked on before
6th	make it harder
6th	well people don;t want to take test
6th	yes,to add learning activities during class
6th	LESS HOMEWORK!!!!!!!!!!!!!!!!!!!!!!!!!!!!
6th	fix your mistakes
6th	talk about it a little
6th	study before the test started
6th	i think for test we should have a multiplication chart.
6th	bullying
6th	yes cause the test beral do nothing to us
6th	give little more understanding
6th	take your time in your time.
6th	i would like to make a suggestion about send the scores to the parents
6th	yea to not make them really hard
6th	To help us understand the tests more and not make the tests so long
6th	we should give things to the students if you do good
6th	you should take testing because it batter and you lend more.
6th	they are when the suggestions if any about district school
6th	That too be more tough on the kids who are doing bad choices because I see a lot of the this.
6th	show student the results
6th	I really don't like to be showered with test so I would like if the district could put some tests together
6th	I really don't like to be showered with test so I would like if the district could put some tests together
6th	Give more directions and put questions we are familiar with.
6th	Can you make sure that the computer does not crash

6th shouldnt be as much math there should be more socail studies tests

---

6th That this is enough test because im sure this will really help our knowledge.

---

6th To much tests

---

6th I think they should think about how to let very intelligent children have a normal lifestyle and to not test them out.

---

6th giving us time to learn and make it easier

---

6th Yes, ithink test are helpful to improve our grades.

---

6th Make it less boring.

---

6th please do not give us too many tests

---

6th My suggestion about the test is to make it a little easier.

---

6th We shouldn't have to write in the smarter balance.

---

6th they need to give us more information on how to do the test

---

6th Make it so that you can always see your score if you want to

---

6th In my opinion I think that the teachers should teach more lesson about the test like study guides or something like that.

---

6th you should teach teachers how to grade the test so that we can get our score soon

---

6th make sure kids fully understand the words in a test and are ready for the test

---

6th make the questions on the level that the grade is on

---

6th Lots of kids don't know how to right in cursive so I think that you should teach them that and then test what they know.

---

6th make the questions on the level that the grade is on

---

6th on the smi and sri we could have more reading and writing

---

6th I don't want so many test

---

6th STOP GIVING US SO MANY (-----) TEST!!!!

---

6th make it more understandable, like make it interesting/easier...

---

6th we need to have music when we test it is soothing and calming

---

6th Don't give us that much tests because sometimes the teacher don't even teach it and they give us a question about it and that why we fail the class.

---

6th do we have test in art.

---

6th give us work that we understand on the test

---

6th yes teachers somtimes only give you a little bit of time on a tet i think they shold give us more time.

---

6th Have homework everyday but just a little bit.

---

6th less testing

---

6th well I think are test results shoud be baced in A B C D E F

---

6th less test

---

6th dont make the tests such a big part of your grade

---

6th there should be more privace when we test

---

6th every over week

---

6th make less tests

---

6th to give less test that are meaningfull

---

6th give us more papers for HAC so in case we lose it

---

6th Improve the school lunches. And better breakfast.

---

6th	if they make us take a test don't make it so long some kids fall asleep because there so bored make the test fun so kids do good and they have fun learning kids should have breaks if you are going to make a long test make it FUN
6th	sometimes I think some questions I get confuse so I ask a teacher for help.
6th	less tests, let students use notes.
6th	in computer calss
6th	Have more social studies/history tests.
6th	I'd suggest that we have the whole class period to think and fix our tests otherwise we would not worry about the time.
6th	LESS HOMEWORK! We go to school for EIGHT HOURS! Is that not enough learning for one day? I knw that it is "to help me with practice" but I get eenough practice if I go to school for 40 hours a week and have to go home and do even more work, only to see that I learned this two years ago. Thank you.
6th	more sports
6th	Do not make the test so hard
6th	the test in not hard and easy for one survey
6th	yes can we have short test and not as much test as we have
6th	no wait yes you guys need to help use with more teaching and understanding questions
6th	to studie alot.
6th	don't make us test
6th	this the best test
6th	yes there is one.If this particular kid does very good in the class you should get them a little harder quizz because for example me I'm very good at math and I really wanted to get harder math because the test I take know are very easy to me so give the very good egg heads a double test .thankyou
6th	they should add little hints in the side incase some one does not know what to do
6th	that students should listin to teachers becuase we are having.
6th	i think that you shouldnt make it that long because than if you make really long kids will just get boring taking the test thank you
6th	math
6th	testing should be private and only showed to you and your parents and teachers
6th	yes
6th	tell us how many question show us some question.
6th	yes
6th	it helps us to learn better.
6th	make the tests some what a little easy
6th	not talk wile other people are testing.
6th	they should be helping people with tests but they do not I think they should though
6th	science sports math reading
6th	I think you should not do any pre-test .
6th	I think you should not do any pre-test .
6th	They should tell us how good our grades are so wee can try to improve in the tests.
6th	dont give to many test please in math
7th	A great math
7th	letting kids chew gum because it relaxes them and helps jog your memorie
7th	Have less tests.

7th	Not as much test in ELA.
7th	The district should make every thin more clear
7th	MAKE EVERYTHING MORE CLEAR. EVERYTHING IS CONFUSING. THANKS FOR NOT MAKING ANYTHING UNDERSTANDABLE.
7th	to keep in mind people learn at different rates
7th	Nap Time. Sleeping after learning something your going to be tested on can help solidify your memory of what you learned. I believe napping could really help students be more educated.
7th	shut down schools and have better lunches
7th	Add another teacher for state tests
7th	we shouldn't do 2 or more tests on just one unit
7th	Allow us to use some of our notes
7th	i think that we should have more time to learn about the topics and take tests on some stuff that we will need when we get older so we will be prepared for jobs.
7th	yes can u stop testing so much
7th	yeah make less tests
7th	There should be less tests that we have to take because i think its not fair if we have a test every week in every class we should at least have a test every two weeks.
7th	There should be less tests that we have to take because i think its not fair if we have a test every week in every class we should at least have a test every two weeks.
7th	me no liky english
7th	Good
7th	not so many
7th	I do not agree with standardized testing that we have and stress about every year. :(
7th	Have better learning instructions
7th	they should tell student how to fix their corrections
7th	check if students are cheating often
7th	I believe that the smarter balance test helps the school and district to determine if the teacher is teaching us great or not, but I don't think it really makes a huge difference to us. I believe that it is a waste of time. You can just take our tests and quizzes we have taken to determine what we need to improve on. I think it is stupid we have to take a "smarter balance" test because it doesn't help us, and it doesn't make us smarter or teach us anything.
7th	More information about state/district test content would be helpful.
7th	Don't let the machines do all the answers do some yourself
7th	Make less boring. give headaches. make cry.
7th	make it fun
7th	The time students spend testing
7th	to tell us a week before the test that we have a test so we have time to study.
7th	I wish we have art and we have gym everyday because gym gives us energy and art is a better way to exprece yourself
7th	help me in all classes
7th	I think that teachers should give us an example of the test before actually taking a test to prepare us better
7th	Measuring the quality of the teachers teaching.
7th	Tests are boring
7th	give us less tests
7th	no

7th	yes please take out some of the tests because in the beginning of every year were still adjusting and ALSO I THINK THAT THEY SHOULD GIVE THE STUDENTS SOMETIME TO WRITE OUR HOMEWORK IN OUR AJENDA
7th	Make there be less test for every subject because sometimes every time you learn something new the teachers have to test you on it like really quickly even if you dont even know what you are doing.
7th	Make test at the beginning of the year easy.
7th	don't make test 70% of our grade make it 50 50
7th	Maybe have different tests, for the students who need more help than others and so on.
7th	i think they should lower the toll it takes on our grade u can have an A but if u make on silly mistake u go down to a D
7th	Make them easier, the district doesn't want stressed students.
7th	Making testes easier to comprehend
7th	GET RID OF SMARTER BALLANCE
7th	Can we take candy breaks? :-)
7th	DO NOT HAVE THE PARAGRAPH ON SMARTER BALENCE!!!!!!!!!!!!!!
7th	Don't make tests so important so there isn't as much stress while taking the test.
7th	make dcas and smarter balance shorter please.
7th	Stop giving tests that aren't related to the real world
7th	not to have that paragraph in the smarter balance
7th	smarter balance testing is to long and hard for students.
7th	STOP MAKING SO MANY TEST
7th	I believe that the tests should be laid off some, as I sometimes feel as if there are too many tests or that they are too long.
7th	easy
7th	Change the questions on tests back to an easy definition or question. Not hard enough for kids to know the subject very well, but cant get what the district is asking.
7th	you should make the test easier and less work.
7th	NO HOMEWORK
7th	TO NOT TAKE THESE TESTS.
7th	make it easier to understand for students who dont comprehend very well
7th	See how the students growth progress is doing and how they can improve
7th	to make the test more not hard
7th	These tests are dumb and should be revised completely. And what I find most awful is they are testing kids between 7-17 years old within the first week of school. Get your lazy butts of the chair and find out our learning ability by observing and helping us.
7th	do not have so many tests for each subject through out the year
7th	be able to have a choice wether to do it or not
7th	i just want to get help on every single one
7th	There are no other suggestions from me for the program
7th	We take so many classes already and have so much stress and still have to keep a social life so we don't get bullied ... give us a break at least 2 tests a month , its too much to handle as a student who gets test almost everyday could we please just have like i said before a break and at least 2 test a week for all classes
7th	NOT SCHOOLGY! I FAILED A TEST BECAUSE THE SYSTEM DIDN'T READ HALF OF MY ANSWERS CORRECT! EVEN THOUGH THEY WERE! I GOT A 28%! WE HAD TO GO BACK AND REVIEW, AND I FOUND OUT I GOT AN 80%! I REALLY NEED PAPER AD PENCIL!

7th	I believe that DCAS is more useful than Smarter Balance
7th	Don't give questions that we haven't learned in class
7th	smarter balance is not usful
8th	The homework should not be as much because, I can get mixed up with projects and writing assignments.
8th	make them shorter
8th	i would like a stem focus to start in middle school. We can test in these areas.
9th	When we do have test try to make the readings interesting and up to date so we can personally connect with it and maybe do better on the test.
9th	Their should be 2 big tests each year along with the SAT and thats all the tests they should have.
9th	test gave information.
9th	give them more time to study
9th	maybe
9th	Don't take quizz everyday because I hate study. In the world only one things all people hated is study.
9th	So as i think that u should have tests as a until thats all finshi. so no midterms and no finals.
9th	Como pada saber lo que tienes aprendido y lo que no tienes aprendido de los clases y por eso distrito hace estos examenes. ( How to know what you have learned and what you have learned from classes and that district makes these exams.)
9th	I think that based off of you testing score should determine what classes you can take (Ex. Honors, IB, CP, etc)
9th	We shouldn't have to do all these tests.
9th	no testing program
9th	get rid of math cause its useless
9th	They should be open note tests
9th	Less tests that's all.
9th	I want you to stop giving us so many tests. We're going to become brain dead!
9th	stop testing
9th	no more homework
9th	NO HOMEWORK
9th	I don't like tests yall stress us out at a young age let me have a life dangg
9th	make fewer test, atleast every two weeks, not everyweek, not on mondays, but on fridays or wednesday.
9th	Try not to do so many tests that are pre-tests. They may not matter on your grade but it seems like they are! Pre-tests stress students!
9th	Not to many tests
9th	Make it relate-able and easy to do
9th	There is way too much tests right now . It gives students stress.
9th	please reduce the tests they are very stressful to students
9th	no more stupid test!!!!!!!!!!!!!!!!!!!!
9th	have a tutoring program for sat or pre sat and give test on our level grade. Dont send home test scores of a pre test. Should keep test score confidential with just the student
9th	I think the SAT should not be very important because it has things you have learned but from a long time and not remember because the test has different topics in it that it can make a person stressed and tired.
9th	less tests
9th	Do a better job, man.



9th	I think the pre and post test should be taken out. They are very useless due to the smarterbalance that has been added.
9th	Stop taking test
9th	Open Notes
9th	Let students listen to music while taking tests it re-leaves the stress when taking a test.
9th	yes
9th	Stop giving tests!!!!!!!!!!!!!!
9th	yes, gitrid of state tests because we allrety git plenty of tests at school and they follow what we have lrened.
9th	We should not have a lot of testing
9th	Yea idont like tests.
9th	they should give less tests
9th	make the tests not take up 75 percent of my grade only 50 or 25.
9th	.
9th	yes I believe us students should be given less tests because we take too many and kids get over whelmed and get poor grades.
9th	make testing more lower please to many for me
9th	That we need to stop doing all these tests because a lot of people are failing.
9th	have us learn it before we take it.
9th	Let us decide if we want to be tested or not.
9th	I thinks its better we only have 4 days off school and 3 days of rest but within the 4 days that we got things to do like homework.
9th	stop testing us
10th	haveing fun with are teachers
10th	if it was good will it will be fine and mabey some of the kids will like that to be good

Students should receive iPads. Test should be done on an iPad you'll get your score right after you done. It should not be done on computer because the stain eye too much. If we used iPads test and homework would be easier. Class would be more interactive because the Smartboard would be mirrored to the iPads and lessons could be loaded up onto the iPads so if you don't understand it or if you were absent then you watch the lesson on an app on the iPad. It makes sense because some teacher go to fast and don't like to repeat themselves so, that if they don't understand you go back watch the lesson again. So, it just makes sense to give out personal iPads for the year to high school students and classroom iPad for middle and elementary schools. It honestly make more sense. We would also be saving paper and trees instead of printing thousands of papers every year! This could improve the district. We're in the future it's time have more interactive technology in schools.

10th	Don't give a lot of tests because it stresses out students and sometimes messes up their grades.
10th	keep it up
10th	don't give us hard test
10th	Is it going to cover what the students are learning or is going to learn
10th	take away state testing please and thank you bye

I want to say about SAT/PSAT. There should be class for SAT for whole year because there is only guess kind of thing. And there should be more time than 60 minutes for reading section, because we can think about question. According to time we can just make guess and that's why students don't get good grades in it.

10th	Yes, sometimes they have to translate the quiz and make sense in some question.
10th	Yall should of have no writing in the test and give us clues.
10th	no more test

10th	We do not need more tests.
11th	Reduce the importance of tests when compared to the other school work we do considering that it only takes up a small portion of class time.
11th	Make relevant tests or the scores are devalued.
11th	More than half the test we take are completely useless. Why do we need a post and pre test we don't know stuff it's obvious because we've never taken the course. Also the post test we should know what we learned so why test us on it.
11th	Yes, you should test the teachers first to see where they have gotten. So you know what to test the students on or don't test at all!
11th	Don't have us do stuff that doesn't affect our progression, but instead has us feel like a statistic that we should compete with
11th	less tests / shorter / easier
11th	less test please
11th	Advise about test 1 week before.
11th	These tests should not be made such a big deal
11th	let the teachers know if giving too many test makes us stress and makes our grade bad sometimes.
11th	Reduce the amount of tests and focus on higher actual teaching a priority. U.S.A. should be #1 in education.
11th	I'm getting too much stress from all the tests and feel like I'm slowly dying and want to die to stop the headaches.
11th	I think if we get a lot of tests they should be more focused on what we are actually learning in class.
11th	I really think we should have a grammer test because lots of kids just do not know/understand how proper english is spoken
11th	That they aren't that long
11th	They are to long and boring and they put stuff on their that we didn't learn
11th	Chill out with the testing for a bit, not everyone is a good test taker.
11th	Not have as many test. Eliminate uneccasary test.
11th	Adjust test to what teachers are teaching.
11th	Testing stresses you out. Sometimes I would go to bed late just to study for a test. I'm not a great test taker. With that bad test grade I would fail the marking period.
11th	make them easier
11th	testing in english and history only test your memory, no how smart you are.
11th	There too long, I don't like taking them.
11th	we need to take or review our notes
11th	Making test short and easy, and not making tests worth so many points.
11th	Do no make quizis because is boring.
11th	We need more time and don't do all the quizzes the same day.
11th	Stop taking time out of my classroom time to take tests that benefit you and not me.
11th	make the test more interesting
12th	Take away some test from schools when they are not needed.
12th	less math and English, It's very difficult.
12th	Tests made a students like hard.
12th	Make us want to learn + learn
12th	There should be a class of SAT/PSAT for a year so that students would be prepared for it.
12th	Do your job.

12th	The grading and the way they give the students the test.
12th	Stop testing us
12th	Stop making state test because it's a waste of class time.
12th	Make sure that students are being taught whats actually on the test. Make teachers focus on exactly what their students will be tested on and make sure they are properly prepared.
12th	Visit classrooms incognito, without the use of media, and get a genuine feel for the schools to better analyze your collected data. There's more than just multiple choice answers to assess
12th	Visit classrooms incognito, without the use of media, and get a genuine feel for the schools to better analyze your collected data. There's more than just multiple choice answers to assess
12th	help
12th	stop using common core standards
12th	no more test.
12th	Make the test more understandable for the students
12th	Stop making us take tests we don't need they are irrelevant and take time from our normal class time
12th	You realize that too much testing can physically fry a brain. The average high school student has the same stress level as people that were put in asylums 50 years ago. Stop testing us on what you think we should know. Test us on what we know and need to learn.
12th	Stop making us take tests we don't need bros.
12th	Please stop the testing and constant changing of the curriculum. We are confused and not learning anything. It is as if we are your guinea pigs, and you're just using us and wasting our time trying to find a "better way" to teach us. Just think about this, "If it ain't broken, don't try and fix it"
12th	I believe that a test score should not define a student. If there is any way to change that, then the district should do so.
12th	The teachers should make a report of each student with things like whether they turn in assignments on time or not and how they behave in class. Then the district should take this into account when looking at the test scores because when you have enough kids not trying or talking all class this reflects poorly on the teacher when it should reflect poorly on the student instead.
12th	Yes, make the test understanding.
12th	TEST LESS.
12th	I do not think that the testing should be as long as they are.
12th	no more testing please! i want to learn not worry about passing this dumb test!
12th	Give less test, don't focus on our ability to test but rather our actual learning
12th	I think students are over tested. I can recall last year taking smarter balance, finals and end of the year tests around the same time. This creates lots of stress for a student who is trying to succeed in everything.
12th	this survey is stupid!! Either way, whatever we think about this whole subject about testing, district really wont do anything about, it wont make a difference with our opinions.
12th	The tests that we take should give us results that are going to help us. The state testing that takes days and only gives us a number score is useless because it does not show us what we are doing wrong or right, it is just a test that wastes our class time.
12th	Hand out review packets, work on the review packets in the classroom.
12th	Home access
12th	study
12th	schools need more teachers who actually care about a students success
12th	this is not helpful to me. im leaving in like 6 months... give this tests to freshman, not that it's gonna help anything.
12th	test are useless

12th	Look as i said before. this wont help me because i am a senior and all of this wont prepare me for the real world or even college. maybe to the freshman that's just arriving at this school but it's really too late for me and the class of 2016.
12th	Less testing. More teaching
12th	DO NOT TIME STUDENTS PLEASE. What timing does is stress students out and keeps them from thinking critically. My scores would have been so much better if I had taken the test at my own pace.
12th	some teachers do not actually explain whats going on in the tests.
12th	make it an option to do additional tests
12th	Don't give them out, I've been taking these test for years and I'm now a senior in high school and those tests have not improved me as a student.
12th	stop giving so many
12th	have teachers take them
12th	Testing should only be on with the students are learning in the classroom
12th	overly testing students leads to inaccurate results because they are tired of testing
12th	Teach us more useful things in school, like how to do taxes and pay bills. Maybe some home economic skills too.
12th	Talk to college board
12th	Yeah, get rid of the Smarter Balance testing and bring back the DCAS Testing... They are both bad but DCAS is better.
12th	SMARTER BALANCE IS STUPID
12th	Smarter Balance needs to go, DCAS was a much better test
12th	Smarter Balance needs to go, DCAS was a much better test
12th	start putting questions we actually go over in school other then questions/problems you think we should know by now. not every school gets the same subject learned in the same time. it always depends on how high income and low income the school is some may have learned the subject two years ago when someone else is getting it tough this year.
12th	Stop making students only care about passing
12th	NOTE TAKING SKILLS
12th	Don't do it. bad
12th	STOP
12th	Make testing more meaningful.
12th	Consider the students individual learning abilities.
12th	Why is there only Math and English portions of state tests every year? Why is physics, economics, computer science, CAD, etc. not included each year? It seems as though you are not recognizing the importance of these classes.
12th	Stop the standardized testing.
12th	Less needless tests
12th	There are way too many tests and all they do is discourage students.
12th	keep in mind most students have horrible testing skills and test do not show the kind of person you are and they do NOT test the intelligence of a student.
12th	There is too much state and district testing. Only the teacher or college board should give tests. Pre and post tests by the state are a waste of time. Students know they only measure the teacher's efficiency.
12th	Students should evaluate teachers, tests shouldn't do that. If everyone takes the same standardized test in the state, it is not specific to that one teacher that year. Just because I have Mrs. (-----) for math this year, doesn't mean she should look good based on my 4. The real data would be given to you from the students.

12th	I wish there were more feedback provided after seeing results, so that I can know where I went wrong and how I can improve.
12th	Students already have enough tests that need to be taken in the classroom. There is no time to take district tests that have no effect on my grades or education.
12th	Testing should have a purpose other than just needing a summative grade
12th	In most cases I feel it would be best give tests at the end of each marking periods
12th	Get rid of standardized tests. They provide absolutely no benefit to our education, and serve only 2 purposes. 1: to put more money into the pockets of the people who design the tests, and 2: to stress out students even further than they should be
12th	(expletive)
12th	Stop giving so many tests. It isn't fair to the students that were spending hours of our time studying for one class when we have 7 other classes to worry about. We shouldn't be stressed to the point of break downs because all we do is study.
12th	ms (----) at (----) highschool should be fired.
12th	stop making these test they (----)
12th	There shouldn't be anymore tests.
12th	get rid of summative formative
12th	no more testing
12th	(expletive)
12th	I guess that you should not test us on the same things and make the test interesting , because if they become boring then students will soon say to themselves "forget it I'm done and just click by don't care if they fail or pass
12th	too many tests just stress students out many can handle it but for the least, they use it to just give up if they don't need it; so they drop out or just give up.
12th	i think that they should send the test scores a little more faster or explain more for what they actually do , sometimes we just all take these test because we just have to where told to go to the library or class sign in and do what where told but i think that we should be told in 8th grade what kind of test we are heading for and what they will do for us when we graduate , because me personally never took these test throughout highschool seriously .
12th	PRE TESTS are not helpful at all.
12th	no more homework pliz
12th	some could get extra help if needed
12th	take away some test
12th	limit the tests taken in one year, like split them up.
12th	I really think there should be less testing. I think too much testing isn't valuable at all. With me I have bad anxiety and i really have a hard time concentrating with stuff... and i cant focus half the time
12th	To limit the testing!!!! I understand its school and all but the amount of tests/homework/classwork we get, can be overwhelming then your topping it off by giving us more states- state tests.. its just too much
12th	STOP TESTING SO MUCH. ITS STRESSING KIDS OUT.
12th	NO MORE TESTING
12th	Stop testing us on things we know or learn
12th	they should change the amount of tests
12th	Less Testing
12th	give us less test
	Less tests and homework , at school all day long, some students have things to do and responsibilities and they both get in the way and stress students out
	Cut back on the amount of meaningless tests and the amount of time they take.

State testing is a waist of time for students. The tests take two or more class periods and that is two lessons we have to make up. Also state tests do not accurately represent how much a student knows about a topic.

Yes, I think the tests are hard and easy at the same amount of times

5th	no
5th	i don't kow
5th	noooo
5th	no
5th	no
5th	no
5th	noooooooo
5th	no it ok
5th	N/A
5th	no
5th	none
5th	none
5th	no
5th	no
5th	no
5th	none
5th	NO
5th	NO
5th	No.
5th	no
5th	no
5th	no
5th	no not at all thank you
5th	no
6th	no
6th	no
6th	no
6th	nope
6th	no
6th	(nonsense)
6th	No
6th	no
6th	no
6th	No
6th	Nope
6th	No I think the system they are using right now is great
6th	no
6th	I don't know

6th	No
6th	NO SOTP GIVEING US TEST TI BORING I WILL SUE THIS SCHOOL
6th	no I don't have any more suggestions to make to the district about testing program.
6th	no suggestions
6th	No
6th	No
6th	No
6th	no
6th	no
6th	Nope.
6th	no
6th	no
6th	no
6th	nope.
6th	no
6th	I have no concern about the test I think that the test we get today is a good amount of test
6th	not at all
6th	no
6th	no
6th	no
6th	None
6th	no
6th	none
6th	No.
6th	no
6th	No
6th	no.
6th	No
6th	No
6th	No.
6th	No
6th	No, every tests that is given out is enough amount of studying and working each year for each class.
6th	no
6th	no.
6th	Nope
6th	Nope.
6th	No, not really.
6th	I don't have any suggestions
6th	No.
6th	no
6th	no

6th	no
6th	nothing
6th	no
6th	no
6th	none that i think of
6th	no
6th	no
6th	No I think that we are okay in school they just need to not give out a lot of quizzes in 6th grade and not have so many quizzes.
6th	No i think its good just the way it is just less test.
6th	no
6th	no
6th	No
6th	No
6th	no
6th	No
6th	No
6th	no
6th	No
6th	no
6th	no i don't.
6th	No
6th	no
6th	no
6th	No
6th	No
6th	no
6th	No
6th	No I do not want to make any suggestions to the district.
6th	No
6th	None.
6th	No
6th	Not at this moment.
6th	Not really.
6th	no
6th	No I think the district has good reviewed test.
6th	no
6th	No
6th	no
6th	No
6th	No



6th	no
6th	No.
6th	no
6th	No
6th	no
6th	Not really
6th	none
6th	none
6th	no
6th	No i do not
6th	i think no
6th	No not really.
6th	no not really
6th	no
6th	no
6th	no not at all
6th	no i don't have one at this moment
6th	no
6th	no
6th	no
6th	i have no suggestions
6th	no
6th	I have no suggestions.
6th	No
6th	no
6th	none
6th	no
6th	no
6th	no
6th	no
6th	no
6th	no
6th	IDK
6th	IDK
6th	no
6th	no
6th	idk
6th	no
6th	nope
6th	no
6th	no
6th	i don't have none

6th	I don't have none
6th	NO
6th	Not really
6th	nope I Think It Is All Good :)
6th	no
6th	no there are not
6th	no
6th	No
6th	no
6th	not really
6th	no
6th	no
6th	no
6th	no
6th	No
6th	No.
6th	no
6th	no there isn't any that I think that could help us because everything at this school is every good is what I think.
6th	No I do not have any suggestions I want to make to the district.
6th	No
6th	No
6th	No.
6th	No
6th	Nope
6th	no not really
6th	NO
6th	no
6th	I have none
6th	no
6th	nothing
6th	no
6th	No.
6th	no I have none
6th	no
6th	none
6th	no
6th	No
6th	No.
6th	Nothing
6th	no nothing else.
6th	none



6th	I don't know sorry
6th	no
6th	No i don't have no questions for the district
6th	no
6th	no thank you.
6th	No
6th	no thank you
6th	NO
6th	no
6th	no.
6th	no
6th	nope
6th	no
6th	no
6th	No
6th	NO
6th	No

NO!!  
 !!  
 !!  
 !!  
 !!  
 !!  
 !!  
 !!  
 !!

6th	!!
6th	No
6th	no there isnt
6th	None
6th	no
6th	No
6th	no suggestion
6th	nope
6th	no
6th	no
6th	no
6th	no
6th	no.
6th	no
6th	No.
6th	none
6th	no

6th	no
6th	I don't have any suggestions
6th	Nope, everything is good now. :-)
6th	none
6th	none
6th	no
6th	No that is it
6th	NA
6th	no
6th	no
6th	no
6th	n/a
6th	none
6th	no
6th	no not really.
6th	I don't now
6th	none of a bove
6th	no
6th	no
6th	no
6th	no
6th	Nothing Thank-You!
6th	No
6th	no thank you.
6th	I don't have any.
6th	no
6th	No I don't have anymore question's about the district.
6th	no
6th	i dont know what to say
6th	no
6th	I have no suggestions.
6th	no.
6th	I don't have any other suggestions.
6th	no
6th	NO
6th	nothing
6th	No
6th	I dont have any more suggestions
6th	No
6th	no
6th	no

6th	no im fine
6th	no im fine
6th	No
6th	no
6th	well not really
6th	no
6th	well not really theres nothing
6th	No
6th	no
6th	No I have none.
6th	No there aren't any other suggestions I have.
6th	None
6th	no
6th	No, not at all.
6th	NO
6th	No
6th	No.
6th	no
6th	no
6th	Nothing
6th	no thank you.
6th	no
6th	no
6th	No.
6th	I have no suggestions to district.
6th	no
6th	no
6th	no
6th	no
6th	No thankyou
6th	no not really
6th	no
6th	No
6th	there is nothing that I would change.
6th	no
6th	none
6th	No.
6th	no i have noo suggestions
6th	no not at all
6th	no
6th	none so far

6th	NO
6th	no i dont
6th	no
6th	no
6th	no im okay! thanks
6th	no
6th	no
6th	no
6th	no
6th	no i think its fine.
6th	no
6th	no really
6th	no
6th	no nothing at all
6th	no
6th	nothing
6th	no not really.
6th	NO!
6th	nope
6th	no
6th	no
6th	no
7th	no
7th	no
7th	no
7th	No.
7th	No.
7th	No
7th	No.
7th	No
7th	No
7th	no.
7th	NONE
7th	no
7th	no
7th	nooo
7th	no
7th	no
7th	no
7th	no
7th	no

7th	no
7th	no I don't think we should have test
7th	Nope
7th	Nah
7th	nope
7th	No
7th	No
7th	No
7th	no
7th	no
7th	no
7th	n/a
7th	no
7th	No
7th	No.
7th	No
7th	no
7th	nope
7th	none
7th	No.
7th	No
7th	no here is nothing
7th	no suggestions.
7th	no
7th	Nope.
7th	not really
7th	No.
7th	(nonsense characters)
7th	No
7th	no
7th	No i don't have any suggestions
7th	No
7th	No.
7th	No
7th	no
7th	no
7th	No.
7th	NA
7th	Nope
7th	no



7th	No
7th	(nonsense characters)
7th	nope
7th	None
7th	none .
7th	No
7th	none
7th	No Thank You
7th	Nope! I like it how it is!
8th	No
8th	No
8th	No I do not.
8th	no
9th	No
9th	Nope
9th	No
9th	No
9th	No
9th	No
9th	No I guess
9th	No
9th	No
9th	no
9th	no
9th	no
9th	not really
9th	no
9th	no
9th	no
9th	na
9th	na
9th	no
9th	no
9th	no
9th	No
9th	no
9th	idk man
9th	no
9th	no
9th	NO.
9th	nope



9th	I'm not sure.
9th	Nope i just want the test to be a little easier
9th	no
9th	no)
10th	No
10th	No
10th	No, not really. All my teachers know what their doing.
10th	N/A
10th	no
10th	N/A
10th	No...
10th	No
10th	No
10th	No
10th	no there is not.
10th	No
10th	No
10th	No
10th	No
10th	No
10th	no
10th	no
10th	no
10th	n/a
10th	no
10th	no
10th	no
10th	no righting on tests
10th	no thanks
11th	no
11th	N/A
11th	no
11th	No
11th	no
11th	No
11th	Not really
11th	No
11th	None
11th	No
11th	Nope not really, I just don't like taking tests if I know nothing about them, or if I ain't come and still has to take it.
11th	IDK

11th	No
11th	No i dont.
11th	no
12th	No
12th	Nope
12th	n/a
12th	no thank you.
12th	No
12th	No
12th	No
12th	No.
12th	no
12th	none I can think of
12th	nope
12th	No
12th	no
12th	no
12th	no
12th	no
12th	no
12th	no
12th	no
12th	No
12th	Nope
12th	No.
12th	No
12th	No
12th	no
12th	no
12th	no
12th	None what so ever.
12th	no
12th	no
12th	(nonsense)
12th	De
12th	no
12th	no
12th	no
12th	no
12th	No.
12th	no

12th	No
12th	Chill bro
12th	nah fam
12th	not at the moment
12th	NO.
12th	no.
12th	No.
12th	no
12th	no , not really
12th	no
12th	no
12th	Nope
12th	None
12th	no
12th	No
12th	No.
12th	No
12th	no
12th	(nonsense)
12th	(nonsense)
12th	not at all
12th	none
12th	no.
12th	no.
12th	no
12th	no
12th	no
12th	no
12th	No not really.
12th	NO
12th	no
12th	not really
12th	no.
12th	no not at all
12th	no
12th	no
12th	No
12th	(nonsense characters)
12th	no
12th	n/a
12th	Na

12th No

---

12th No

---

12th Nah but that testing (---) gotta chill , ya'll be giving too many test throughout the year

---

noo  
oooooooooooooooooooooooooooo

---

No, there are no other suggestions that I would like to make to the district.

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# Student Assessment Survey

Thursday, November 19, 2015

# 1826

**Total Responses**

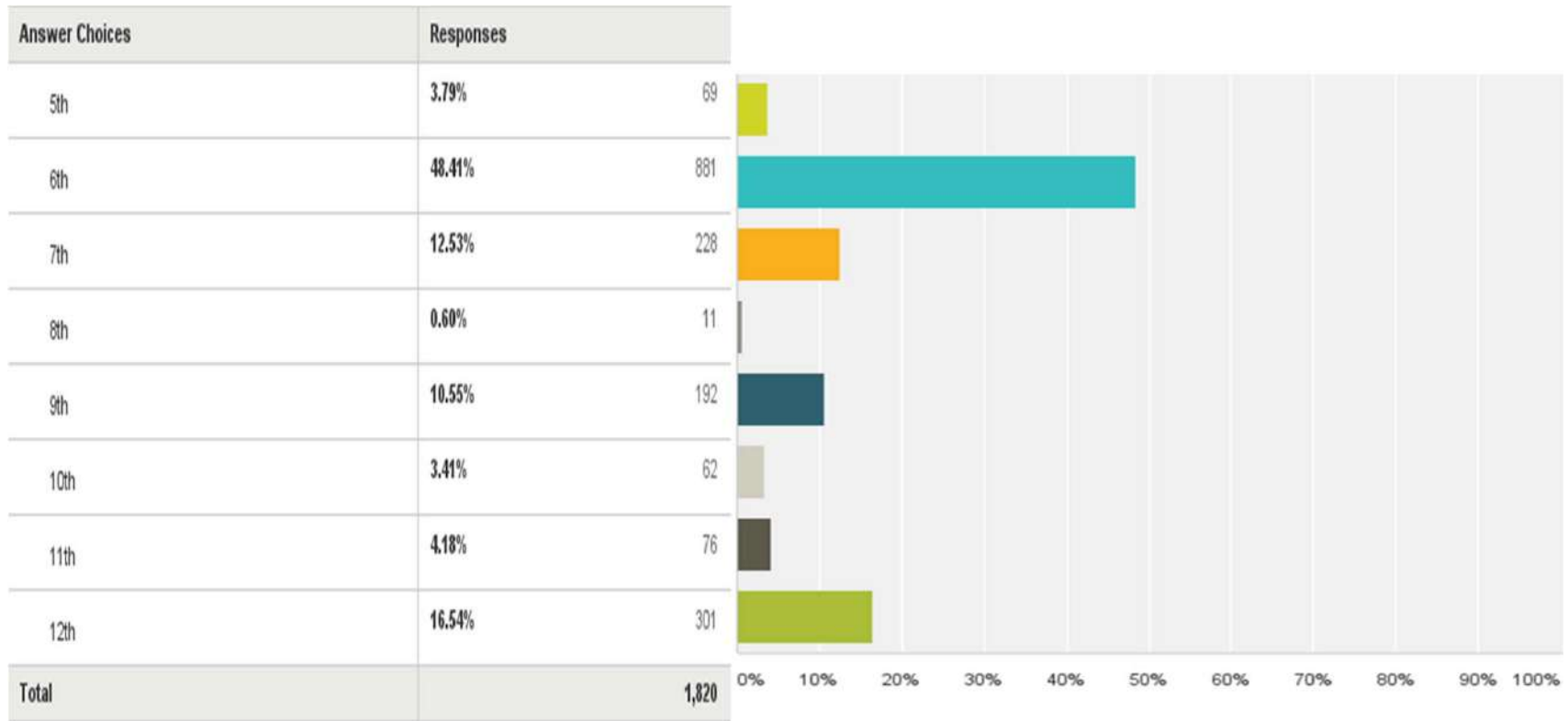
Date Created: Thursday, November 19, 2015

Complete Responses: 1826



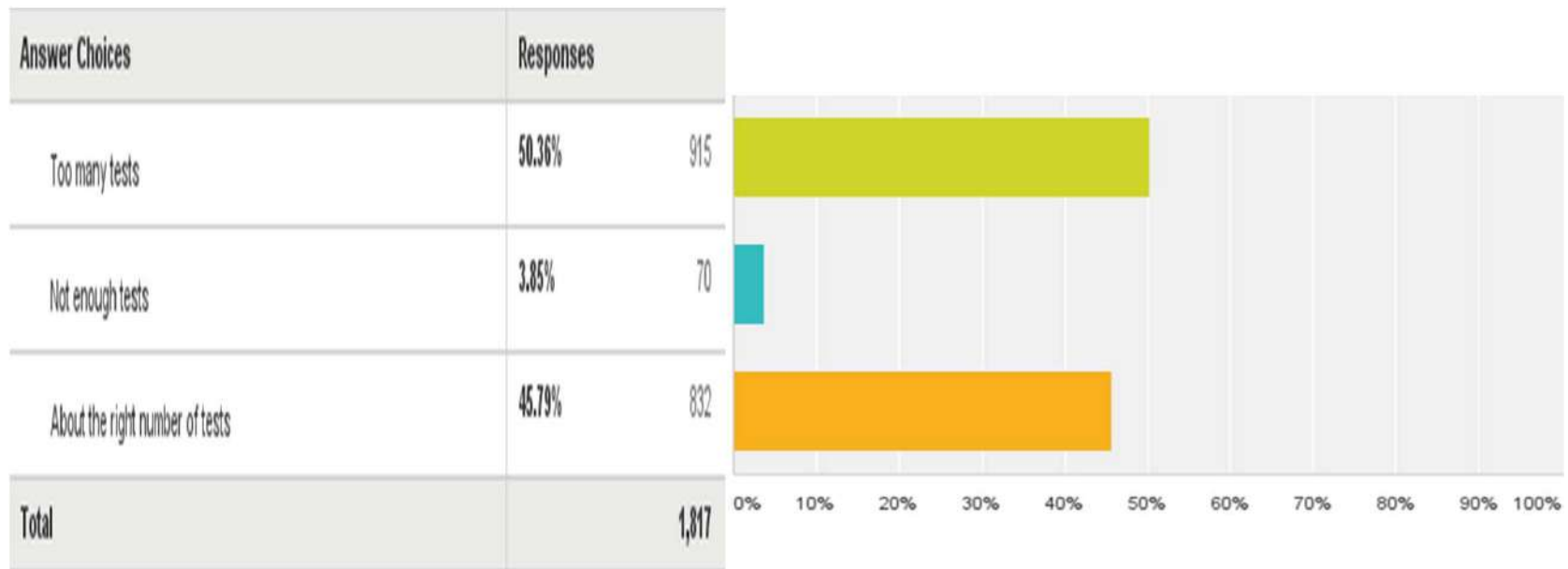
## Q1: What grade are you in?

Answered: 1,820 Skipped: 6



## Q2: Do you think students in this school are given too many tests, not enough tests or about the right number of tests throughout the school year?

Answered: 1,817 Skipped: 9



### Q3: What concerns do you have about testing, if any?

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Open Ended

Answered: 1473 Skipped: 353

Answered but commented "I don't know", "no", nonsense: 358

**Applicable comments: 1115**

### Q4: How useful to you, as a student, are each of the following types of assessments?

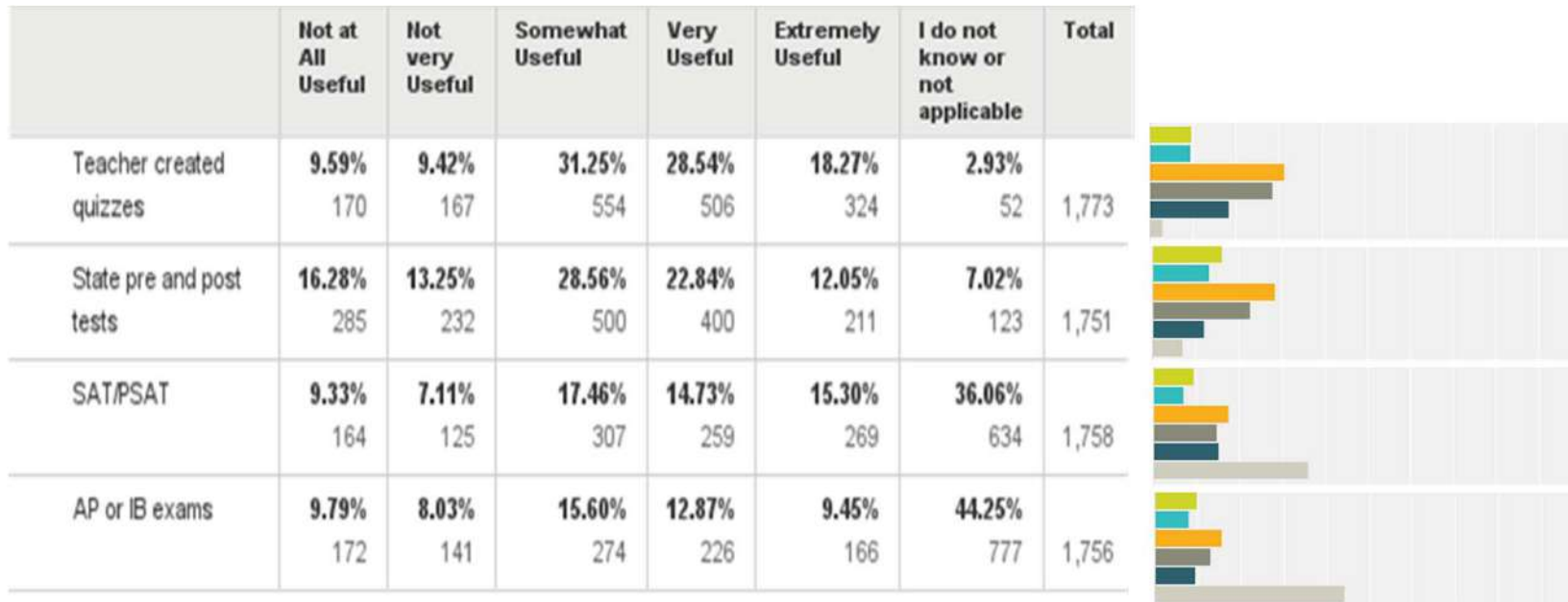
Answered: 1,802 Skipped: 24



	Not at All Useful	Not very Useful	Somewhat Useful	Very Useful	Extremely Useful	I do not know or not applicable	Total
Smarter Balanced state tests (ELA and Mathematics)	16.65% 299	13.53% 243	30.62% 550	23.94% 430	9.91% 178	5.35% 96	1,796
DCAS state tests (Science, Social Studies, U.S. History)	14.21% 254	15.05% 269	31.95% 571	24.40% 436	10.30% 184	4.09% 73	1,787
District tests (DIBELS, Scholastic Reading Inventory, Scholastic Math Inventory)	15.47% 273	12.63% 223	32.24% 569	21.02% 371	7.88% 139	10.76% 190	1,765
Unit Tests	7.22% 128	7.96% 141	32.62% 578	32.51% 576	16.48% 292	3.22% 57	1,772
Mid terms and/or final exams	7.50% 132	7.67% 135	21.35% 376	26.29% 463	20.44% 360	16.75% 295	1,761

### Q4: How useful to you, as a student, are each of the following types of assessments?

Answered: 1,802 Skipped: 24



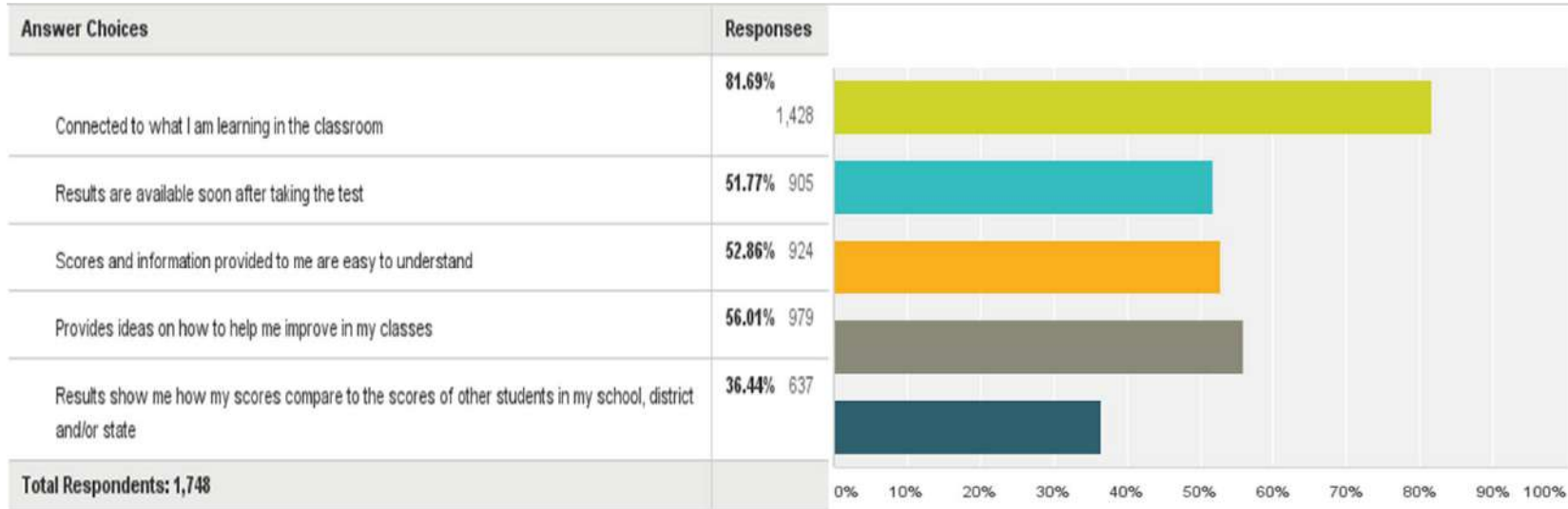
**Q4: How useful to you, as a student, are each of the following types of assessments?**

*ordered by combined percent of Very "Useful" and "Extremely Useful"  
(adjusted for "I don't know or not applicable")*

Mid terms and/or final exams	56.1%
Unit Tests	50.6%
Teacher created quizzes	48.2%
SAT/PSAT	47.0%
AP or IB exams	40.0%
State pre and post tests	37.5%
DCAS state tests (Science, Social Studies, U.S. History)	36.2%
Smarter Balanced state tests (ELA and Mathematics)	35.8%
District tests (DIBELS, Scholastic Reading Inventory, Scholastic Math Inventory)	32.4%

## Q5: In general, what aspects do you feel make a test more helpful? (Please check all that apply.)

Answered: 1,748 Skipped: 78

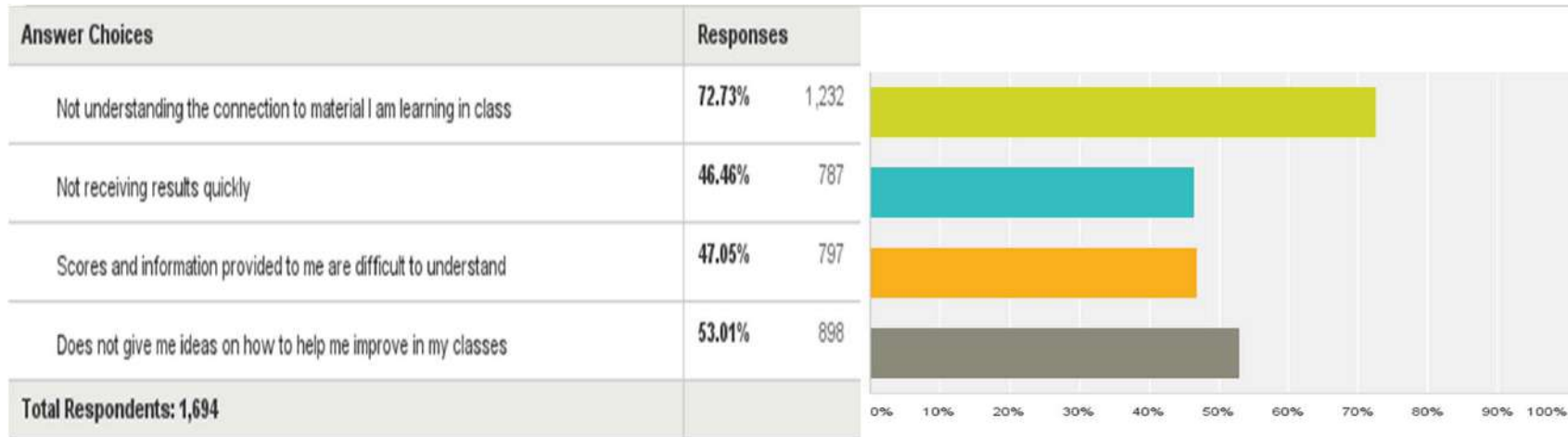


### Ordered by %

Connected to what I am learning in the classroom	81.7%
Results are available soon after taking the test	51.8%
Scores and information provided to me are easy to understand	52.9%
Provides ideas on how to help me improve in my classes	56.0%
Results show me how my scores compare to the scores of other students in my school, district and/or state	36.4%

## Q6: In general, what aspects do you feel make a test least helpful? (Please check all that apply.)

Answered: 1,694 Skipped: 132



### Ordered by %

Not understanding the connection to material I am learning in class	72.7%
Does not give me ideas on how to help me improve in my classes	53.0%
Scores and information provided to me are difficult to understand	47.0%
Not receiving results quickly	46.5%



**Q7: Are there subjects or areas you think the district should be testing where it is currently not doing so?**

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Open Ended

Answered: 1334 Skipped: 492

Answered but commented "I don't know", "no", nonsense, or did not name a subject or an area : 988

**Applicable comments: 346**

**Q8: How useful are classroom and interim assessments for each of the following purposes listed below?**  
 (Some examples of classroom assessments are teacher observations, homework, quizzes, and tests. Interim assessments are given periodically during the year.)

Answered: 1,750 Skipped: 76

■ Not Useful   
 ■ Somewhat Useful   
 ■ Very Useful   
 ■ Extremely Useful

	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Total
Understanding my academic growth over time	6.48% 112	29.67% 513	38.46% 665	25.39% 439	1,729
Determining if I am prepared for next stage of learning	6.29% 109	25.55% 443	43.14% 748	25.03% 434	1,734
Monitoring my achievement of education standards	8.08% 139	32.60% 561	37.36% 643	21.96% 378	1,721
Knowing when to be concerned about my progress	6.85% 118	23.22% 400	41.79% 720	28.15% 485	1,723
Adjusting what teachers teach to address specific level and needs of the students	8.70% 150	32.71% 564	37.41% 645	21.17% 365	1,724
Communicating with my teacher	8.21% 142	23.99% 415	36.59% 633	31.21% 540	1,730
Helping me with homework	11.97% 207	26.14% 452	36.38% 629	25.51% 441	1,729
Providing specific activities at home to support my learning	16.73% 288	34.22% 589	31.32% 539	17.72% 305	1,721
Measuring high-quality teaching	12.01% 206	31.20% 535	35.10% 602	21.69% 372	1,715

**Q8: How useful are classroom and interim assessments for each of the following purposes listed below?**  
(Some examples of classroom assessments are teacher observations, homework, quizzes, and tests. Interim assessments are given periodically during the year.)

Answered: 1,750 Skipped: 76

<i>ordered by combined percent of "Very Useful" and "Extremely Useful"</i>	
Knowing when to be concerned about my progress	69.9%
Determining if I am prepared for next stage of learning	68.2%
Communicating with my teacher	67.8%
Understanding my academic growth over time	63.9%
Helping me with homework	61.9%
Monitoring my achievement of education standards	59.3%
Adjusting what teachers teach to address specific level and needs of the students	58.6%
Measuring high-quality teaching	56.8%
Providing specific activities at home to support my learning	49.0%

## Q9: How useful are end-of-year, or end-of-course, assessments for each of the following purposes listed below?

(Examples include state tests such as Smarter and DCAS, national tests such as SAT and AP/IB exams, and local tests such as final exams.)

Answered: 1,713 Skipped: 113

	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Total
Understanding my academic growth over time	9.95% 169	27.44% 466	35.16% 597	27.44% 466	1,698
Determining if I am prepared for next stage of learning	8.72% 148	24.15% 410	40.28% 684	26.86% 456	1,698
Monitoring my achievement of education standards	9.01% 153	28.90% 491	39.79% 676	22.31% 379	1,699
Knowing when to be concerned about my progress	8.65% 147	26.37% 448	38.49% 654	26.49% 450	1,699
Adjusting what teachers teach to address specific level and needs of the students	10.63% 180	30.89% 523	37.86% 641	20.61% 349	1,693
Communicating with my teacher	11.62% 197	26.43% 448	32.51% 551	29.44% 499	1,695
Helping me with homework	15.59% 263	26.62% 449	32.78% 553	25.01% 422	1,687
Providing specific activities at home to support my learning	18.60% 314	32.35% 546	31.22% 527	17.83% 301	1,688
Measuring high-quality teaching	13.06% 221	31.26% 529	32.68% 553	22.99% 389	1,692

**Q9: How useful are end-of-year, or end-of-course, assessments for each of the following purposes listed below?**

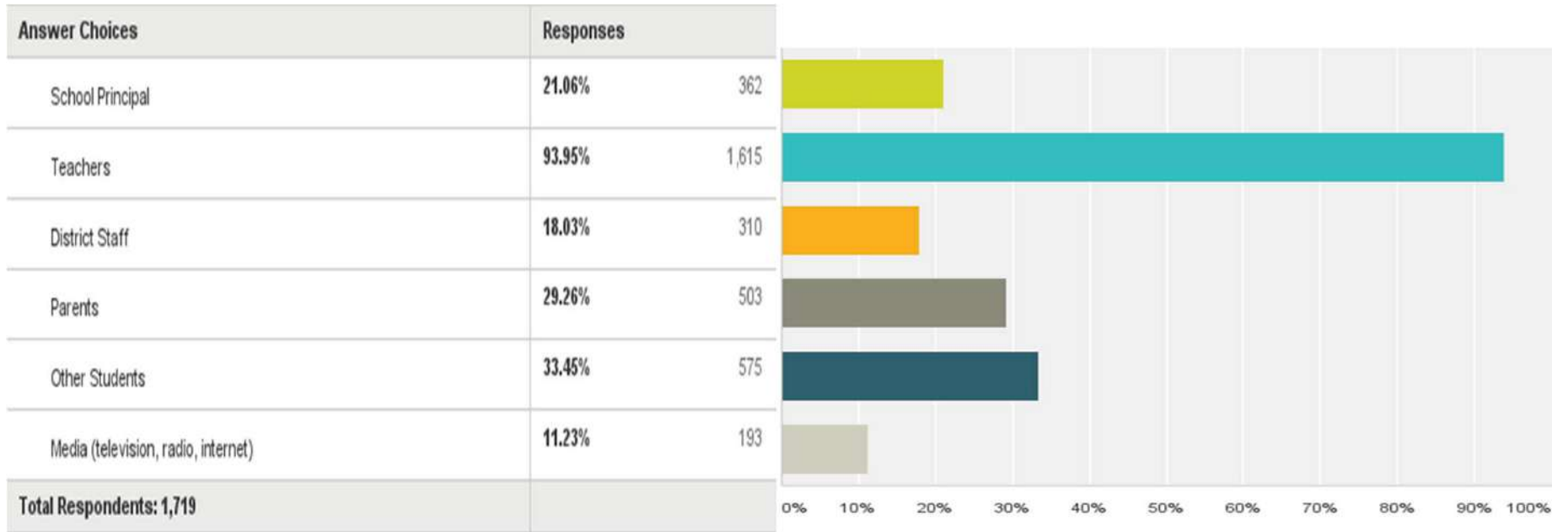
(Examples include state tests such as Smarter and DCAS, national tests such as SAT and AP/IB exams, and local tests such as final exams.)

Answered: 1,713 Skipped: 113

<i>ordered by combined percent of "Very Useful" and "Extremely Useful"</i>	
Determining if I am prepared for next stage of learning	67.1%
Knowing when to be concerned about my progress	65.0%
Understanding my academic growth over time	62.6%
Monitoring my achievement of education standards	62.1%
Communicating with my teacher	61.9%
Adjusting what teachers teach to address specific level and needs of the students	58.5%
Helping me with homework	57.8%
Measuring high-quality teaching	55.7%
Providing specific activities at home to support my learning	49.1%

**Q10: From whom do you receive information about testing?**  
 (Please check all that apply.)

Answered: 1,719 Skipped: 107



## **Q11: Are there any other suggestions you want to make to the district as it reviews its testing program?**

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Open Ended

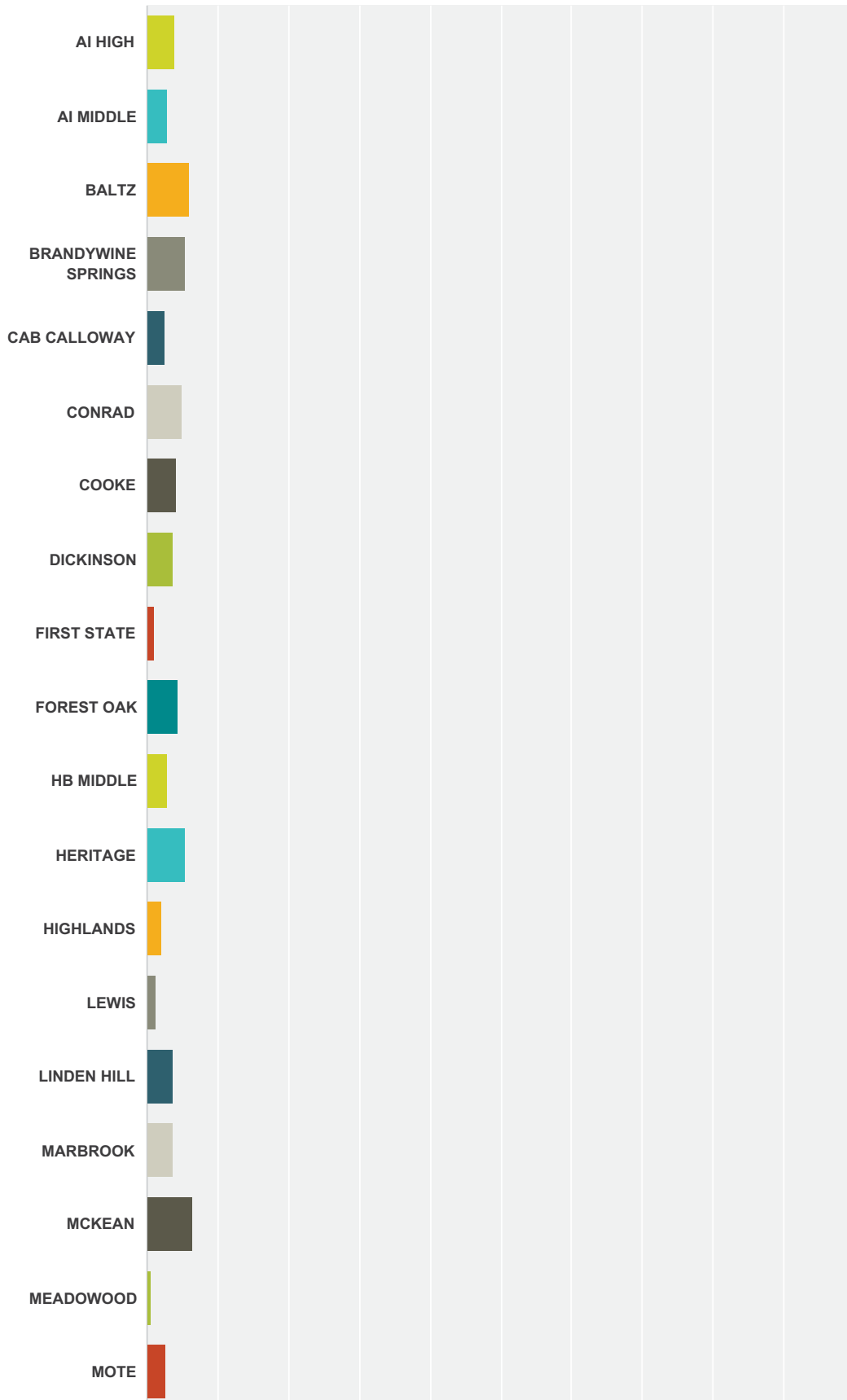
Answered: 1225 Skipped: 601

Answered but commented "I don't know", "no", nonsense: 646

**Applicable comments: 579**

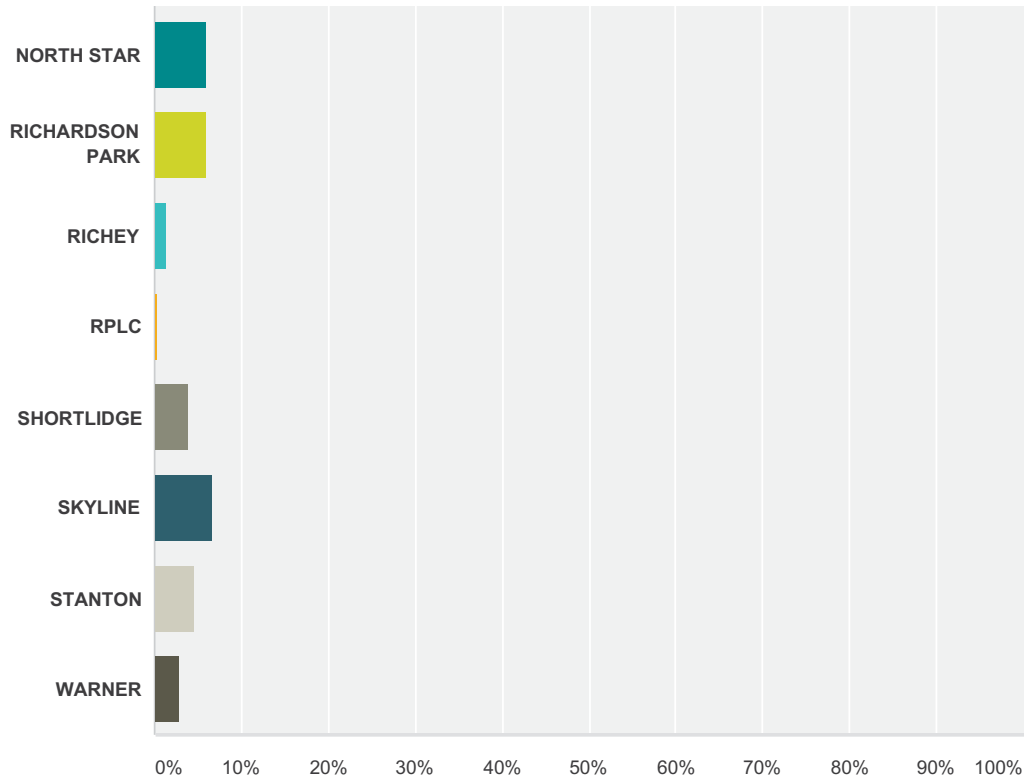
### Q1 Where do you teach?

Answered: 601 Skipped: 4





## Assessment Inventory Uses



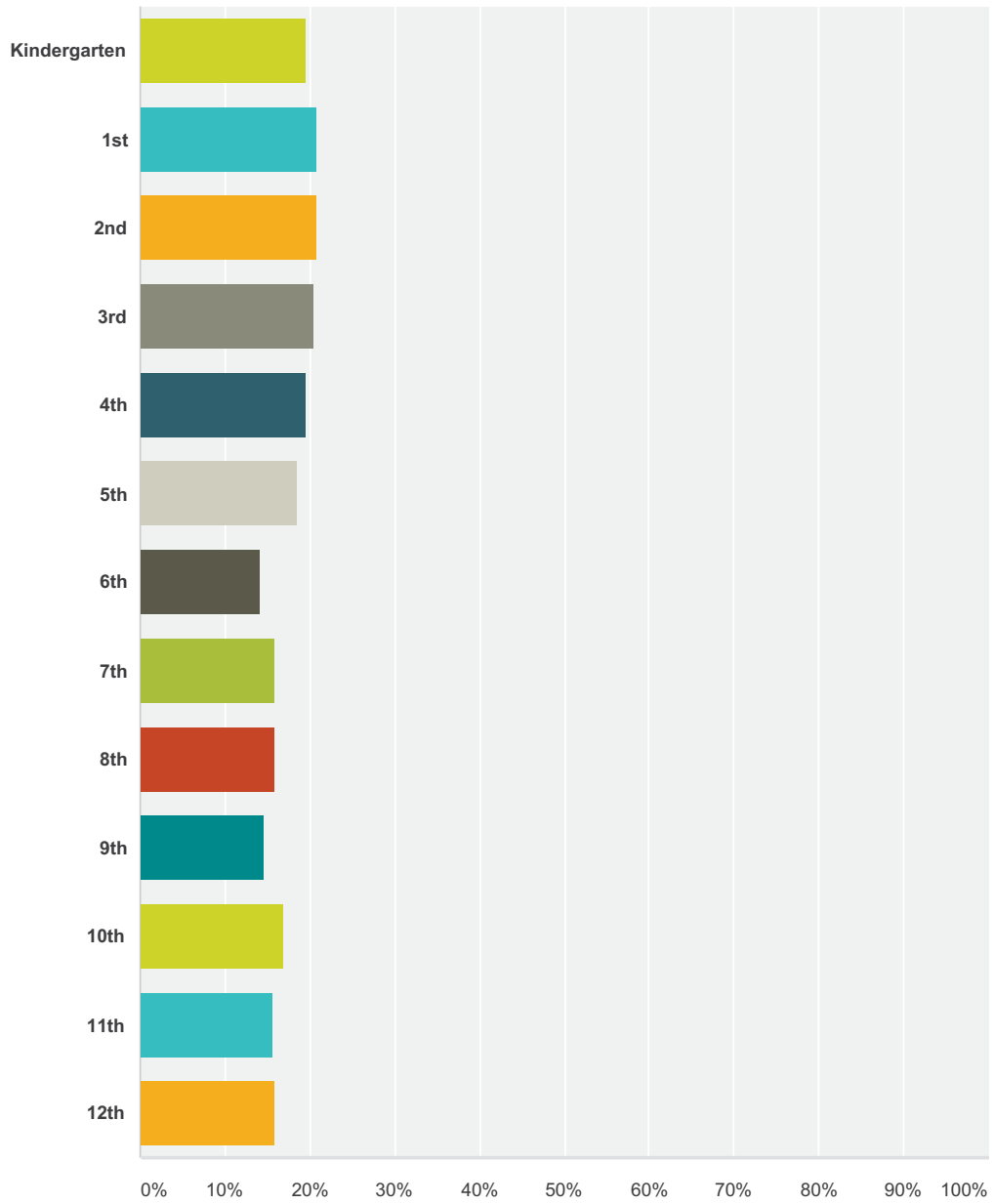
Answer Choices	Responses	
AI HIGH	3.99%	24
AI MIDDLE	3.00%	18
BALTZ	6.16%	37
BRANDYWINE SPRINGS	5.32%	32
CAB CALLOWAY	2.50%	15
CONRAD	4.99%	30
COOKE	4.16%	25
DICKINSON	3.83%	23
FIRST STATE	1.00%	6
FOREST OAK	4.33%	26
HB MIDDLE	2.83%	17
HERITAGE	5.32%	32
HIGHLANDS	2.00%	12
LEWIS	1.33%	8
LINDEN HILL	3.66%	22
MARBROOK	3.83%	23
MCKEAN	6.49%	39

## Assessment Inventory Uses

MEADOWOOD	0.67%	4
MOTE	2.66%	16
NORTH STAR	5.99%	36
RICHARDSON PARK	5.99%	36
RICHEY	1.50%	9
RPLC	0.33%	2
SHORTLIDGE	3.99%	24
SKYLINE	6.66%	40
STANTON	4.66%	28
WARNER	2.83%	17
<b>Total</b>		<b>601</b>

## Q2 What grade(s) do you teach?(Please check all that apply)

Answered: 588 Skipped: 17



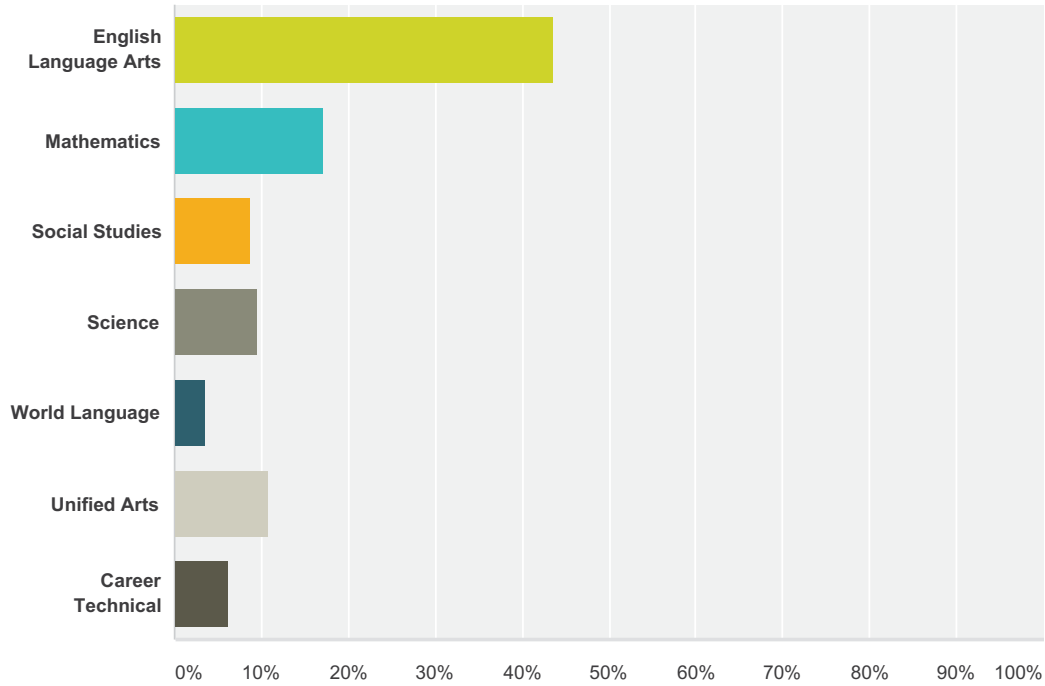
Answer Choices	Responses
Kindergarten	19.56% 115
1st	20.92% 123
2nd	20.92% 123
3rd	20.41% 120
4th	19.56% 115

## Assessment Inventory Uses

5th	18.54%	109
6th	14.12%	83
7th	15.82%	93
8th	15.82%	93
9th	14.63%	86
10th	17.01%	100
11th	15.65%	92
12th	15.82%	93
<b>Total Respondents: 588</b>		

### Q3 What content do you teach?

Answered: 385 Skipped: 220



Answer Choices	Responses	
English Language Arts	43.64%	168
Mathematics	17.14%	66
Social Studies	8.83%	34
Science	9.61%	37
World Language	3.64%	14
Unified Arts	10.91%	42
Career Technical	6.23%	24
<b>Total</b>		<b>385</b>

#	Other or list multiple content.	Date
1	Special Education	11/8/2015 10:45 PM
2	ELA, Math, Social Studies	11/8/2015 9:16 PM
3	All subjects	11/8/2015 9:13 PM
4	Math, ELA, Science, Social studies, Writing. I'm a paraprofessional	11/8/2015 1:30 PM
5	School Psychologist	11/8/2015 10:50 AM
6	School Psychologist	11/8/2015 10:46 AM
7	ELA, Math, Science	11/7/2015 8:45 PM
8	Multiple content	11/7/2015 5:55 AM
9	Multiple Content	11/6/2015 8:47 PM

## Assessment Inventory Uses

10	multiple	11/6/2015 3:05 PM
11	multiple content	11/6/2015 2:39 PM
12	ELA, Math, Science, Social Studies, Writing, RTI	11/6/2015 12:04 PM
13	ELA, math, social studies, science	11/6/2015 11:40 AM
14	TAG	11/6/2015 9:43 AM
15	Physical Education/Health	11/6/2015 9:39 AM
16	all subjects	11/6/2015 9:12 AM
17	all	11/6/2015 9:08 AM
18	Visual Arts	11/6/2015 8:43 AM
19	ELA	11/6/2015 7:48 AM
20	Support staff	11/5/2015 9:55 PM
21	Multiple Content	11/5/2015 7:10 PM
22	All content	11/5/2015 7:07 PM
23	Special Education	11/5/2015 5:26 PM
24	All Subjects	11/5/2015 4:45 PM
25	all content areas	11/5/2015 4:44 PM
26	ELA, Math, and Science	11/5/2015 4:41 PM
27	ELA, Math, Social Studies	11/5/2015 4:41 PM
28	Multiple content	11/5/2015 4:41 PM
29	all subjects	11/5/2015 4:40 PM
30	all content areas	11/5/2015 4:40 PM
31	All subject areas.	11/5/2015 4:39 PM
32	Multiple Content	11/5/2015 4:39 PM
33	multiple content	11/5/2015 4:39 PM
34	math, reading, writing, grammar, phonics, social studies, science, social skills, appropriate behavior	11/5/2015 4:39 PM
35	ELA, Math, and Science	11/5/2015 4:38 PM
36	ELA, math, social studies, science	11/5/2015 4:37 PM
37	ELA, Math, SS, Science	11/5/2015 4:36 PM
38	mathematics	11/5/2015 4:36 PM
39	math, social studies, science	11/5/2015 4:35 PM
40	multiple content	11/5/2015 4:33 PM
41	other nurse	11/5/2015 4:33 PM
42	elementary ed	11/5/2015 4:30 PM
43	Multiple content	11/5/2015 4:27 PM
44	multile	11/5/2015 4:06 PM
45	Math, English Language Arts, Science, Social Studies	11/5/2015 3:59 PM
46	multiple	11/5/2015 3:59 PM
47	multiple content	11/5/2015 3:54 PM
48	mathematics	11/5/2015 1:50 PM
49	multiple	11/5/2015 1:22 PM

## Assessment Inventory Uses

50	General ed- all	11/5/2015 12:30 PM
51	Multiple	11/5/2015 11:09 AM
52	Counselor	11/5/2015 9:54 AM
53	Multiple Content: English, Math, Special Education consultative model for Math, English, Social Studies, Science	11/5/2015 9:45 AM
54	Ela, math, science, ss	11/5/2015 9:15 AM
55	School Administrator	11/5/2015 8:05 AM
56	All subjects regular education and ELL students	11/5/2015 6:53 AM
57	Guidance	11/4/2015 10:41 PM
58	Elementary Generalist	11/4/2015 10:20 PM
59	ELA, math, science and social studies	11/4/2015 9:49 PM
60	reading writing math science social studies	11/4/2015 8:46 PM
61	Admin	11/4/2015 7:16 PM
62	Multiple content	11/4/2015 6:33 PM
63	multiple content	11/4/2015 4:54 PM
64	math, science, social studies	11/4/2015 4:03 PM
65	Multiple content areas, reading, science, social studies and math	11/4/2015 2:37 PM
66	Mathematics, Social Studies, Reading, and Science	11/4/2015 2:37 PM
67	All core academic subjects	11/4/2015 2:37 PM
68	multiple subject areas science, social studeies, math and reading	11/4/2015 2:36 PM
69	ELA, Math, Social Studies, Science, Writing,	11/4/2015 2:27 PM
70	All subjects	11/4/2015 1:32 PM
71	math, science, writing, social studies	11/4/2015 1:18 PM
72	Instructional Support	11/4/2015 12:08 PM
73	PE	11/4/2015 12:02 PM
74	Multiple Content	11/4/2015 11:40 AM
75	Speech therapy	11/4/2015 11:36 AM
76	multiple	11/4/2015 11:12 AM
77	Behavioral	11/4/2015 10:14 AM
78	Multiple content	11/4/2015 9:57 AM
79	Math, SS, Science, Writing	11/4/2015 8:57 AM
80	Multiple	11/4/2015 8:46 AM
81	all	11/4/2015 8:38 AM
82	ELA,Math, S.S., Science, Writing	11/3/2015 3:51 PM
83	Reading, writing, math, science, social studies	11/3/2015 2:53 PM
84	Admin	11/3/2015 1:13 PM
85	Elementary	11/3/2015 11:32 AM
86	Nursing Director	11/3/2015 10:32 AM
87	MULTIPLE	11/3/2015 9:45 AM
88	Multiple	11/3/2015 9:21 AM
89	Admin	11/3/2015 8:29 AM
90	Elementary	11/3/2015 8:14 AM

## Assessment Inventory Uses

91	Multiple Content	11/3/2015 5:21 AM
92	English/Reading, Math, Science, Writing	11/2/2015 9:31 PM
93	Core content in all subjects	11/2/2015 9:16 PM
94	multiple	11/2/2015 9:08 PM
95	multiple elem content	11/2/2015 6:24 PM
96	Multiple	11/2/2015 4:31 PM
97	Library Media	11/2/2015 4:15 PM
98	Student Advisory	11/2/2015 3:33 PM
99	math, social studies, science	11/2/2015 3:26 PM
100	All	11/2/2015 1:50 PM
101	Reading, Math, Science, Social Studies, Writing	11/2/2015 1:47 PM
102	Math, Science, Social Studies, Writing	11/2/2015 12:44 PM
103	All Elementary Subjects	11/2/2015 12:11 PM
104	Language arts, Math, Science, Social Studies	11/2/2015 11:59 AM
105	Math, Science, Social Studies, RTI	11/2/2015 11:53 AM
106	Guidance	11/2/2015 11:41 AM
107	admininstrator	11/2/2015 11:31 AM
108	ELA, Reading, Math, Science and Social Studies, Special and Regular Ed	11/2/2015 11:24 AM
109	Math, ELA, Science, Social Studies	11/2/2015 11:06 AM
110	all academics	11/2/2015 10:09 AM
111	Elementary	11/2/2015 8:33 AM
112	Reading, Writing, Math, Science, Social Studies	11/1/2015 8:02 PM
113	other	11/1/2015 7:45 PM
114	Math	11/1/2015 2:33 PM
115	All elementary subjects	11/1/2015 11:54 AM
116	ALL	10/31/2015 1:28 PM
117	ELA, math, social studies, science	10/31/2015 8:54 AM
118	reading, math, science, social studies, writing	10/31/2015 7:26 AM
119	multiple	10/30/2015 4:40 PM
120	Social Studies	10/30/2015 4:31 PM
121	Math, reading, science, social studies	10/30/2015 3:57 PM
122	ELA, Math, Social Studies	10/30/2015 3:38 PM
123	ELA, Math & Social Studies	10/30/2015 3:38 PM
124	ELA, math, science, social studies	10/30/2015 3:29 PM
125	ELA, Math, Science, Soc. St.	10/30/2015 3:24 PM
126	ELA, math, science, social studies	10/30/2015 3:14 PM
127	multiple content	10/30/2015 2:39 PM
128	School Counselor	10/30/2015 2:33 PM
129	All Elementary Subjects	10/30/2015 2:17 PM
130	math, social studies, science	10/30/2015 2:00 PM
131	Enrichment and Gifted program	10/30/2015 1:53 PM



## Assessment Inventory Uses

132	Multiple Content	10/30/2015 1:21 PM
133	JDG	10/30/2015 1:21 PM
134	functional life skills	10/30/2015 1:15 PM
135	Writing, Social Studies	10/30/2015 12:55 PM
136	multiple content	10/30/2015 12:51 PM
137	multiple content	10/30/2015 12:28 PM
138	other	10/30/2015 12:04 PM
139	ESL	10/30/2015 12:02 PM
140	multiple	10/30/2015 11:41 AM
141	Elementary -- All subjects	10/30/2015 11:13 AM
142	Student Advisor	10/30/2015 10:35 AM
143	Multiple Content	10/30/2015 10:34 AM
144	Educational Diagnostician	10/30/2015 10:32 AM
145	Reading, Writing, Social Studies	10/30/2015 10:27 AM
146	Math	10/30/2015 10:15 AM
147	Biomedical Sciences	10/30/2015 10:03 AM
148	special ed	10/30/2015 9:56 AM
149	English to Speakers of Other Languages	10/30/2015 9:41 AM
150	English Language Learners	10/30/2015 9:40 AM
151	Counselor	10/30/2015 9:34 AM
152	All subjects	10/30/2015 9:28 AM
153	Communication	10/30/2015 9:22 AM
154	special education, multiple	10/30/2015 9:16 AM
155	ELA, Math, Science	10/30/2015 9:06 AM
156	multiple - ELA, Math, Science, Social Studies	10/30/2015 8:54 AM
157	All subjects	10/30/2015 8:51 AM
158	ELA, MATH, Science, SS, Life Skills	10/30/2015 8:40 AM
159	Push-in special education	10/30/2015 8:39 AM
160	English language Development	10/30/2015 7:54 AM
161	multiple content	10/29/2015 8:44 PM
162	english language arts and math	10/29/2015 6:35 PM
163	L. Arts, Writing, Eld	10/29/2015 4:38 PM
164	English Language Arts, Mathematics, Social Studies, Science	10/29/2015 3:53 PM
165	Reading and Math (Special Education)	10/29/2015 1:41 PM
166	multiple content	10/29/2015 12:14 PM
167	Multiple	10/29/2015 11:22 AM
168	elementary - everything	10/28/2015 6:45 PM
169	math, science, social studies, ELA	10/28/2015 4:36 PM
170	General	10/28/2015 3:54 PM
171	Multiple- ELA, Math, SS, Science	10/28/2015 2:59 PM
172	multiple content	10/28/2015 2:50 PM

## Assessment Inventory Uses

173	multiple subjects	10/28/2015 2:03 PM
174	Elementary Contents	10/28/2015 1:05 PM
175	Multiple.	10/28/2015 12:54 PM
176	Visual Arts	10/28/2015 11:36 AM
177	Math, Sci, SS	10/28/2015 9:49 AM
178	ELA, Math, Science, Social Studies	10/28/2015 8:18 AM
179	ELA, Math, Science, Social Studies	10/28/2015 8:13 AM
180	multiple content	10/28/2015 7:57 AM
181	administration	10/28/2015 7:47 AM
182	ELA, math, science, social studies	10/27/2015 10:03 PM
183	Multiple	10/27/2015 5:15 PM
184	math and reading	10/27/2015 4:07 PM
185	Physical Education	10/27/2015 3:24 PM
186	All content	10/27/2015 3:24 PM
187	Reading writing math	10/27/2015 1:52 PM
188	Administration	10/27/2015 1:44 PM
189	AP	10/27/2015 1:40 PM
190	Special Education (Reading, Writing, and Math)	10/27/2015 1:03 PM
191	Adnin	10/27/2015 12:33 PM
192	Reading, Writing, Social Studies	10/27/2015 12:12 PM
193	Social Studies, Writing	10/27/2015 12:03 PM
194	Special Education Pull Out Math and Reading	10/27/2015 12:03 PM
195	ESL	10/27/2015 11:30 AM
196	RTI	10/27/2015 11:06 AM
197	ELA, Math, Writing, Social Studies	10/27/2015 10:55 AM
198	Counseling	10/27/2015 10:49 AM
199	ELA and Math Special Education	10/27/2015 9:59 AM
200	Journalism	10/27/2015 9:46 AM
201	Multiple	10/27/2015 9:40 AM
202	i am a teacher assistant for pre-k	10/27/2015 9:26 AM
203	Math, ELA, Science & Soc. Studies	10/27/2015 8:50 AM
204	Math, Science, Social Studies, ELA, Writing	10/27/2015 8:25 AM
205	Elementary	10/27/2015 7:30 AM
206	All	10/27/2015 6:20 AM
207	All subjects: ELA, math, Science, Social Studies	10/26/2015 10:39 PM
208	ELA and math	10/26/2015 9:07 PM
209	ELA and Math	10/26/2015 8:50 PM
210	ELA, READING, WRITING, MATH, SCIENCE, SOCIAL STUDIES	10/26/2015 8:44 PM
211	Math, ELA, Science, Social Studies	10/26/2015 8:34 PM
212	Elementary Homeroom Teacher	10/26/2015 8:22 PM
213	Multiple/CORE	10/26/2015 8:22 PM

## Assessment Inventory Uses

214	All, multiple	10/26/2015 8:17 PM
215	Speech therapy	10/26/2015 8:17 PM
216	social studies	10/26/2015 8:04 PM
217	Multiple	10/26/2015 7:48 PM
218	all	10/26/2015 7:11 PM
219	Science, social studies, math, reading ELA	10/26/2015 6:32 PM
220	Math	10/26/2015 6:07 PM
221	All subjects, elementary teacher	10/26/2015 5:21 PM
222	multiple content	10/26/2015 5:18 PM
223	Language Arts, Math, Writing, Science, Social Studies	10/26/2015 4:39 PM
224	Elementary Education	10/26/2015 4:26 PM
225	ELA, math, science, social studies, writing	10/26/2015 4:15 PM
226	All	10/26/2015 4:09 PM
227	all content	10/26/2015 4:09 PM
228	Multiple	10/26/2015 4:04 PM
229	Student Services	10/26/2015 4:04 PM
230	math	10/26/2015 4:00 PM
231	ELA, MATH, SOCIAL STUDIES, SCIENCE	10/26/2015 4:00 PM
232	ela, math, ss, sci	10/26/2015 3:59 PM
233	mathematics	10/26/2015 3:56 PM
234	multiple	10/26/2015 3:49 PM
235	ELL	10/26/2015 3:30 PM
236	ELA, Math, Science and Social Studies	10/26/2015 3:28 PM
237	Math and ELA Spled	10/26/2015 3:28 PM
238	Multiple Content	10/26/2015 3:27 PM
239	All	10/26/2015 3:05 PM
240	multiple content	10/26/2015 3:03 PM
241	all	10/26/2015 3:03 PM
242	All subjects	10/26/2015 2:59 PM
243	All elementary subjects	10/26/2015 2:56 PM
244	ELA, Math, Social Studies, Science, Writing	10/26/2015 2:53 PM
245	all elementary services	10/26/2015 12:43 PM
246	All subjects	10/26/2015 12:00 PM
247	Guidance	10/26/2015 11:20 AM
248	All content areas	10/26/2015 11:16 AM
249	4 th grade	10/26/2015 10:22 AM
250	Multiple	10/26/2015 10:01 AM
251	Assistant Principal	10/26/2015 9:49 AM
252	Science	10/26/2015 9:45 AM
253	Phys ed health	10/26/2015 8:58 AM
254	English Language Arts, Mathematics	10/26/2015 8:47 AM

## Assessment Inventory Uses

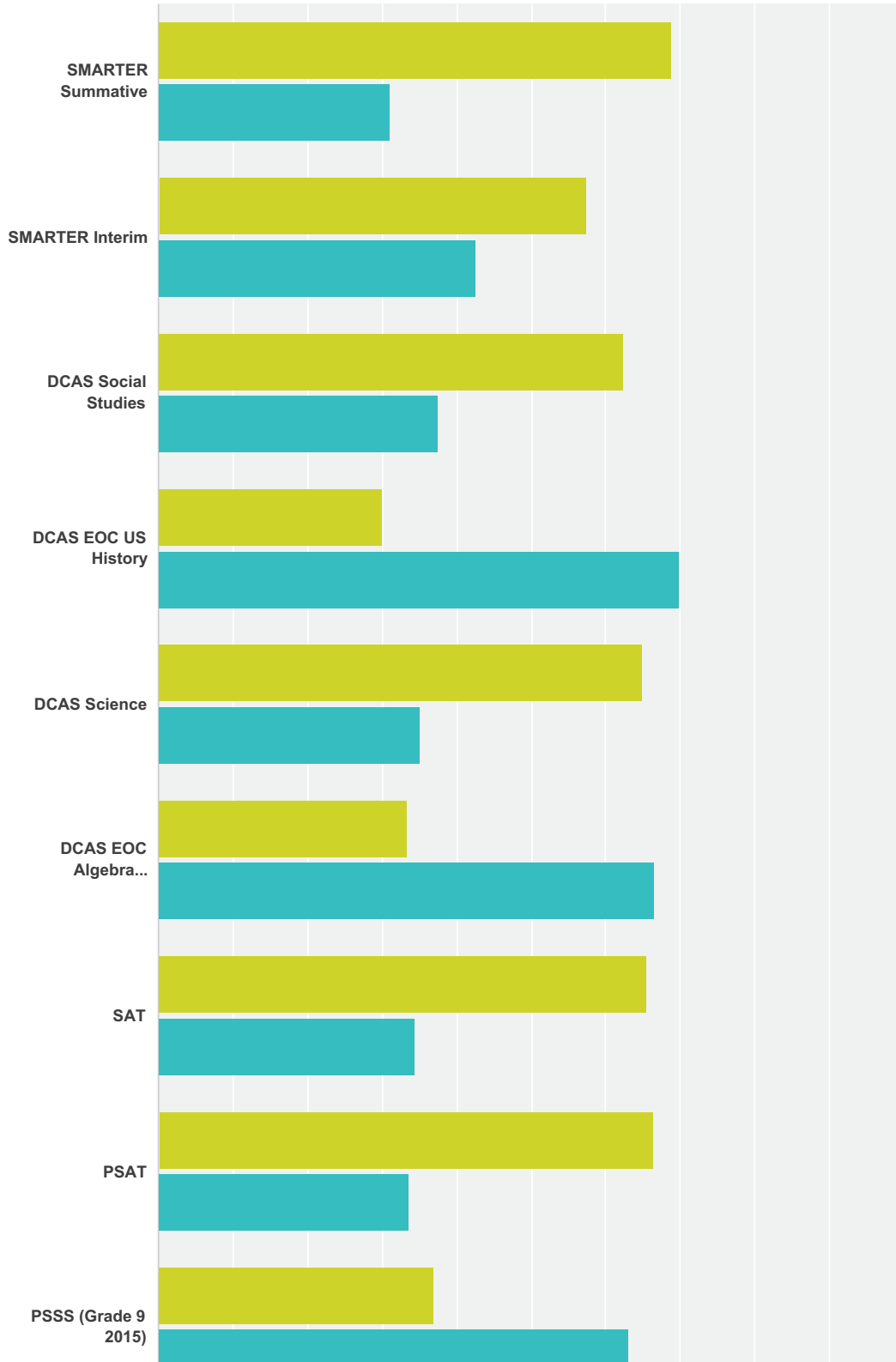
255	other	10/26/2015 8:46 AM
256	Multiple	10/26/2015 8:42 AM
257	English, Math, Social Studies	10/26/2015 8:17 AM
258	Mathematics and Social	10/26/2015 8:03 AM
259	multiple content	10/25/2015 7:54 PM
260	ELA, Math, Social Studies, Science	10/25/2015 6:09 PM
261	Multiple content	10/25/2015 5:06 PM
262	Elementary and Special Education - All subject areas (math, reading, writing, science, social studies)	10/25/2015 1:09 PM
263	ELA, Math, Science, Social Studies, Dual Certified	10/25/2015 1:04 PM
264	reading, math	10/25/2015 11:38 AM
265	art	10/25/2015 8:44 AM
266	ELA and Math	10/24/2015 8:08 PM
267	Multiple content	10/24/2015 11:23 AM
268	All subjects	10/24/2015 12:37 AM
269	All subjects	10/23/2015 4:22 PM
270	Reading specialist	10/23/2015 3:11 PM
271	ELA, Math	10/23/2015 12:41 PM
272	Math, Writing	10/23/2015 8:01 AM
273	mathematics, writing	10/23/2015 7:44 AM
274	Multiple content	10/22/2015 5:59 PM
275	Speech-Language therapy	10/22/2015 4:56 PM
276	Technology / Media	10/22/2015 4:56 PM
277	math and writing	10/22/2015 4:24 PM
278	math, writing	10/22/2015 3:47 PM
279	mathematics	10/22/2015 3:15 PM
280	Health and Physical Education	10/22/2015 3:06 PM
281	All subjects except science	10/22/2015 2:57 PM
282	Counselor	10/22/2015 2:30 PM
283	Library	10/22/2015 2:28 PM
284	multiple	10/22/2015 12:20 PM
285	Multiple Content	10/22/2015 10:58 AM
286	psychologist	10/22/2015 10:42 AM
287	Math, Science, Reading	10/22/2015 10:00 AM
288	5ht grade curriculum- all core subjects	10/22/2015 9:40 AM
289	Library	10/22/2015 9:27 AM
290	Talented and Gifted	10/21/2015 4:04 PM
291	Special Education	10/21/2015 11:28 AM
292	other	10/21/2015 11:03 AM
293	Support team	10/21/2015 9:28 AM
294	multiple	10/21/2015 8:31 AM
295	Mathematics and Social Studies	10/20/2015 5:17 PM

## Assessment Inventory Uses

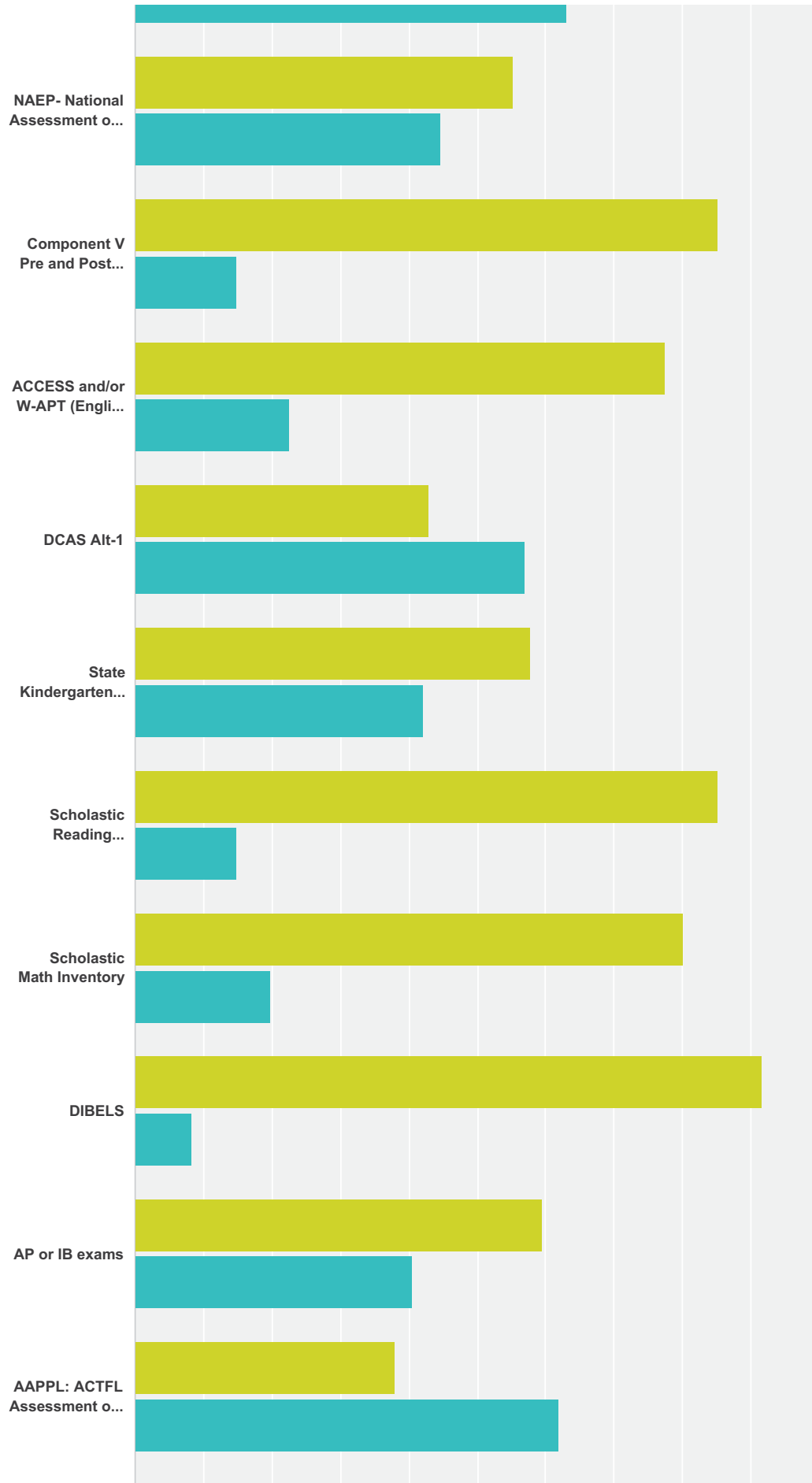
296	math,socila studies, ELA, reading	10/20/2015 4:38 PM
297	all	10/20/2015 4:08 PM
298	Multiple Content	10/20/2015 3:54 PM
299	ELA Math Science SS Writing	10/20/2015 2:48 PM
300	Research	10/20/2015 2:05 PM
301	DriverEducation now you know who I am	10/20/2015 1:37 PM
302	Counselor	10/20/2015 1:33 PM
303	ELA, Math, Social Studies, Science, Writing	10/20/2015 12:24 PM
304	Music	10/20/2015 12:14 PM
305	Strings - Bluegrass	10/20/2015 12:04 PM
306	Philosophy	10/20/2015 11:00 AM
307	ELA, Math, Science, SS, Writing	10/20/2015 10:46 AM
308	ELA,Science, Math, Writing, Social Studies	10/19/2015 10:20 PM
309	multiple	10/19/2015 2:35 PM
310	ELA math science social studies	10/19/2015 2:24 PM
311	ELA, Math, Writing, Social Studies, Science	10/19/2015 2:14 PM
312	math	10/19/2015 12:50 PM
313	elementary ed-I teach all subjects.	10/19/2015 8:33 AM
314	psychologist	10/19/2015 8:18 AM
315	English Language Development	10/19/2015 8:15 AM
316	all - elementary	10/18/2015 8:30 PM
317	elementary teach all subjects	10/16/2015 4:19 PM
318	Advisor	10/16/2015 2:35 PM
319	Math, Social Studies, and science	10/16/2015 9:56 AM
320	It will only let you choose one-I am an Elementary Generalist-All subjects	10/15/2015 8:37 PM
321	Administrator	10/15/2015 4:42 PM
322	Life Skills	10/15/2015 12:07 PM
323	Support staff	10/15/2015 11:03 AM

**Q4 Do users of the STATE or DISTRICT required assessments use it for its intended use(s)? If you do not use the assessment, do not answer.**

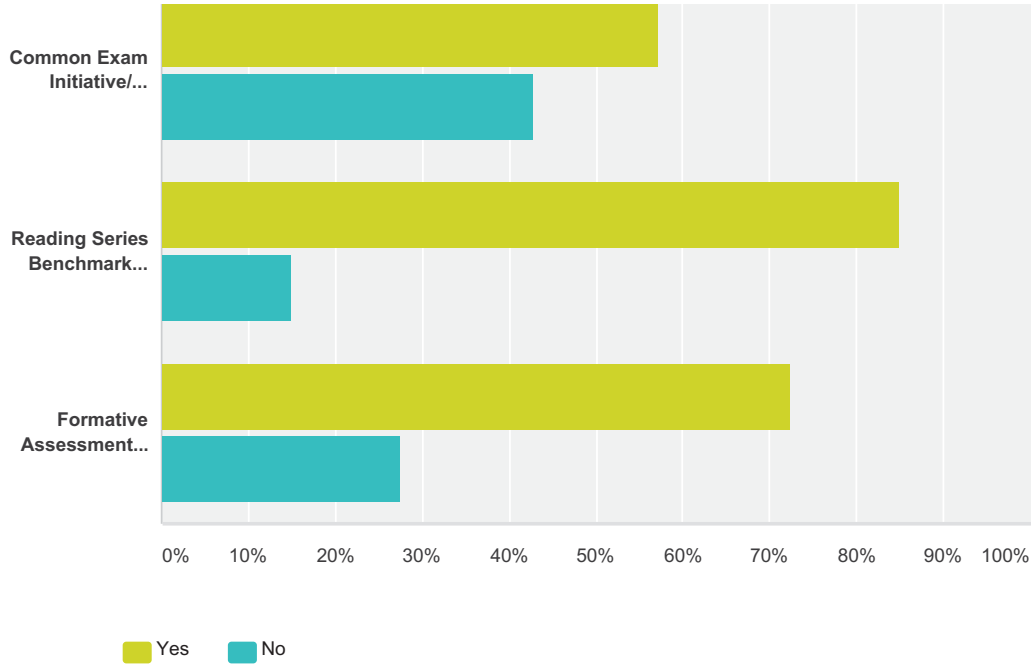
Answered: 531 Skipped: 74



# Assessment Inventory Uses



### Assessment Inventory Uses



	Yes	No	Total
SMARTER Summative	68.84% 201	31.16% 91	292
SMARTER Interim	57.47% 127	42.53% 94	221
DCAS Social Studies	62.42% 98	37.58% 59	157
DCAS EOC US History	30.16% 19	69.84% 44	63
DCAS Science	64.96% 89	35.04% 48	137
DCAS EOC Algebra II/Integrated Math III	33.33% 20	66.67% 40	60
SAT	65.48% 55	34.52% 29	84
PSAT	66.29% 59	33.71% 30	89
PSSS (Grade 9 2015)	37.04% 20	62.96% 34	54
NAEP- National Assessment of Educational Progress	55.29% 47	44.71% 38	85
Component V Pre and Post Tests	85.12% 286	14.88% 50	336
ACCESS and/or W-APT (English Proficiency for ELLs)	77.39% 89	22.61% 26	115
DCAS Alt-1	43.10% 25	56.90% 33	58
State Kindergarten Readiness Assessments	57.83% 48	42.17% 35	83

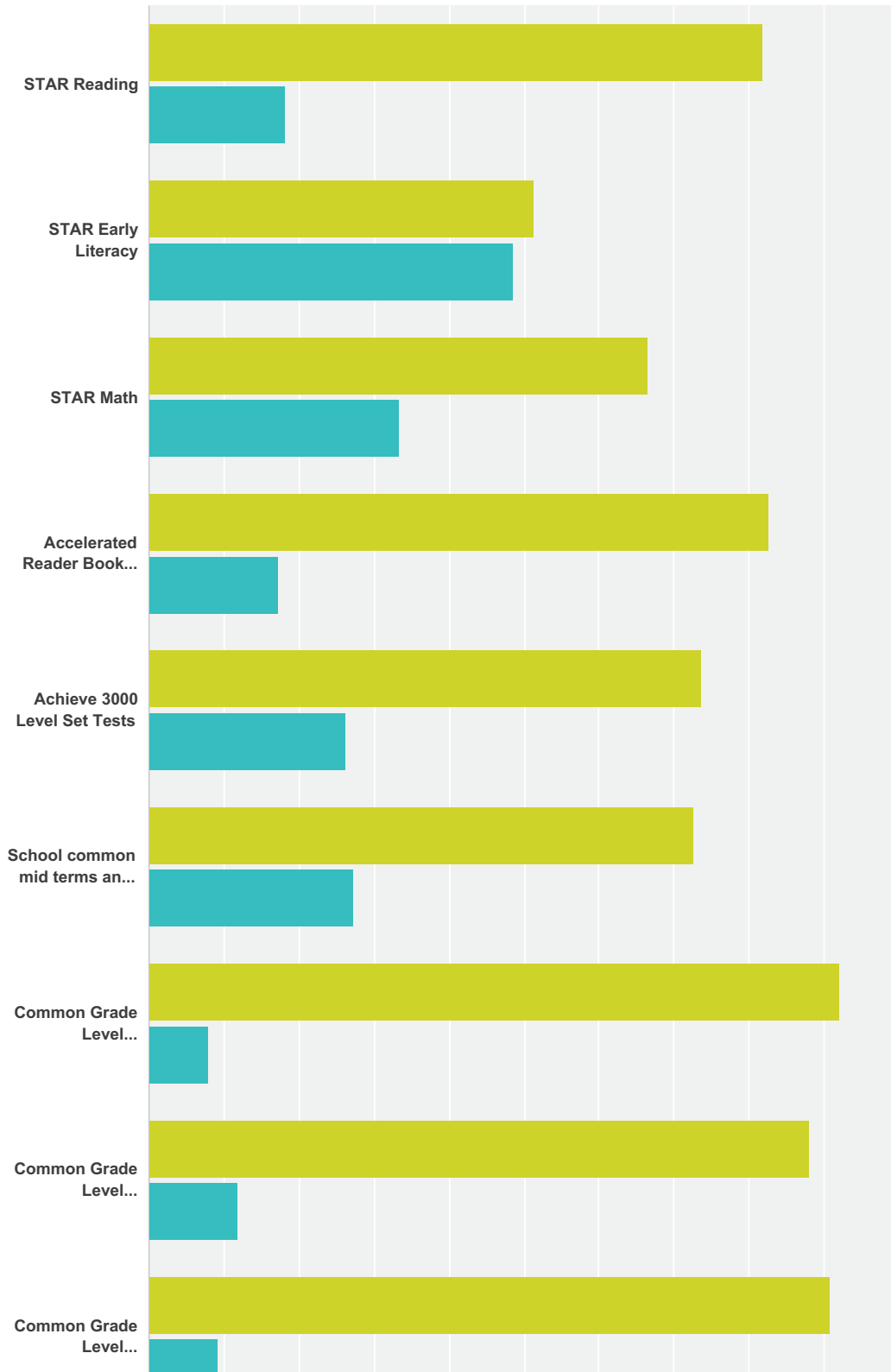


## Assessment Inventory Uses

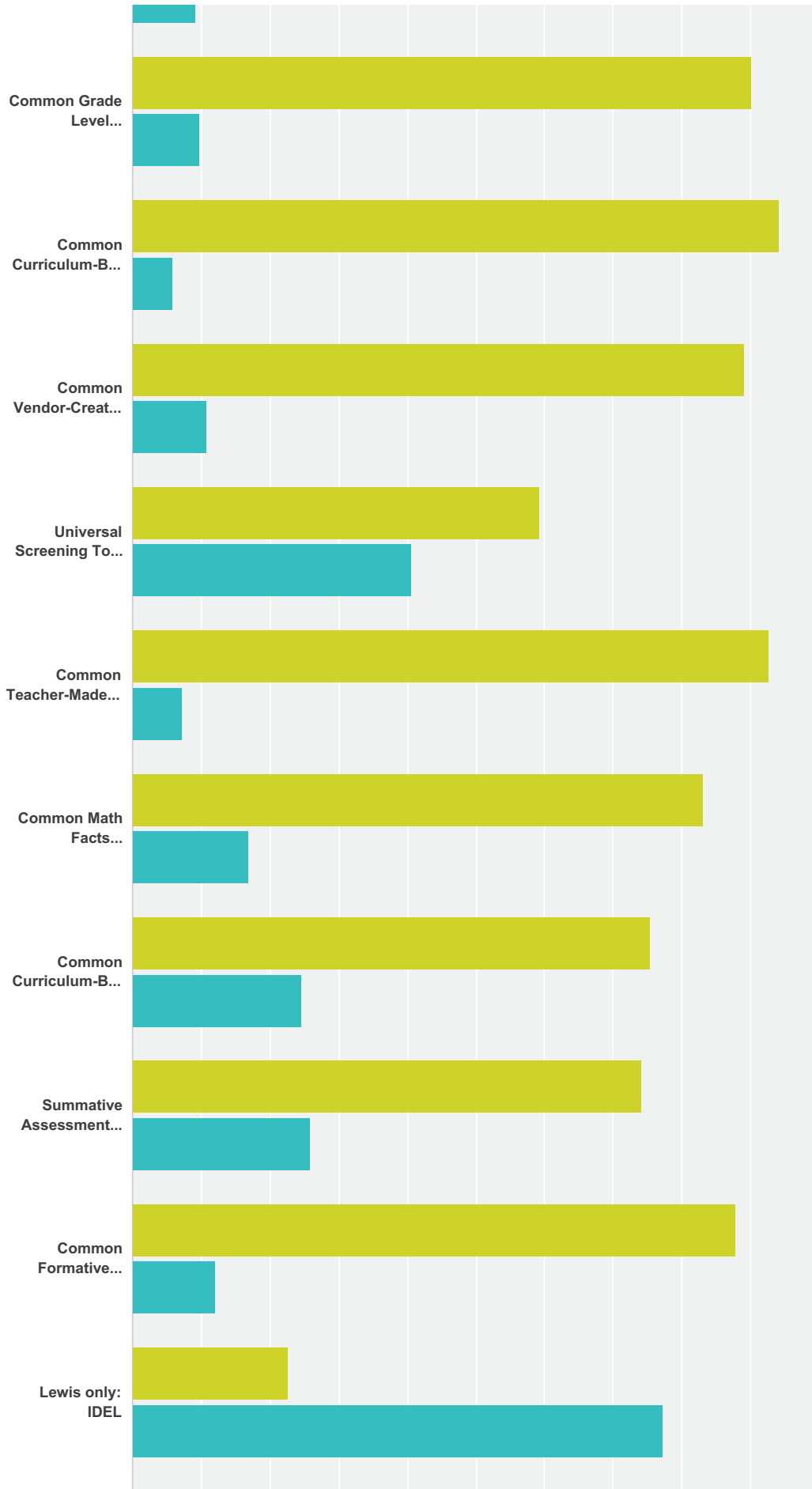
Scholastic Reading Inventory	<b>85.12%</b> 246	<b>14.88%</b> 43	289
Scholastic Math Inventory	<b>80.26%</b> 183	<b>19.74%</b> 45	228
DIBELS	<b>91.67%</b> 242	<b>8.33%</b> 22	264
AP or IB exams	<b>59.42%</b> 41	<b>40.58%</b> 28	69
AAPPL: ACTFL Assessment of Performance toward Proficiency in Languages	<b>38.10%</b> 16	<b>61.90%</b> 26	42
Common Exam Initiative/ District Finals	<b>57.14%</b> 48	<b>42.86%</b> 36	84
Reading Series Benchmark Assessment	<b>85.00%</b> 221	<b>15.00%</b> 39	260
Formative Assessment Probes (Mathematics)	<b>72.46%</b> 121	<b>27.54%</b> 46	167

**Q5 Do users of the SCHOOL-LEVEL assessments use it for its intended use(s)?  
If you do not use the assessment, do not answer.**

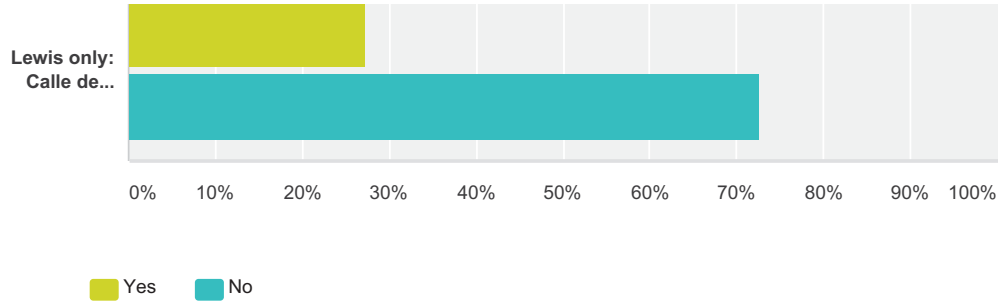
Answered: 393 Skipped: 212



# Assessment Inventory Uses



## Assessment Inventory Uses



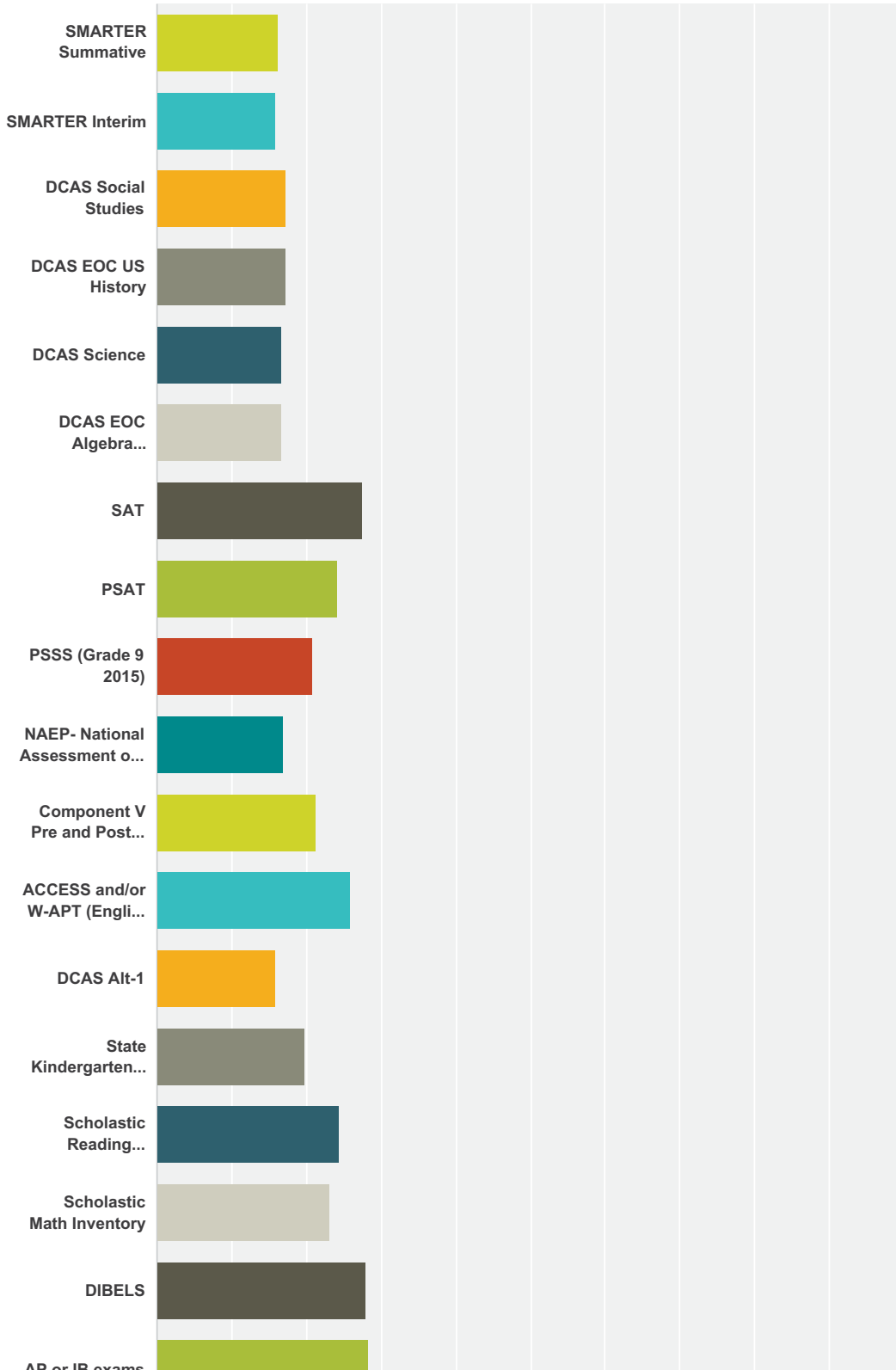
	Yes	No	Total
STAR Reading	81.82% 99	18.18% 22	121
STAR Early Literacy	51.43% 18	48.57% 17	35
STAR Math	66.67% 42	33.33% 21	63
Accelerated Reader Book Tests	82.61% 76	17.39% 16	92
Achieve 3000 Level Set Tests	73.68% 56	26.32% 20	76
School common mid terms and finals	72.60% 53	27.40% 20	73
Common Grade Level Assessment (ELA: Vocabulary, Reading Comprehension) See table for examples	92.12% 187	7.88% 16	203
Common Grade Level Assessment (ELA: Writing) See table for examples	88.12% 178	11.88% 24	202
Common Grade Level Assessment (ELA: Phonics) See table for examples	90.80% 148	9.20% 15	163
Common Grade Level Assessment (ELA: Fluency) See table for examples	90.12% 146	9.88% 16	162
Common Curriculum-Based Assessment (Mathematics) See table for examples	94.18% 178	5.82% 11	189
Common Vendor-Created Assessment (Mathematics) See table for examples	89.22% 91	10.78% 11	102
Universal Screening Tool (Mathematics)	59.38% 38	40.63% 26	64
Common Teacher-Made Assessment (Mathematics)	92.72% 140	7.28% 11	151
Common Math Facts Assessment	83.17% 84	16.83% 17	101
Common Curriculum-Based Assessment (Social Studies) See table for examples	75.32% 58	24.68% 19	77
Summative Assessment Coalition Units(Science)	74.12% 63	25.88% 22	85
Common Formative Assessments (Various Subjects) Example: PLC created	87.90% 109	12.10% 15	124
Lewis only: IDEL	22.73% 5	77.27% 17	22

## Assessment Inventory Uses

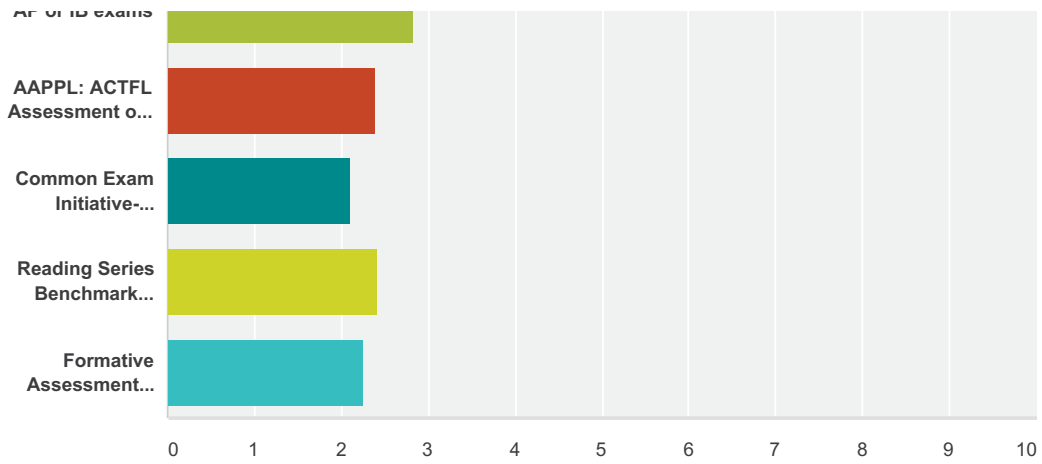
Lewis only: Calle de Lectura Unit Benchmarks	<b>27.27%</b> 6	<b>72.73%</b> 16	22
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**Q6 To what degree do users of the STATE or DISTRICT required assessment find it useful or not useful? If you do not use the assessment, do not answer.**

Answered: 519 Skipped: 86



## Assessment Inventory Uses



	Not Useful	Somewhat Useful	Useful	Very Useful	Total	Weighted Average
SMARTER Summative	51.44% 143	36.69% 102	10.07% 28	1.80% 5	278	1.62
SMARTER Interim	53.99% 115	34.27% 73	10.33% 22	1.41% 3	213	1.59
DCAS Social Studies	45.19% 61	37.04% 50	16.30% 22	1.48% 2	135	1.74
DCAS EOC US History	56.76% 21	16.22% 6	24.32% 9	2.70% 1	37	1.73
DCAS Science	50.00% 57	34.21% 39	13.16% 15	2.63% 3	114	1.68
DCAS EOC Algebra II/Integrated Math III	55.56% 20	25.00% 9	16.67% 6	2.78% 1	36	1.67
SAT	19.44% 14	12.50% 9	40.28% 29	27.78% 20	72	2.76
PSAT	22.78% 18	29.11% 23	31.65% 25	16.46% 13	79	2.42
PSSS (Grade 9 2015)	41.67% 15	16.67% 6	33.33% 12	8.33% 3	36	2.08
NAEP- National Assessment of Educational Progress	60.87% 42	18.84% 13	10.14% 7	10.14% 7	69	1.70
Component V Pre and Post Tests	30.14% 88	34.59% 101	27.74% 81	7.53% 22	292	2.13
ACCESS and/or W-APT (English Proficiency for ELLs)	20.55% 15	23.29% 17	32.88% 24	23.29% 17	73	2.59
DCAS Alt-1	62.50% 20	18.75% 6	15.63% 5	3.13% 1	32	1.59
State Kindergarten Readiness Assessment	37.50% 24	35.94% 23	17.19% 11	9.38% 6	64	1.98
Scholastic Reading Inventory	14.18% 37	39.08% 102	34.87% 91	11.88% 31	261	2.44
Scholastic Math Inventory	17.96% 37	40.29% 83	33.50% 69	8.25% 17	206	2.32

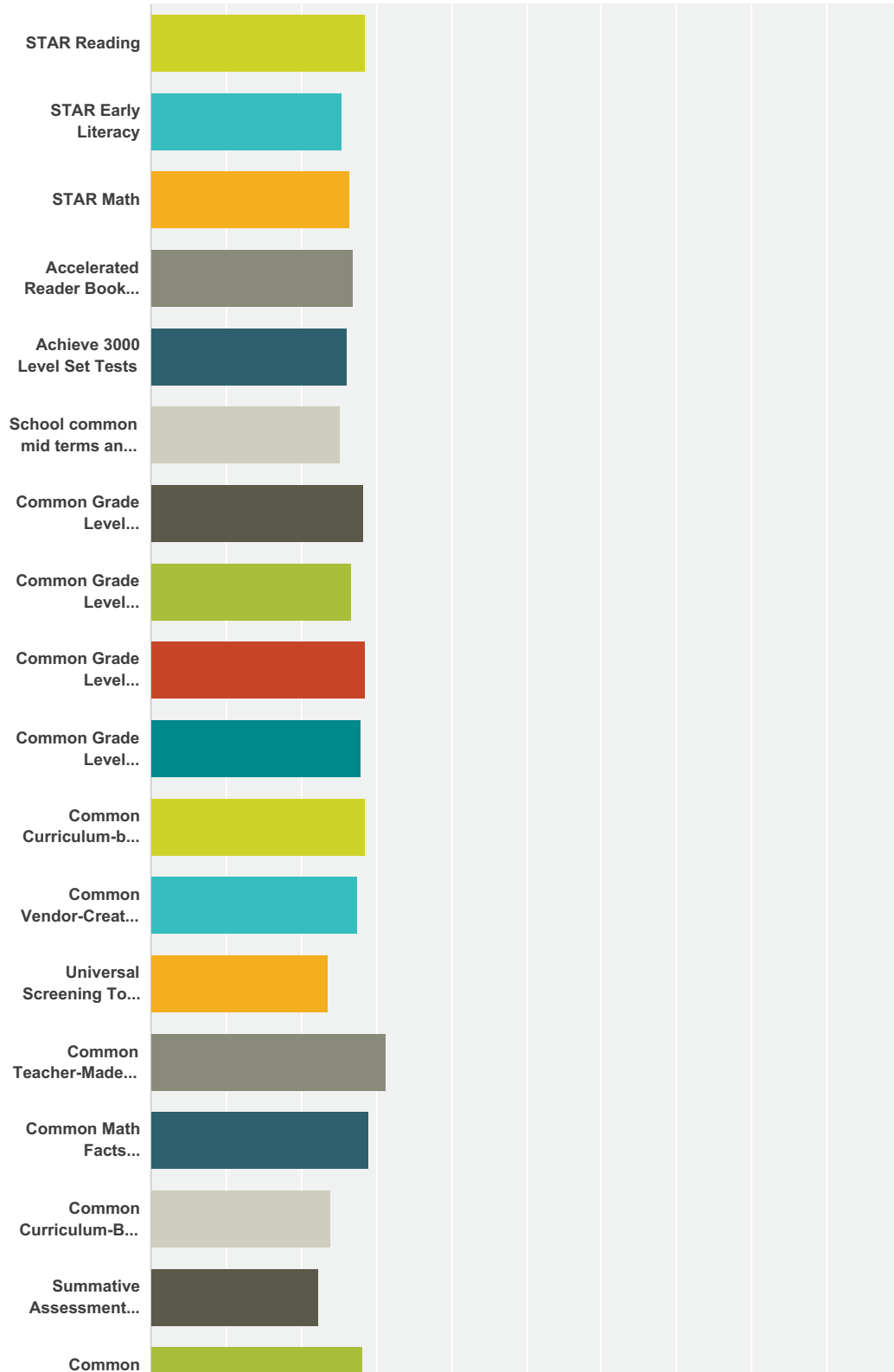
## Assessment Inventory Uses

DIBELS	<b>6.80%</b> 17	<b>28.00%</b> 70	<b>43.20%</b> 108	<b>22.00%</b> 55	250	2.80
AP or IB exams	<b>20.37%</b> 11	<b>12.96%</b> 7	<b>29.63%</b> 16	<b>37.04%</b> 20	54	2.83
AAPPL: ACTFL Assessment of Performance toward Proficiency in Languages	<b>33.33%</b> 10	<b>10.00%</b> 3	<b>40.00%</b> 12	<b>16.67%</b> 5	30	2.40
Common Exam Initiative- District Finals	<b>32.84%</b> 22	<b>31.34%</b> 21	<b>28.36%</b> 19	<b>7.46%</b> 5	67	2.10
Reading Series Benchmark Assessments	<b>16.14%</b> 41	<b>35.43%</b> 90	<b>38.98%</b> 99	<b>9.45%</b> 24	254	2.42
Formative Assessment Probes (Mathematics)	<b>25.33%</b> 38	<b>31.33%</b> 47	<b>36.00%</b> 54	<b>7.33%</b> 11	150	2.25

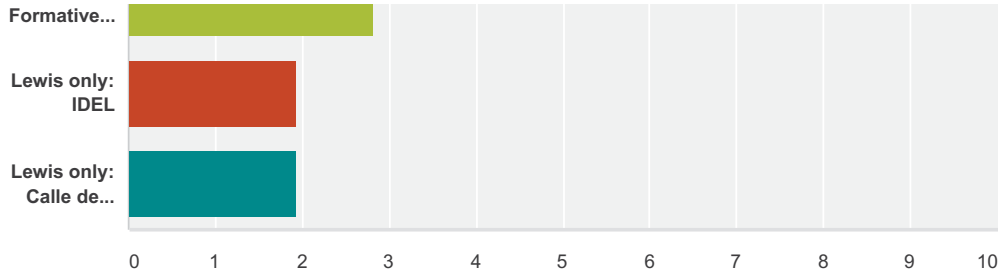


**Q7 To what degree do users of the SCHOOL-LEVEL assessment find it useful or not useful?If you do not use the assessment, do not answer.**

Answered: 384 Skipped: 221



## Assessment Inventory Uses



	Not Useful	Somewhat Useful	Useful	Very Useful	Total	Weighted Average
STAR Reading	6.25% 7	23.21% 26	48.21% 54	22.32% 25	112	2.87
STAR Early Literacy	18.18% 6	24.24% 8	42.42% 14	15.15% 5	33	2.55
STAR Math	17.86% 10	19.64% 11	41.07% 23	21.43% 12	56	2.66
Accelerated Reader Book Tests	10.47% 9	26.74% 23	46.51% 40	16.28% 14	86	2.69
Achieve 3000 Level Set Tests	14.49% 10	26.09% 18	43.48% 30	15.94% 11	69	2.61
School common mid terms and finals	18.75% 12	25.00% 16	42.19% 27	14.06% 9	64	2.52
Common Grade Level Assessment (ELA: Vocabulary, Reading Comprehension) See table for examples	5.95% 11	20.54% 38	57.30% 106	16.22% 30	185	2.84
Common Grade Level Assessment (ELA: Writing) See table for examples	7.46% 15	27.36% 55	54.73% 110	10.45% 21	201	2.68
Common Grade Level Assessment (ELA: Phonics) See table for examples	3.80% 6	22.15% 35	58.86% 93	15.19% 24	158	2.85
Common Grade Level Assessment (ELA: Fluency) See table for examples	3.82% 6	27.39% 43	54.14% 85	14.65% 23	157	2.80
Common Curriculum-based Assessment (Mathematics) See table for examples	5.26% 9	18.13% 31	61.99% 106	14.62% 25	171	2.86
Common Vendor-Created Assessment (Mathematics) See table for examples	7.84% 8	20.59% 21	60.78% 62	10.78% 11	102	2.75
Universal Screening Tool (Mathematics)	27.45% 14	17.65% 9	47.06% 24	7.84% 4	51	2.35
Common Teacher-Made Assessment (Mathematics)	5.04% 7	7.91% 11	54.68% 76	32.37% 45	139	3.14
Common Math Facts Assessment	7.29% 7	17.71% 17	52.08% 50	22.92% 22	96	2.91
Common Curriculum-Based Assessment (Social Studies)	17.50% 14	31.25% 25	43.75% 35	7.50% 6	80	2.41
Summative Assessment Coalition Units(Science)	22.99% 20	34.48% 30	39.08% 34	3.45% 3	87	2.23
Common Formative Assessments (Various Subjects) Example: PLC created	12.71% 15	16.10% 19	48.31% 57	22.88% 27	118	2.81
Lewis only: IDEL	47.06% 8	17.65% 3	29.41% 5	5.88% 1	17	1.94

## Assessment Inventory Uses

Lewis only: Calle de Lectura Unit Benchmarks	<b>47.06%</b> 8	<b>17.65%</b> 3	<b>29.41%</b> 5	<b>5.88%</b> 1	17	1.94
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## Assessment Inventory Uses

### Q8 What assessments do you find the most useful and why? Name the assessment before your explanation.

Answered: 383 Skipped: 222

#	Responses	Date
1	STAR Reading & Math - can be done fairly quickly, students are not intimidated by these tests.	11/8/2015 9:16 PM
2	Scott Foresman Fresh Reads--Over time they really indicate a student's yearly success or lack thereof when aggregated.	11/8/2015 10:50 AM
3	Scott Foresman Fresh Reads--Over time they really indicate a student's yearly success or lack thereof when aggregated.	11/8/2015 10:46 AM
4	Running Records - although not required, I give this one on one and it provides loads of information.	11/6/2015 8:47 PM
5	DIBELS, it shows what letter sounds the student knows or doesn't know. It measures fluency also.	11/6/2015 3:05 PM
6	teacher made and vendor created.	11/6/2015 2:39 PM
7	The district post test tells me if students understand many of the most important concepts	11/6/2015 1:13 PM
8	SAT - college admissions	11/6/2015 12:24 PM
9	DIBELS: It is easy to see exactly what concepts a students has mastered and it is quick and simple to administer.	11/6/2015 12:04 PM
10	Dibels ORF Math facts SF sight words	11/6/2015 11:40 AM
11	I only use standardized assessments through DPAS for teacher evaluation.	11/6/2015 11:16 AM
12	DIBELS provides useful information on kindergarten and first grade student performance with relevant early literacy skills.	11/6/2015 9:43 AM
13	ones that match what we are teaching	11/6/2015 9:12 AM
14	Dibels because it is standardized and determines reading readiness	11/6/2015 9:08 AM
15	SAT because it is necessary for college. The data is helpful.	11/6/2015 6:38 AM
16	Sbac	11/5/2015 9:55 PM
17	Teacher-created assessments	11/5/2015 7:10 PM
18	Reading series fresh read and benchmark assessments. Also math vendor created assessments because both cover material explicitly taught and Evaluate teachers and students abilities.	11/5/2015 7:07 PM
19	Math Expressions and Scott Foresman Benchmark assessments-both inform me of my students' weaknesses and needs for reteaching	11/5/2015 6:45 PM
20	Achieve 3000 - students are assessed on their reading level but on the same standards. STAR - students are able to choose what they read. SRI - provides great information and data throughout the year. All above assessments are beneficial to benchmarking.	11/5/2015 5:26 PM
21	Common grade level assessments are very useful as we know the curriculum and they were designed to assess items related to curriculum. They drive instruction.	11/5/2015 4:45 PM
22	Common grade-level assessments- They give specific, immediate feedback on skills our students (across the whole grade) are currently working on.	11/5/2015 4:44 PM
23	Scholastic Reading and Math Inventories for formulating group and assessing student progress. Math Expressions Vendor created assessments to assess student understanding and ability to apply the skill. Words Their Way word study assessments monitoring student growth and application of the spelling skill pattern as well as forming groups.	11/5/2015 4:41 PM
24	Scholastic Inventories - Math and Reading for creating groups and assessing student progress. Math Expressions created assessments for assessing student understanding and achievement. Words Their Way Word Study assessments for monitoring and tracking student growth and understanding as well as for forming groups.	11/5/2015 4:41 PM
25	Math Expressions quick quizzes and unit tests The assessments are directly tied to what is being taught.	11/5/2015 4:41 PM

## Assessment Inventory Uses

26	Words Their Way for determining spelling groups. Running records for determining level of comprehension and decoding abilities. Informal phonics inventory for assessing the lowest readers to determine areas of need.	11/5/2015 4:39 PM
27	Math Expression Quick Quizzes and unit tests	11/5/2015 4:39 PM
28	Math Expressions Quick Quizzes and Unit Tests are useful because they are tied directly to curriculum covered.	11/5/2015 4:39 PM
29	MAP - reading and math, 3x per year, so it measured progress, gave specific feedback by reading/math strand	11/5/2015 4:39 PM
30	Math Expressions Quick Quizzes and Unit tests are useful. The pretest is somewhat useful.	11/5/2015 4:38 PM
31	I only use Component V - I find it useful in that I am able to see growth in my students however this year I used C measurement so I did not use the given test.	11/5/2015 4:37 PM
32	DIBELS gives accurate information that allows a teacher to plan instruction.	11/5/2015 4:37 PM
33	MAP testing was very valuable to me because it allowed me to break down my students skills and note where there is a level of achievement and where there is a level of difficulty within different strands of ELA	11/5/2015 4:36 PM
34	Informal phonics inventory Words their Way Running Record all very formative	11/5/2015 4:36 PM
35	MAP testing In past years we used MAP for reading. This assessment provided me with valuable information on what students were able to do and not do. It also provided me with valuable information on what skills to teach to improve their reading abilities. I would love to be able to give this assessment for reading and math.	11/5/2015 4:35 PM
36	Comp 5 Grade 3 Visual Arts. I have used this assessment for the last few years and I find it useful and it guides my planning for the year.	11/5/2015 4:35 PM
37	SRI, Dibels	11/5/2015 4:35 PM
38	Assessments that are directly linked to the curriculum such as the Math Expressions.	11/5/2015 4:33 PM
39	Math Expressions unit tests/Running Records/sight word inventories/scott foresman fresh reads	11/5/2015 4:30 PM
40	Running records- provides decoding and comprehension information.	11/5/2015 4:27 PM
41	common teacher made assessment-it targets what exactly is actually being taught and provides frequent, quick feedback to both teachers to continually guide instruction and to families to always know where the students are at	11/5/2015 3:59 PM
42	DIBELS Math Expressions Assessment	11/5/2015 3:59 PM
43	Dibels	11/5/2015 3:54 PM
44	Common Formative and Summative assessments made with the other grade level subject teachers. They give us the feedback we need.	11/5/2015 3:10 PM
45	DIBELs Next individually given; skill specific	11/5/2015 3:04 PM
46	Classroom Formatives	11/5/2015 2:51 PM
47	AAPPL - it helps judge actual proficiency of the language. It gives students the opportunity to earn credits based on their knowledge and performance of a subject.	11/5/2015 2:00 PM
48	Component before and after pre and post show growth	11/5/2015 1:50 PM
49	I prefer Star Reading and Accelerated Reader tests. I find them accurate measures of reading. AR tests were motivational for all students and we used to set marking period goals throughout the year. The AR tests also showed the effort each student put into their reading. Also, they could take tests on three different levels- books read to them, with them and independently. These three types of tests allowed even non readers to participate and scaffolded vocabulary/plot so students could use auditory listening skills to stretch and grow. Apps allowed parents to monitor and support their participation in Accelerated Reader. This tool allowed me to work collaboratively with families and students to individualize their reading. The Zone of Proximal Development was research-based and beneficial.	11/5/2015 12:30 PM
50	Skills tests developed by the Health and Phys Ed. Council	11/5/2015 12:22 PM
51	Assessment used in the classroom based on the materials covered in the classroom.	11/5/2015 12:17 PM
52	SRI ACHIEVE 3000 Time frame and at students level	11/5/2015 11:56 AM
53	I find the assessments I create for Reading, text based writing and the ones provided in math Expressions most useful to show progress. I rely heavily on the SRI and SMI to manipulate my cooperative learning groups.	11/5/2015 11:09 AM
54	IB exams - feedback for how I am preparing my IB students	11/5/2015 10:42 AM
55	SRI and SMI	11/5/2015 9:55 AM
56	SMI - it is a diagnostic and we have the scores immediately.	11/5/2015 9:46 AM

## Assessment Inventory Uses

57	Transfer Tasks at the end of the Delaware Recommended Curriculum units for social studies. They allow for flexibility in the product and process to meet the needs of diverse learners.	11/5/2015 9:38 AM
58	Curriculum math - assess student progress Benchmark reading - assesses what	11/5/2015 9:15 AM
59	The curriculum based assessments are the most meaningful because they are designed to be aligned to the standards. In addition, the Scholastic Reading Inventory assessments and DIBELS assessments are helpful in identifying students current levels of performance. They are also the two assessments that are used frequently to monitor students' growth.	11/5/2015 8:05 AM
60	Sight word inventory pre-primer. I need to see what vocabulary the students know from Kindergarten. However this is not an assessment that was listed but my whole team and any Reading/ RTI specialists use this as an evaluation year round especially for low students. In the beginning of the year I use the Sight word, DIBELS, and Running Records to form my small guided reading groups.	11/5/2015 6:53 AM
61	I believe the SAT is the most useful. It is used by colleges, and our goals are often to get students ready for post-secondary careers/schooling. It is now aligned with common core, so it should be assessing how much a student is learning from their school curriculum as well. You could use a growth model if you took PSAT into account as well, although admittedly not as well. I think the SMI and SRI seem really useful to parents and teachers as well.	11/4/2015 10:41 PM
62	Teacher made PLC, Teachers know where and when and subject content that students need to be assessed on.	11/4/2015 10:20 PM
63	Teacher created because it meets the needs of our students.	11/4/2015 9:49 PM
64	The assessments that are divided into my focus areas which are learning Goals and objectives, assessment and ease of grading, and Student Feedback. Learning objectives should be about student performance and where they should be by the end of the lesson (so they must be common core aligned to be useful.) Secondly, it is important to have evidence of student learning during class as well as through assignments, and assessments. Engaging activities will provide this evidence (so thus must meet the needs of my students while getting them to the final outcome...not always a workbook or worksheet). Lastly, gathering feedback from students can be a great way to get a glimpse into how they are experiencing a lesson and is a form of assessment. As educators students should feel welcomed to share, what is working and what is not working for them, thus, it will allow us to tweak our instruction towards their individual needs (useful assessments allow me to reflect as an educator.) So in order to answer this question I would have to say I look at my students needs and provide the assessment that will give my the data to support growth, learning, rigor and understanding while promoting global citizens. I think they all have a data set that we can use, the powers that be need to condense and make sure they are valid and reliable. I need assessments that will inform my instruction and have the ability to meet the needs of all students not matter ability, or background.	11/4/2015 9:14 PM
65	Scott Foresman Fresh reads and running records	11/4/2015 8:46 PM
66	DIBELS and SRI, gives progress monitoring data to help with small groups	11/4/2015 7:51 PM
67	DIBELS - measures a few different areas: letter naming fluency, first sound fluency, and nonsense word fluency	11/4/2015 6:33 PM
68	Teacher created benchmark assessments and DIBELS because they accurately measure what students need to know more accurately.	11/4/2015 5:54 PM
69	I find DIBELS, Unit Benchmarks, and Formative Math Probes to be the most useful with elementary students. Young minds deem almost anything done on a computer as something fun to do. They don't quite understand the weight of on-line test results. Most often, younger students simply click any item just to be done with an assessment. Therefore, scores from these kinds of assessments can be a poor reflection a student's true ability.	11/4/2015 4:54 PM
70	I find none of the assessments useful for our student population.	11/4/2015 3:33 PM
71	Our teacher created assessments, because they are created for their individual needs.	11/4/2015 2:37 PM
72	teacher created assessments are most useful, because we know our students and used to look at individual needs.	11/4/2015 2:37 PM
73	teacher created materials are most useful because we know the children and we can gear it towards their individual needs.	11/4/2015 2:36 PM
74	DIBELS because it shows how the students are growing and how close to benchmark they are for that skill.	11/4/2015 2:27 PM
75	SRI - show growth in reading throughout the year Math Curriculum based - students show growth throughout the year Grade level assessments- help guide teaching and reteaching	11/4/2015 1:18 PM
76	Common Curriculum Unit test	11/4/2015 1:10 PM
77	IEP Benchmark and Goals	11/4/2015 12:08 PM
78	Fitnessgram - fitnessg assessment for healthy kid zone or unhealthy kid zone	11/4/2015 12:02 PM

## Assessment Inventory Uses

79	WTW spelling inventory is very useful for placing students into different tiered small reading groups. DIBELS helps to assess fluency.	11/4/2015 11:40 AM
80	SRI and SMI. I like them because they provide immediate results. They are given in the middle of the year as an interim so I can adjust my lessons accordingly. Vendor Created Assess/Math are helpful because they too are immediate and I can use them to fill in gaps of knowledge and keep kids from getting overlooked on critical specific needs.	11/4/2015 11:12 AM
81	ACTFL because we are focused on a proficiency based classroom	11/4/2015 10:33 AM
82	n/a	11/4/2015 10:14 AM
83	I only use the Component V assessments in Physical Education	11/4/2015 10:11 AM
84	SRI	11/4/2015 9:57 AM
85	Reading series benchmark is useful, but they are extremely challenging for students with special needs or Sp. Ed services. For those students, I feel progress monitoring, such as DIBELS and spelling inventory is more beneficial. I also use Math Expressions assessments and find them useful. Formative assessments in all subjects are most useful.	11/4/2015 8:57 AM
86	DIBELS-can isolate what skill needs to be worked on Reading Series Tests- same reason	11/4/2015 8:46 AM
87	DIBELS ORF-It shows fluency	11/4/2015 8:38 AM
88	Scholastic Reading Inventory is the most useful in RTI as it provides a starting point and allows the instructor to create target goals to gage student successes or lack thereof.	11/3/2015 9:05 PM
89	DIBELS: It is a helpful screening tool.	11/3/2015 3:51 PM
90	The school-level assessment is useful to compare my students content knowledge with other schools.	11/3/2015 3:22 PM
91	Assessments that are teacher or publisher created assessments directly related to what I am teaching are most useful.	11/3/2015 2:53 PM
92	School created- they seem to go with the CCSS better than the assessments from vendors.	11/3/2015 11:32 AM
93	Common curriculum-based Assessments (Mathematics) because we can track our kids progress throughout the year not just at the end.	11/3/2015 11:07 AM
94	DIBELS give detailed information for each student.	11/3/2015 10:54 AM
95	Growth oriented assessment with specific skill data. Helps us move students from point a to point b.	11/3/2015 10:40 AM
96	AP exam because it helps me to evaluate the effectiveness of my program.	11/3/2015 9:28 AM
97	Most Formative Assessments (Common Formatives within our PLCs) with a short turnaround period so that the information can drive needed changes. Some summative exams that are standardized can provide systematic feedback (SAT, PSAT, etc). Fall to Spring Growth Measures are needed for my building with high-poverty percentages.	11/3/2015 8:29 AM
98	Common Teacher-Made Assessment We know exactly where the students are and what they need	11/3/2015 8:14 AM
99	This is a terrible survey. I have no idea how to answer some of these. For example, the SRI is used as a measure of my performance as a teacher, as part of my evaluation. Is that the use? It shouldn't be.	11/3/2015 7:00 AM
100	DIBELS because it helps me know which students are struggling and where they need the most help.	11/3/2015 5:21 AM
101	I find team created assessments most useful. This really targets the content that is most important and it promotes consistency among the grade level. SRI and SMI could be helpful if we were able to use the data throughout the year.	11/2/2015 9:31 PM
102	Summative Science Pre-Post tests are useful to inform instruction.	11/2/2015 9:24 PM
103	DIBELS - seems to give the most accurate picture of a student's strengths and weaknesses and aligns (results) with other assessments the students take.	11/2/2015 9:16 PM
104	teacher-made formative and summative assessments - assessments that are built specifically for students by those that work with the students	11/2/2015 7:53 PM
105	Teacher created Math assessments are more rigorous.	11/2/2015 6:24 PM
106	The formative and summative assessments I provide in class provide a better snap shot of my student's capability. I do like the SRI and SMI as they are not too long and drawn out. I also appreciate the data provided with the aforementioned tests as it helps me manipulate cooperative groups and lesson plans.	11/2/2015 4:31 PM
107	Math Expression Unit tests	11/2/2015 4:13 PM
108	My own assessment. Mine covers everything the students must know.	11/2/2015 3:27 PM

## Assessment Inventory Uses

109	Teacher made assessments that directly test what is being taught in my classroom, and tests that are modified to meet the abilities and needs of my students.	11/2/2015 3:26 PM
110	SRI- give Lexile levels for the students	11/2/2015 2:24 PM
111	DiBELs and MAP	11/2/2015 2:01 PM
112	Common Formative assessment	11/2/2015 1:35 PM
113	N/A	11/2/2015 1:31 PM
114	Common Exams are somewhat useful as I can compare how my students do to others in the district and have some power over what is on the test.	11/2/2015 12:07 PM
115	DIBELS	11/2/2015 11:53 AM
116	I use a pre and post made up based on the National standards in Guidance and counseling.	11/2/2015 11:41 AM
117	Achieve 3000 from a practical stand point students and teachers get immediate feedback and generated opportunities for differentiation. that	11/2/2015 11:31 AM
118	Achieve - the instant feedback to students and periodic evaluations of students' progress is useful	11/2/2015 11:29 AM
119	Teacher created assessments because they reflect what we are teaching and what students should be able to know.	11/2/2015 11:24 AM
120	The Math Curriculum assessments are very useful because they align with common core.	11/2/2015 11:06 AM
121	SRI/SMI/Fresh Reads Obtaining quick class reports is crucial for reteaching and progress monitoring	11/2/2015 10:50 AM
122	Hopefully Math Expressions will, it looks great- still early to tell. DIBELS- teachers seem to be able to use this to guide instruction.	11/2/2015 10:38 AM
123	SRI --to measure lexile level Common Assessments that Assess Skills (not Fresh Reads)	11/2/2015 10:09 AM
124	Science - End of Unit Assessments: I am able to assess what my students know and don't know.	11/2/2015 9:21 AM
125	SRI and SMI, Grade level developed tests, DIBELS	11/2/2015 9:05 AM
126	The Unit tests in math	11/2/2015 8:33 AM
127	SRI because it allows me to see where my students are with their reading level, and is a good benchmark throughout the year	11/2/2015 6:49 AM
128	Sight Word Assessment, running records, ELBRS - because I get specific detailed information about each of my students.	11/1/2015 8:02 PM
129	The SRI and SPI are helpful in breaking down areas of need to guide instruction	11/1/2015 2:33 PM
130	Smarter Summative - Curriculum textbook connection with Performance Tasks	10/31/2015 9:14 PM
131	Accelerated Reading book tests are helpful because i can see what types of books my students are choosing to read independently and at what level they can comprehend. This is valuable for holding them accountable for reading.	10/31/2015 8:54 AM
132	SRI and SMI - computerized test that builds on students correct answers and most importantly it is a growth model test,	10/31/2015 7:26 AM
133	NA - I only have one, so I can't choose the "most"	10/30/2015 5:25 PM
134	teacher created assessments combining our curriculum and standards because it assesses what we teach. I also like SRI and SMI because they are short and give immediate feedback. The kids do not get too overwhelmed by its length.	10/30/2015 4:40 PM
135	Sri- because it's fast and gives reading level	10/30/2015 4:28 PM
136	Spelling Inventory, DIBELS, Performance Plus Math	10/30/2015 3:57 PM
137	I find the SRI data very helpful but would like to see it more frequently used so better measure students' true progress. I would more detailed information from the ACCESS tests to better serve my ELL students.	10/30/2015 3:46 PM
138	Common Formative Assessments, Teacher-made, Common Grade Level, and STAR Reading/Math- They are used to collect data frequently and are used often.	10/30/2015 3:38 PM
139	Teacher Created, Common Curriculum, Common Grade Level, Star reading/math, and and Formative Assessments because they are used frequently to collect data.	10/30/2015 3:38 PM
140	informal phonics inventory: I use this to drive my small group instruction for reading. It helps me target specific phonics skills for my students work on, while simply reviewing ones they already know in context.	10/30/2015 3:29 PM



## Assessment Inventory Uses

141	PLC created assessments and Math Expressions quizzes and Unit tests.	10/30/2015 3:24 PM
142	Scott Foresman Fresh Reads because they are a weekly test that I can use to measure progress each week.	10/30/2015 3:14 PM
143	Teacher made assessments ONLY!!	10/30/2015 2:54 PM
144	I find assessments that I've made or that I've made with my PLC partner as they are actually aligned with the curriculum and the common core, unlike other assessments.	10/30/2015 2:37 PM
145	The Comp 5 writing assessment is useful. It helps me see my students' growth in writing and using text evidence to support their response. I also think Achieve 3000 is an excellent classroom tool to use to help build reading fluency, build comprehension and vocabulary skills.	10/30/2015 2:25 PM
146	SRI for lexile level Math Expressions Assessments-common testing	10/30/2015 2:17 PM
147	The SRI is useful because I can get a quick gauge of my students' reading levels before beginning texts. It helps me determine how much difficulty the students may have with a text.	10/30/2015 2:03 PM
148	SF unit assessments for reading comprehension-	10/30/2015 2:00 PM
149	Getting idea of their foundation level to build from	10/30/2015 1:53 PM
150	SRI and Achieve. Both of these tests are the correct length to assess, but not fatigue.	10/30/2015 1:49 PM
151	my classroom test. They are made to directly align with the ccss and I can see how my students answered the questions	10/30/2015 1:45 PM
152	SAT. Utility to students	10/30/2015 1:27 PM
153	I find the SRI and the SMI assessments the most useful due to the fact that there is a baseline, interim, and End of year component to it. The information can help drive instruction and shows growth	10/30/2015 1:21 PM
154	none	10/30/2015 1:15 PM
155	Dibels--narrow skills assessed	10/30/2015 1:01 PM
156	Scholastic Reading and Phonics Inventory - if I know the students completed correctly and didn't rush through. They are helpful to know what level my students are Reading at.	10/30/2015 12:55 PM
157	DOLCH sight word assessment is most useful because it measures word analysis and provides parent and teacher information the grade level their child is functioning on. It's quick and easy to give.	10/30/2015 12:51 PM
158	Common math expressions assessments. They are a true reflection of what was taught, and show what needs reteaching.	10/30/2015 12:28 PM
159	star data	10/30/2015 12:04 PM
160	ACCESS tests allow us as ESL teachers to best gauge levels of students and where to start with them in the fall	10/30/2015 12:02 PM
161	SRI, SMI and DIBELS because you can actually see what skills students need to work on.	10/30/2015 11:58 AM
162	SAT - determines if you get in to college.	10/30/2015 11:42 AM
163	I find DIBELS to be the most useful because it tests the students on decoding and fluency.	10/30/2015 11:41 AM
164	The assessments given in my classroom. None of the above.	10/30/2015 11:13 AM
165	DIBELS - Provides data for reading readiness	10/30/2015 11:08 AM
166	School common mid terms and finals: assessment OF learning withing the classroom (what teachers CAN control) Common Teacher-made Assessments: assessment OF learning withing the classroom (what teachers CAN control)	10/30/2015 11:06 AM
167	I do not find state assessments useful.	10/30/2015 10:44 AM
168	SAT - Still important for students seeking college.	10/30/2015 10:35 AM
169	Achieve 3000 Level Sets - easy to understand current performance and measure growth Common Curriculum Assessments and Common Formative Assessments - immediate measure of student understanding and mastery	10/30/2015 10:32 AM
170	CFA - Checks learning at a point prior to summative	10/30/2015 10:31 AM
171	Running records because they show me reading errors and reading growth. I can see each child's individual growth	10/30/2015 10:30 AM
172	SRI- The lexile level can be used to help select appropriate reading material for each child. Dibels ORF- Being able to hear each student read aloud, helps me determine if more fluency work is needed or more comprehension. It also lets me group students together with similar needs.	10/30/2015 10:27 AM

## Assessment Inventory Uses

173	I found that in-situ classroom based assessments are the most useful provided they are both valid and reliable. With respect to formal assessments, I find the data contained in achievement, cognitive and behavior assessments that are normed to a larger population more insightful because they have a larger scope and sequence and do a much better job targeting strength and deficit areas.	10/30/2015 10:15 AM
174	Component V Pre-Post tests. The pre-test provides me very specific information as to where my students are in the courses that I teach. It allows me to scaffold my instruction throughout the year. The post test reassures me that it was a successful year for my students.	10/30/2015 10:03 AM
175	Dibels, Access, Reading Assist assessments	10/30/2015 9:56 AM
176	Scholastic Phonics Inventory- gives a clear picture of my students' understanding in English sounds Scholastic Reading Inventory- provides a Lexile level for each student which helps me design appropriate instruction based on their reading levels ACCESS testing- Provides proficiency levels for all ELLs in listening, reading, speaking, and writing which allow for proper student placement and identification for those who need English language supports and/or interventions	10/30/2015 9:41 AM
177	ACCESS testing helps determine the students' levels of proficiency and needs.	10/30/2015 9:40 AM
178	Self generated within my class setting on topics concepts of my instruction	10/30/2015 9:36 AM
179	I find the assessment design by the departments teachers at schools.	10/30/2015 9:31 AM
180	Dibels and reading series testing. Both tests have a reading and comprehension piece which is needed for first grade.	10/30/2015 9:28 AM
181	embedded assessment within instruction: grade-level appropriate assessments that are school-wide are the most useful. There is too much disparity among our schools to ask students to take the exact same test in all of them. Schools should be allowed to do what is best for their population.	10/30/2015 9:21 AM
182	DIBELS and Informal Phonics Inventory for screening and diagnosing reading strengths and weaknesses. Sharon Walpole assessments are very useful for showing growth.	10/30/2015 9:15 AM
183	Common Teacher Made Assessments - They are created with specific standards in mind and the teacher can determine what questions and tasks are best for their students. Can be differentiated to best give useful information about what each child has learned.	10/30/2015 9:06 AM
184	SF Reading Street Weekly Success Predictor which we are required to give every other week. It is short, one-on-one, and more accurately assesses a student's reading ability than DIBELS CLS subtest.	10/30/2015 8:55 AM
185	SRI is useful because it gives me an idea of my students' Lexile levels and it can be completed in a reasonable amount of time. Curriculum assessments are helpful because they are tied to what I'm teaching.	10/30/2015 8:54 AM
186	MAP - I gave us exactly what we needed to teach in MATH and READING. It grouped them for us into different levels.	10/30/2015 8:51 AM
187	Classroom Based Assessments - What gives you a clearer picture than how the students are doing right now on current instruction? SMARTER Balance - gives some insight in to how the students think about problems and may be useful in the future when the students have caught up to the level that is being tested. SMI- May be more useful if I knew more about it.	10/30/2015 8:49 AM
188	Unique Learning Systems Benchmarks and Monthly Checkpoints. The assessments are computer-based and all data is recorded electronically. Teachers can pick benchmarks that would benefit individual students.	10/30/2015 8:40 AM
189	The music K Pre/Post test from Performance Plus is useful for my measure B.	10/30/2015 8:34 AM
190	Pre-test: It gives me an idea of concepts I need to review more with my students throughout the year.	10/30/2015 8:14 AM
191	Pre and Post Test (State issued through DSC) I helps me to know how much my students know prior to taking my class and helps me to meet them at their knowledge level.	10/30/2015 8:10 AM
192	Teacher created assessments are most useful because they measure current students achievements and needs.	10/30/2015 7:54 AM
193	teacher / department made on topic	10/30/2015 7:50 AM
194	STAR - This is very informative	10/29/2015 8:44 PM
195	teacher made assessments - more geared to students, sri and smi - immediate results, pre and post test	10/29/2015 6:35 PM
196	SRI because you are able to guide your teaching according to your students levels, SMI is new this year, however, it also identifies students strengths and weakness so you can differentiate lessons	10/29/2015 4:38 PM
197	STAR reading- It provides teachers with accurate grade level information for progress monitoring and bench marking.	10/29/2015 3:53 PM
198	Common Teacher Made Assessment- It helps assess students at that moment in time when instruction is being given. It can be formative in nature which allows me time to further re teach to help students prior to a summative assessment. It measures students performance on current skills, not 6 months later in which they may have forgotten.	10/29/2015 3:47 PM

## Assessment Inventory Uses

199	Teacher created assessments are most useful because results are immediately available and easily accessible.	10/29/2015 3:04 PM
200	The teacher made assessments are most useful because as a teacher we know what are students need to work on and understand the best ways to assess them.	10/29/2015 1:41 PM
201	Informal Phonics Inventory - the results decide what Walpole small reading group skill I will teach and what students will be in each group. Dibels - helps determine fluency and decoding skills Reading Fresh Reads - helps determine comprehension level.	10/29/2015 12:14 PM
202	Common Formative Assessments because they test student knowledge on material that is actually being taught in the classroom.	10/29/2015 10:01 AM
203	I like the SRI, but it would be better if we could see exactly what areas our	10/29/2015 9:26 AM
204	Star Math and Star reading because I feel that they give a true indicator of student percentile, ranking, and progress.	10/28/2015 6:45 PM
205	words their way- good for assessing spelling level. Although the majority of the sections are above first grade level. Informal Phonics Inventory- good basic assessment.	10/28/2015 4:36 PM
206	Dibels Progress monitoring, benchmark Curriculum Fresh reads, selective tests	10/28/2015 3:54 PM
207	Most formative assessments hold more valuable info. for me. Formative assessments and routine observations are ongoing quick checks of the student's understanding and guide my daily planning and pacing. They are the most useful in my practice.	10/28/2015 2:50 PM
208	Diagnostic Assessments at the beginning of the year are the most useful, because they allow you to teach what you need to teach to the students you have that year.	10/28/2015 2:46 PM
209	Smarter Summative to see where my students compare with other students in the state. Component V Pre and Post to see how much my students learned in my courses at the end of the year. Common Mid term and Final exam to see my students progress and mastery in my course.	10/28/2015 2:23 PM
210	Building level common assessments; they assess what's valuable to me and what aligns with what I've taught	10/28/2015 2:18 PM
211	The district/state required assessments do not provide information about each students' strengths and weaknesses. I think the most useful assessments are the ones that I create and score myself.	10/28/2015 2:11 PM
212	Any assessment will help student learn how to take assessments.	10/28/2015 2:11 PM
213	Visual arts pre-post tests	10/28/2015 1:23 PM
214	SMI and SRI because we are able to provide individualized instruction based off of student needs. We use these scores to create leveled groups in Reading and Math.	10/28/2015 1:05 PM
215	Pre and post tests.....because they are designed specifically around my population of students and the schedule I have to teach the material.	10/28/2015 11:36 AM
216	Weekly progress monitoring- fresh reads, vocabulary, and quizzes introduced with the new math curriculum	10/28/2015 9:49 AM
217	AP exams, SAT because students can earn college credit/help with college admissions. The New SAT will now include history/social studies.	10/28/2015 9:29 AM
218	Math and Reading formative assessments and Pre and Post tests from beginning to end of year to show growth	10/28/2015 8:18 AM
219	My pre- and post test from my own curriculum that I created.	10/28/2015 8:14 AM
220	Common Grade Level Assessments are useful in noting student's growth and remaining challenges. Good periodic checks.	10/28/2015 7:57 AM
221	Smarter Balanced because it offers some information about incoming students at the beginning of the year.	10/28/2015 7:54 AM
222	Math X: assesses what is taught within the unit and can be used for regrouping and remediation SRI//SMI - if they are truly aligned to CC, then the data is useful to see what the students are ready to learn next.	10/28/2015 7:47 AM
223	PSAT to have students exposed to the SAT	10/28/2015 7:46 AM
224	Teacher created assessments because my children on the autism spectrum need grade level materials taught and tested differently with modifications.	10/28/2015 7:19 AM
225	1. SRI >> SPI - gives Lexile range and is useful in forming classroom reading groups SMI - it is helpful to be able to pull students' completed tests to identify needs through error analysis 3. Words Their Way - helps identify needs/informs phonics instruction 4. DIBELS - provides accurate picture of oral reading fluency, error patterns, and retell quality 5. ELA and Math curriculum based assessments - helps chart progress regularly on curriculum content and inform instruction	10/27/2015 10:03 PM

## Assessment Inventory Uses

226	SRI seemed to be a fair tool to measure growth of students.	10/27/2015 5:15 PM
227	dibels--gives specific results to help with grouping students to meet their needs	10/27/2015 4:07 PM
228	PLC created formative assessments because we know our students and it helps us plan remediation and better instruction	10/27/2015 3:37 PM
229	Smarter balance summative	10/27/2015 3:24 PM
230	Dibels, because I can see more growth using that.	10/27/2015 1:57 PM
231	Teacher assessment and observation (alternative measures).	10/27/2015 1:52 PM
232	PSAT, SAT, AP, IB because they have intrinsic value to the students. A test without student value, no matter how expensive or well constructed, is a valid measure of nothing. Teacher created tests that measure student classroom mastery. These always have value because they are part of a student's classroom grade. SMI and SRI because we are using them to measure growth (and they are a part of the student classroom grade).	10/27/2015 1:40 PM
233	Fresh Reads. They let you know how the students are performing on grade level reading comprehension.	10/27/2015 1:03 PM
234	Scholastic Reading Inventory gives basic information to begin the year.	10/27/2015 12:38 PM
235	For myself- I like pre and post test. you have questions based off of the material students have to fill out prior and post to know. You gather what they understood from the material taught.	10/27/2015 12:25 PM
236	n/a	10/27/2015 12:12 PM
237	SMI math and Curriculum based assessments are the most useful because they provide the more accurate data on student understandings.	10/27/2015 12:03 PM
238	SRI- Shows right where they are	10/27/2015 12:03 PM
239	SRI, helps to understand much of ELA	10/27/2015 11:52 AM
240	I prefer teacher made classroom assessments. I find them very informative.	10/27/2015 11:27 AM
241	DIBELS because it helps me to see what I need to work on with my RTI students.	10/27/2015 11:06 AM
242	Curriculum based assessments, STAR Reading and STAR Math	10/27/2015 10:55 AM
243	Common Curriculum Based assessments because they give a day to day assessment of students understanding.	10/27/2015 10:46 AM
244	I like the common reading comprehension assessments used at the end of each story in the unit.	10/27/2015 10:06 AM
245	MidTerms & Finals	10/27/2015 10:00 AM
246	The assessments that I find most useful are teacher/team created assessments. That type of assessment is in direct correlation to what we are teaching at a given time. DIBELS is some what helpful because of the content, however it does not always paint the whole picture.	10/27/2015 9:59 AM
247	PSAT- because it gives clear feedback as to weaknesses and strengths.	10/27/2015 9:46 AM
248	Common teacher made assessments - these are written to correspond to the actual CCSS that are being taught to students and that students are expected to know and understand.	10/27/2015 9:43 AM
249	my own.	10/27/2015 9:36 AM
250	Teacher created and curriculum assessment. Provide more validity because they are based on what students are learning	10/27/2015 8:50 AM
251	None	10/27/2015 6:53 AM
252	Sri smi It's differentiated	10/27/2015 6:20 AM
253	Dibels can help predict a students' future reading achievement.	10/26/2015 10:39 PM
254	DIBELS,	10/26/2015 9:07 PM
255	The assessment I felt most useful for second grade was NWEA which we do not use anymore. This test gave good information and had benchmark scores for our students.	10/26/2015 8:44 PM
256	STAR Reading and STAR Math as they give the grade equivalency which makes it easier for me to see what the student can do.	10/26/2015 8:34 PM
257	Assessments that are related to what we teach and take only 30-45 minutes to administer. Anything over this time limit disengages the student.	10/26/2015 8:22 PM

## Assessment Inventory Uses

258	The common assessments created by my team are the most useful. We know our kids and the common core so the data that comes back is more useful then looking, giving, and data from a vendor "program" assessment that we would just teach to.	10/26/2015 8:22 PM
259	Scholastic reading j ve tort to understand student levels.	10/26/2015 8:02 PM
260	Reading Series Benchmarks, Formative Assessment Probes in Math, Phonics Inventory, Words Their Way Assessment are all useful. They give useful information throughout the school year to drive instruction and meet student needs. Also helpful in forming small groups for instruction.	10/26/2015 7:48 PM
261	Teacher made assessments because it usually gives you the exact skill you are trying to assess	10/26/2015 6:07 PM
262	School based assessments because we get immediate results.	10/26/2015 5:21 PM
263	Internal teacher developed assessments are most useful. Smarter is somewhat. Scholastic math is TRASH.	10/26/2015 4:51 PM
264	Dibels, teacher made assessment (alphabet, sounds, etc)	10/26/2015 4:39 PM
265	We use DIBELS and SRI to screen for RTI placement. However, Words Their Way is most useful for targeting skills needed. These tests give us a fairly complete picture of student skills and needs.	10/26/2015 4:31 PM
266	I find the assessments that I use that align with the core grade level materials being used in the class are the most helpful. I know they are aligned with the CCSS and that they are grade level and add a level of rigor in terms of instruction.	10/26/2015 4:30 PM
267	DIBELS as you see clear progress in student ability. They are not allow computer literate so making these tests computer based does not fully assess their abilities.	10/26/2015 4:26 PM
268	teacher created assessments. DIBELS non-sense words, math assessments	10/26/2015 4:15 PM
269	Science pre, and post-test Star reading, SMI,SRI, AR These are the assessments that I use to monitor progress	10/26/2015 4:10 PM
270	The new math assessments that are part of our math program are useful because they directly correlate to the instruction.	10/26/2015 4:09 PM
271	Words Their Way Inventory: Shows what isolated skill the student needs to focus on.	10/26/2015 4:00 PM
272	DIBELS, SRI reading and SRI Math - results are immediate and screen several things to inform my instruction.	10/26/2015 3:56 PM
273	Summative Assessment Coalition: I pick apart the assessments and choose to use some of the questions on my tests. I do this because some questions are poorly written, or I do not have enough time to cover the content of a particular question(s).	10/26/2015 3:53 PM
274	Dibels-fluency- allows to measure wpm	10/26/2015 3:49 PM
275	The classroom level assessments that are used to determine a student's level of understanding in the content.	10/26/2015 3:35 PM
276	Teacher / Team Created assessments. They provide greater detail as to how students are progressing and are aligned in the manner consistent with how the information is presented to the students	10/26/2015 3:28 PM
277	Dibels Next, Phonics Inventory, Frye 100 Words List, SF BOY Assessment, Math Expressions BOY Assessment; I find these most useful because they are research based to eliminate bias and give an accurate snap shot of a students' skills.	10/26/2015 3:27 PM
278	I find SRI to be useful because it provides immediate feedback and the reporting site provides parents and teachers with a lot of information.	10/26/2015 3:15 PM
279	component 5 pre-test assess student knowledge of 6th grade curriculum so I can modify instruction	10/26/2015 3:14 PM
280	The one relative to my class also the reading level.	10/26/2015 3:05 PM
281	STAR and SRI tests provide important lexile information and grade-level reading information that I use on a daily basis.	10/26/2015 3:05 PM
282	I find the Elbers the most useful assessment for ELA. Teacher created assessments are the most helpful.	10/26/2015 3:05 PM
283	ELBRS - Gives a clear understanding of letter identification and sound knowledge. Assesses rhyming, beginning sounds and phoneme segmentation/blending. These are all age -appropriate skills that aid in report card grading.	10/26/2015 3:03 PM
284	ELBRS is very useful for ELA. Dibels is useful as well.	10/26/2015 3:03 PM
285	ELBRS - gives specific information about phonemic awareness levels	10/26/2015 2:59 PM
286	Star Math and Star Reading are useful to calculate grade level and Independent levels. I like seeing the growth	10/26/2015 2:56 PM
287	modified unit assessments	10/26/2015 2:55 PM

## Assessment Inventory Uses

288	SMI - immediate feedback	10/26/2015 2:55 PM
289	Teacher made assessments: My subject area is not included in any of the tests above.	10/26/2015 2:54 PM
290	Scholastics math Inventory	10/26/2015 2:48 PM
291	I find the school day SAT to be the most useful because some students may not be able to take the SATs for financial reasons so I think it is excellent that they have an opportunity during the school day. Since we promote college and career readiness I think we should be providing all students with the same opportunity to take the SAT which is such a major component to college applications. It also is a test that has direct application to student's personal life so they actually try their best compared to the smarter balanced assessment which does not directly effect the student but has a major impact on the school and on teachers. When test's don't directly impact students, I find they have lower motivation to do well.	10/26/2015 1:31 PM
292	SRI-Immediate feedback	10/26/2015 12:43 PM
293	Unit tests that come with the text books. Very useful.	10/26/2015 12:13 PM
294	Red Clay phonics inventory, DOLCH sight word assessment is useful because it gives a baseline.The Math expressions assessment B that is multiple choice is also helpful for my population of students.	10/26/2015 12:00 PM
295	Assessments like SRI, SMI, Words their Way Spelling and Writing assessments that detail what the student needs to work on are useful.	10/26/2015 10:43 AM
296	SAT - measures college readiness, it is standardized across the country, students and parents take it very seriously. PSAT - as above. AP Testing - as above Teacher created assessments - created by professionals to measure student standards acquisition, graded quickly, used to calibrate teaching.	10/26/2015 9:49 AM
297	None	10/26/2015 9:45 AM
298	midterm and final exams; all schools do this as well as colleges. prepares for college type tests on whole content.	10/26/2015 9:09 AM
299	The benchmark tests provide a starting point for teachers so that we can meet students where they are to get them to the next level.	10/26/2015 9:05 AM
300	Grades	10/26/2015 8:58 AM
301	PLC created assessments	10/26/2015 8:48 AM
302	Curriculum assessments because they are aligned to what is being taught in class daily.	10/26/2015 8:47 AM
303	The Component V pre and post tests allow me to see where my students begin with their prior knowledge and will finish at the end of the term.	10/26/2015 8:45 AM
304	(Not listed) - Teacher-created Letter naming/sounds/High Frequency Words/Number inventories - tells exactly what each student knows and areas in need of improvement. Also shows improvement across the school year.	10/26/2015 8:42 AM
305	Assessments that accurately assess the reading level of my students in order to better tailor my lessons to them.	10/26/2015 8:38 AM
306	SRI because it does an accurate job at assessing students reading level and has a reasonable table for growth. It helps teachers see what students need to work on and if they've made progress throughout the year. Same with Achieve 3000 level set tests. Common summative assessments made in grade level PLC's: it helps teachers know what concepts students are mastering and what concepts they are struggling with and may need re-teaching. It helps to compare across the whole grade.	10/26/2015 8:34 AM
307	Reading Benchmarks- Drives my instruction	10/26/2015 8:03 AM
308	SRI - gives information on students' reading levels. Also helps group students for RTI Reading Series Benchmarks - provides information of standards that are mastered or need more time to teach	10/26/2015 7:55 AM
309	AP Exams, good measure. Achievement type test, to see what students have learned at end of course	10/26/2015 7:13 AM
310	Teacher created formatives and vendor created assessments- they are most closely tailored to match instruction taking place in my classroom.	10/25/2015 8:09 PM
311	DIBELS - assesses important skills three times a year. Identifying needs and showing growth.	10/25/2015 7:37 PM
312	Scholastic Reading Inventory - This assessment is low-pressured and does not take too long to administer. It provides a snapshot of progress over the school year. Scholastic Math appears to be the same, although we have only used it once. Our school uses Star Reading and this too requires little time to administer and gives me a good measurement of students' growth over time. I have given this three times per year in the past, but will most likely only do two this year. Exit tickets/common teacher made assessments are very useful as formative assessments for our grade level teams. We can discuss results after administration and adjust our teaching strategies.	10/25/2015 6:09 PM

## Assessment Inventory Uses

313	Teacher created assessments (formative and summative). I know what math is being taught, and assessed. I am very able to gear my instruction and assessment together if I have enough planning time.	10/25/2015 5:10 PM
314	I find the reading street benchmark assessments, teacher-created formative assessments (letters, sight word identification, numbers, and counting, etc.) and the curriculum-based mathematics (Math Expressions) assessments to be the most useful because they provide feedback on how well students are learning the given content.	10/25/2015 1:09 PM
315	Formative assessments are the most useful and common assessments such as DIBELS. The component V assessments need to be aligned to our current curriculum, such as Math expressions.	10/25/2015 1:04 PM
316	Dibels, very revealing as to specific student needs	10/25/2015 11:38 AM
317	Dibel	10/24/2015 12:37 AM
318	Teacher created, fresh reads, unit tests, new math curriculum assessments	10/23/2015 4:22 PM
319	DIBELS: most geared toward my area of expertise STAR Reading: Gives us baseline information Scott Foresman: gives us data to guide instruction. AR: Good motivating tool for kids	10/23/2015 3:11 PM
320	Common Teacher Made Assessments within school	10/23/2015 2:54 PM
321	Words Their Way spelling inventory - identify starting point of phonics instruction or gaps in phonics DIBELS all sub tests with the exception of DAZE	10/23/2015 2:37 PM
322	Teacher Created Assessments are the most useful because they are created in CTP and teachers can discuss and create the assessments together based on the levels of their individual students. SRI and SMI are both good assessments at this time because they level the students and give a good starting point at the beginning of the year. I would like to see an option for teachers that show the areas of need for students, such as, the areas of weakness and what they need the most work on.	10/23/2015 2:13 PM
323	Smi would be the most useful if it broke down the categories better in math. I like that it ties together with the math RTI program we are implementing	10/23/2015 12:51 PM
324	scholastic reading inventory	10/23/2015 9:04 AM
325	DIBELS	10/23/2015 7:44 AM
326	Spelling Inventory Quick and gives phonics data	10/22/2015 9:05 PM
327	Benchmark tests because they give you individual data as well as class averages on all aspects of reading.	10/22/2015 5:59 PM
328	I find formative assessments most valuable because I use them to direct my instruction. This also provides great feedback for students' progress	10/22/2015 4:59 PM
329	STAR Reading STAR Early Literacy. These tests allow teachers to get a rough idea of students reading level which is very helpful for grouping and differentiation.	10/22/2015 4:56 PM
330	The reading curriculum and teacher made assessments. I also find the math assessments in the assessment book useful.	10/22/2015 3:59 PM
331	Authentic or teacher made assessments work best because the teachers knows what to assess the students on.	10/22/2015 3:12 PM
332	STAR and DIBLES because they tell the best information on the level of the child.	10/22/2015 2:57 PM
333	MAP....immediate_quick_national%_resources I_know_we_don't_use_it My_space_bar_isn't_working	10/22/2015 2:30 PM
334	SAT/AP exams are most useful at the HS level. Students are invested in the results, and they are standardized.	10/22/2015 2:28 PM
335	Teacher made assessments- it is tailored to our students.	10/22/2015 1:28 PM
336	My classroom assessments and the common assessment because they reflect what students have learned in my class, which is the CCSS. Also the STAR test, which just gives me a quick look at their reading level (based on vocab) at the beginning of the year.	10/22/2015 11:06 AM
337	assessments that give immediate feedback/scores are the most useful for a teacher. getting scores months after the children are out of your class are worthless	10/22/2015 10:58 AM
338	PLC/Grade level created assessments, authentic, easy to administer/grade, and timely	10/22/2015 10:00 AM
339	Weekly school and grade level assessments: they are the most useful because they are aligned with the curriculum being taught	10/22/2015 9:40 AM
340	I don't give district or state tests in the library.	10/22/2015 9:27 AM



## Assessment Inventory Uses

341	Teacher generated assessments are most useful because they are aligned to standards and content covered in class. These assessments are designed to assess specific content and skills covered in class to authentically assess student growth.	10/22/2015 7:30 AM
342	School wide common assessments that can be modified for resource, co or honors. This is most useful so that our PLC can develop strategies that target populations of students and see greater growth within our student population.	10/21/2015 9:46 PM
343	There is not one that I find most useful for all of my students. All of my students are different and there is no one test that works for all or most.	10/21/2015 7:53 PM
344	The AAPPI test is the most useful since it will determine placement for students in high school.	10/21/2015 11:28 AM
345	na	10/21/2015 8:56 AM
346	My component 5 measure C pre- and post test	10/21/2015 8:50 AM
347	Performance Plus I can see the strengths and weaknesses so I know what to teach	10/20/2015 7:02 PM
348	Common lesson with teachers from my school and my district. They are created by teachers who know the student we are working with. Not all students need to learn the same things across the vast country. Teachers and students see value in them because they are locally produced, graded, and reflected on.	10/20/2015 5:17 PM
349	MY OWN - I am testing what the students have learned in MY classroom.	10/20/2015 4:58 PM
350	Math- The ones I make	10/20/2015 4:38 PM
351	Quick quiz for math expressions	10/20/2015 4:08 PM
352	Any assessments that will break down weaknesses and strengths	10/20/2015 3:54 PM
353	SRI- because it gives Lexile levels, it allows for practice taking tests on a computer, and it has useful parent info.	10/20/2015 2:48 PM
354	Common Formative Assessments that test the skills of the standards. These assessments convey skill proficiency in most of the expectations of standards; CFAs additionally assist in the remediation of insufficient skills.	10/20/2015 1:38 PM
355	State Final Exam	10/20/2015 1:37 PM
356	SRI and Pre/ post test essay. They give a good picture of students' writing and reading levels.	10/20/2015 1:00 PM
357	Common Grade Level Assessment. they are tailored to our students and the work we do in the classroom.	10/20/2015 12:57 PM
358	APPL - should also be used for placement of non-native students who have been exposed to the target language.	10/20/2015 12:26 PM
359	Performance is the best assessment	10/20/2015 12:14 PM
360	Classroom assessment - it relates to what is being taught	10/20/2015 12:04 PM
361	None of the testing really helps much; they need time to write more, think more and discuss more.	10/20/2015 11:28 AM
362	PSAT and SAT. They focus on transferable and relevant skills.	10/20/2015 11:00 AM
363	Spelling Inventories, Running Records, Sight Word Inventories all help know students current level and help form reading groups. Math quizzes help know if the content is being taught effectively and whether there needs to be small group teaching or reteaching	10/20/2015 10:46 AM
364	Most are ok, but most need to be used with other data in order to get a better picture of what a student knows. I do like that some (SRI/STAR) have ways to assess if a student is exceeding grade level expectations. We need to know how and when to challenge students, not just identify when they are below or on grade level. I really liked using the Fountas and Pinnell leveled reading assessments. The data I got was spot on, specific, and put students in books that were perfect for them when they had to read independently.	10/20/2015 9:26 AM
365	AP Exams because there is a positive outcome for students that are prepared and excel. There is an accountability standard on the student and therefore it will ensure a better effort than other testing.	10/20/2015 8:39 AM
366	NONE	10/20/2015 8:34 AM
367	AP scores, because the kids are tested when they are appropriately prepared, not in the middle of May when there are still WEEKS left in school	10/20/2015 8:02 AM
368	none DCAS and MAP were very helpful	10/19/2015 10:20 PM
369	AAPL to help assess 8th graders and their loevel of ability	10/19/2015 2:35 PM
370	DIBELS, gives me a general over view of students' skills, may show growth	10/19/2015 2:24 PM
371	I am really appreciative of the new Math Expressions assessments. They test what has truly been taught that unit, but also scaffold the information each unit as well.	10/19/2015 2:14 PM



## Assessment Inventory Uses

372	Any assessment that a teacher feels is necessary to know at what level his/her students are performing is useful. Most other tests are given only to fulfill district/state requirements and provide little to no useful information.	10/19/2015 8:33 AM
373	ACCESS- Because it's a good way to measure all ELLs.	10/19/2015 8:15 AM
374	New Math Expressions assessment because they actually assess what we teach SRI- fairly good indicator of reading level	10/18/2015 5:10 PM
375	Math Series Formative and Summatives- ties directly to the standards and the formatives help you to know how students are doing on the material. There is alignment between what is taught, how it's taught and how it is assessed.	10/16/2015 4:19 PM
376	Assessment that are more frequent and provided immediate date to drive instruction.	10/16/2015 3:33 PM
377	Dibels - excellent predictor; longevity of accuracy; familiarity across Districts	10/16/2015 12:14 PM
378	Running records provide me with the most complete picture of my students' comprehension, fluency, and skills	10/16/2015 9:56 AM
379	Common Curriculum -based Assessment (Mathematics)	10/16/2015 9:36 AM
380	Assessments I create myself. I do not assess students using any of the above tests.	10/16/2015 7:30 AM
381	The math vendor assessments from the Math Expressions-they are short and easy to see if the students are mastering the concepts being introduced and the Star Reading and Scholastic Reading Inventory-because they make comparing student abilities possible to create learning groups	10/15/2015 8:37 PM
382	SRI gives some usable information, but classroom assessments tell the most about what the students in my room know.	10/15/2015 8:34 PM
383	Teacher created common assessments in my content area at my school. Allows teachers to focus on the needs of their students.	10/15/2015 10:08 AM

## Assessment Inventory Uses

### Q9 What assessments do you find the least useful and why? Name the assessment before your explanation.

Answered: 344 Skipped: 261

#	Responses	Date
1	SMARTER Balanced - interim and summative - take too much time to prepare for and to take. Students experience testing fatigue due to the inordinate amount of time these tests take, coupled with all of the other tests they must take.	11/8/2015 9:16 PM
2	Scott Foresman Unit Tests--The majority of students, even successful ones, don't perform well on them, and that's too frequently something we have to communicate to parents. Plus, for the students that do well, there's no "Outstanding" score despite there being an "Outstanding" score on Fresh Reads.	11/8/2015 10:50 AM
3	Scott Foresman Unit Tests--The majority of students, even successful ones, don't perform well on them, and that's too frequently something we have to communicate to parents. Plus, for the students that do well, there's no "Outstanding" score despite there being an "Outstanding" score on Fresh Reads.	11/8/2015 10:46 AM
4	SMI: not enough information is provided with the scores.	11/7/2015 5:55 AM
5	Scott Foresman unit assessments	11/6/2015 8:47 PM
6	smarter assessments, sri,	11/6/2015 2:39 PM
7	Smarter Balanced - what does it all mean? State pre-tests and post-tests: The state puts out [REDACTED] tests, doesn't modify them when they [REDACTED], and expects students to succeed on them even though the people who create them do a poor job.	11/6/2015 1:13 PM
8	PSAT - many students do not take it seriously - waste of funds and classroom time.	11/6/2015 12:24 PM
9	Kindergarten Readiness... not meaningful. It is not used to drive instruction. No one ever references the results again	11/6/2015 12:04 PM
10	Dibels NWF--kids need to read words not nonsense Trailblazer probes	11/6/2015 11:40 AM
11	I don't think the DPAS measure B for music is very useful at all. It doesn't seem to measure growth in an effective way for MS level students. It's impractical and doesn't relate well to the skills students are learning in my classes.	11/6/2015 11:16 AM
12	SBAC and DCAS scores are questionable as there is not accountability for students. SRI and SMI scores are questionable due to multiple technology issues that impact students' ability to complete the test without interruption.	11/6/2015 9:43 AM
13	ones that do not match what we are teaching	11/6/2015 9:12 AM
14	Anthology assessments- lower level and I do not find the data is representative of ability- no curve	11/6/2015 9:08 AM
15	Smarter Balanced, its an unnecessary test. Junior students are completely over tested.	11/6/2015 6:38 AM
16	Naep	11/5/2015 9:55 PM
17	Standardized assessments	11/5/2015 7:10 PM
18	Comp 5 assessments. Wastes time at the beginning of the year giving students tests that they don't know how to do. It makes them upset and frustrated. In addition they don't reveal much at the end of the year and don't really assess progress of teaching skills	11/5/2015 7:07 PM
19	Scholastic Reading Inventory-it did not correlate with Scott Foresman findings or needs that I see in the classroom	11/5/2015 6:45 PM
20	K Early Learning Survey Doesn't assist in driving instruction	11/5/2015 4:45 PM
21	Early Learner Survey- I don't find the information useful, however; it would be very useful to provide preschools with the data collected.	11/5/2015 4:44 PM
22	Smarter Balance - the test is too time consuming and students are unable to maintain their focus as the test takes several weeks. The test takes instructional time away from teachers and time for students to learn is deducted as a result.	11/5/2015 4:41 PM
23	Smarter Balance. Not all students test well so the measure of their achievement is not accurate. Other factors can contribute to students not scoring well such as anxiety, hunger, poverty, home issues, etc. These factors are out of the educators control but do effect the students scores.	11/5/2015 4:41 PM

## Assessment Inventory Uses

24	All Scott Foresman tests Questions are poorly written	11/5/2015 4:41 PM
25	Mandatory Component 5 testing seems so contrived.	11/5/2015 4:39 PM
26	Smarter Balanced because it gives us no useful feedback. All Scott Foresman reading assessments	11/5/2015 4:39 PM
27	All Scott Foresman tests are very poorly written and are therefore not useful at all.	11/5/2015 4:39 PM
28	Fresh reads: not matched to common core, don't use them as a grade, don't necessarily match the skill of the week or have a common focus SRI: we take it too early in the year so the baseline is not accurate, data is not as specific as MAP,	11/5/2015 4:39 PM
29	All Scott Foresman assessments are useless because they are so poorly written. They are also far too frequent.	11/5/2015 4:38 PM
30	see above	11/5/2015 4:37 PM
31	SRI does not always align running records. SMI has not been explained at all.	11/5/2015 4:37 PM
32	Fresh Reads do not connect with the common core and are not useful in any way but are required by the district to be given and entered into Progress Monitoring.	11/5/2015 4:36 PM
33	Scott Foresman Fresh Reads These assessments do not provide enough information on a students reading ability. The questions are not at the same level of the common core and often do not match the weekly skills that you are teaching. Math Expressions Fluency Checks and Quick Quizes are not valuable. They are not has difficult as the lessons that are being taught and give a skewed appearance of a classes ability.	11/5/2015 4:35 PM
34	Reading Street Benchmarks	11/5/2015 4:35 PM
35	Scott Foresman Fresh Reads don't always have the best questions and don't assess using texts types that match the instruction of the week. For example, the students sequence a narrative all week, but were assessed on sequencing a recipe. These are 2 different skills.	11/5/2015 4:33 PM
36	dibels: not indicative of student performance scott foresman baseline test	11/5/2015 4:30 PM
37	Scott Foresman High frequency words- too easy for the kids. Fresh Read stories are low interest.	11/5/2015 4:27 PM
38	Scott Foresman Assessment (Vocabulary and Fresh Read) Vocabulary is not grade level appropriate nor are they tier 2 words(Beck et al.).	11/5/2015 3:59 PM
39	Smarter Balanced and NAEP are not at all useful. We don't get individual result within the same year they are taken, or as with NAEP, we don't get results.	11/5/2015 3:10 PM
40	SRI computer based, kids click through it	11/5/2015 3:04 PM
41	]Component five	11/5/2015 2:51 PM
42	Component V - some of the tests are repetitive, they are not differentiated to meet diverse needs, and they are not reliable considering that teachers grade their own tests.	11/5/2015 2:00 PM
43	smarter balanced was not scored in time to be useful It would have been helpful if it they were scored in beginning of year to help form groups and look at strengths and weaknesses	11/5/2015 1:50 PM
44	SRI- total waste of time- torturous to students who wasted valuable learning time while the laptops spun out of control since they hadn't been updated all summer....poorly planned and executed and undermined critical time of setting up classroom management systems while encountering one computer glitch after another.... wasted two afternoons the first few days of school....why????	11/5/2015 12:30 PM
45	fitness gram and the Component V tests	11/5/2015 12:22 PM
46	Smarter Balance--Common Core=Common Standards without Common Resources, supplies, or money	11/5/2015 12:17 PM
47	Smarter Balance. Worst test used by far in this district. Too long	11/5/2015 11:56 AM
48	The IABs....why are they necessary? The SBAC is an intensive assessment but the data is not provided until after the following school year - that makes it useless.	11/5/2015 11:09 AM
49	Component V pre- and post test; they are a waste of time	11/5/2015 10:42 AM
50	DPAS Component V-They are redundant	11/5/2015 10:35 AM
51	SMARTER Balance - we never have the information until next year. We can never address issues with the same students.	11/5/2015 9:46 AM

## Assessment Inventory Uses

52	Component V Pre and Post Tests- There are too many mistakes on the tests. Some have maps that are too small or too unclear to read. Some questions are not covered in the curriculum or aren't fully aligned to the standards. There have been Common Core questions added to the social studies post-test when we do not use the Common Core standards in social studies.	11/5/2015 9:38 AM
53	DIBELS - if it wasn't timed it would be better. Some students need extra time to think.	11/5/2015 9:15 AM
54	Component V student growth Performance Plus assessments because they seem to be the most decontextualized tools from the day in and day out measures that teachers are using to monitor students' learning.	11/5/2015 8:05 AM
55	The Baseline for Scott Foresman. Even my low students can pass this test. It shows me nothing other than if the child knows how to read letters and sounds, which is obviously important but I need more which is why I use other assessments/evaluations.	11/5/2015 6:53 AM
56	Smarter Balance. There's too much to say here. Poorly designed. No growth model. Barely field tested and thus not a valid, reliable measure of anything.	11/4/2015 10:41 PM
57	SMARTER all test, DCAS Science and Social Studies, SMI, SRI All Smarter/DCAS test data were not release in a timely manner to drive instruction. The time taken from classroom instruction can not be justified. The SRI/SMI were difficult to administer. Students were kicked out of the test continuously--sometimes the whole class was kicked out of the test. Some students never got results. There is not enough band-width to support this test. Time invested in all the above test can not be justified. Students were frustrated with the computer problems. Time spent on testing has made student results in less class instruction and the test are not useful in the classroom.	11/4/2015 10:20 PM
58	Standardized assessments like DIBELS provide useful data, however, sometimes students score well and still struggle significantly. But once they are core, supports are no longer available.	11/4/2015 9:49 PM
59	It is important to realize that the types of assessment that make sense in a particular class situation have a lot to do with the learning goals for that class. So assessments that do not have learning goals included in the equation, are not CCSS aligned, and do not align with the pacing guides are not considered useful. Also those that do not have valid and realistic goals established. Lastly, those that are seen as a means to assign grades and not produce growth(which research has proven occurs daily) are not useful.	11/4/2015 9:14 PM
60	SMARTER summative as it doesn't necessarily help guide my instruction	11/4/2015 7:51 PM
61	Kindergarten Readiness assessment. It is extremely time consuming and is pointless. How is it supposed to be used? It's only a snap shot of when young students first arrive to school. It doesn't inform instruction.	11/4/2015 5:54 PM
62	I think all of the assessments my students are measured by are useful. On-line assessments may not be the best practice for younger students(K-2).	11/4/2015 4:54 PM
63	Pre and Post tests. They are not level specific, they are not available for all levels of CTE courses.	11/4/2015 3:33 PM
64	Some Day 5 assessments are ineffective and not useful.	11/4/2015 2:37 PM
65	Some of the day 5 assessments are ineffective.	11/4/2015 2:37 PM
66	Some of the Scott Foresman weekly tests are not valuable because we have not taught the skills yet such as blending. The Early Learners survey is not useful to us because we do not receive any feedback from it and it is VERY time consuming with all the other tests in the beginning of the year.	11/4/2015 2:36 PM
67	The Early Learning Survey assessment because we only look at it in the fall and nothing in the spring.	11/4/2015 2:27 PM
68	Smarter Summative - students take only once, no growth is shown, student could have a bad day and score low	11/4/2015 1:18 PM
69	Smarter Balance. There is no room for improvement, and students don't have the opportunity to see areas of growth or struggle/	11/4/2015 1:10 PM
70	Summative Assessment Coalition Units(Science)--I don't support my students directly in science.	11/4/2015 12:08 PM
71	Scholastic Reading Inventory because it is hard to see student improvement if they remain below basic.	11/4/2015 11:40 AM
72	Reading Series Benchmark is too long. The stories are often confusing and needlessly convoluting. The assessment includes grammar questions which are not based on the Common Core, nor are they phrased or assessed in the way they are taught. Smarter Balance Assessments (all) are a waste of time as we do not get any results until it is too late to help the children. The children also know they do not count towards anything (passing the grade, report cards, etc.) so they do not apply the effort necessary to do well.	11/4/2015 11:12 AM
73	n/a	11/4/2015 10:14 AM
74	Can't answer the question because I do nto use all but 1 assessment	11/4/2015 10:11 AM
75	SBAC	11/4/2015 9:57 AM

## Assessment Inventory Uses

76	I find Math fact assessments, SRI (for second grade at least) and DIBELS for most second graders (Tier 1) are useless.	11/4/2015 8:57 AM
77	None	11/4/2015 8:38 AM
78	Smarter Balance testing is the least useful as it is not designed for differences in academic ability and is difficult for most students with unique learning needs.	11/3/2015 9:05 PM
79	Scott Foresman benchmark tests. They aren't a good indicator of the students strengths or weaknesses. They don't assess the skills well enough.	11/3/2015 3:51 PM
80	SRI, SMI, Smarter Balanced: we don't have actionable reasons to keep these. We don't have useful feedback like we did when we had the MAP test. We get random numbers that have no direct correlation to what we teach. Smarter Balanced is the worst because the way it is written is way to difficult in academic language making it so children don't understand the questions. Also, accommodations that are made everyday are not allowed on any of these assessments, therefore voiding all IEPs and what the child really needs to have a FAIR, LEVEL playing field despite their disability. THIS IS NOT INCULSIVE!!!	11/3/2015 2:53 PM
81	Component V Pre/Post Tests because they do not assess the content of my course and my students have taken the exact same tests 3 years in a row. (There is only a level 1 test and I teach level 3, but I'm still expected to use it.)	11/3/2015 2:10 PM
82	Vendor assessments (Scott Foresman). The material is not assessing what it should be.	11/3/2015 11:32 AM
83	Smarter Balance because I have yet to see any data for individual students or be taught how to use that data.	11/3/2015 11:07 AM
84	End of year assessment in which scores are not available until the students have metriculated beyond my classrooms.	11/3/2015 10:40 AM
85	Smarter seems to have too much of a lag time to find the data useful and it has no growth measure from Fall to Spring.	11/3/2015 8:29 AM
86	Common Grade Level Assessment (ELA: Vocabulary, Reading Comprehension) They are not Common Core aligned	11/3/2015 8:14 AM
87	This survey is too confusing, too broad in its questions. It should be obvious by now that there is too much focus on testing, and all the testing is having a negative impact on teacher and student moral and performance.	11/3/2015 7:00 AM
88	N/A	11/3/2015 5:21 AM
89	Scott Foresman Benchmarks and standardized tests. Smarter Balanced is not age appropriate for all of the learners in a classroom.	11/2/2015 9:31 PM
90	Smarter Balanced - not useful - data not turned around fast enough to benefit students/teachers	11/2/2015 9:24 PM
91	Smarter - any where the data doesn't come back prior to the end of the school to help form your instruction.	11/2/2015 9:16 PM
92	DCAS, Smarter Balanced, District finals - written for an audience that is too broad and diverse	11/2/2015 7:53 PM
93	BOY and EOY DIBELS don't measure the same thing. Math probes entry dates didn't match what was being taught last year. Reading series assessments can be passed by non English speaking students by looking at key words.	11/2/2015 6:24 PM
94	The NAEP is one I don't understand. What happens to the data? How is this in relation to SBAC? SBAC is awfully long. To expect my 10yr olds to sit still and fully write a five paragraph essay in the time allotted is unfair. I know it's not a timed test but their stamina is only going to last so long.	11/2/2015 4:31 PM
95	S-BAC by the time the data comes out it's too late	11/2/2015 4:13 PM
96	Component V Pre and Post test. It has oly 25 questions and comes late in the beginning of the year and before we have finished learning at the end of the year. If you want to know what a student has learned about a subject with standards create a test that covers the standards and give it as a pre and post test of final.	11/2/2015 3:27 PM
97	Smarter Balanced, DCAS testing	11/2/2015 3:26 PM
98	Smarter Balance- it is only given once a year so you can not determine growth	11/2/2015 2:24 PM
99	N/A	11/2/2015 1:31 PM
100	DCAS tests are less useful to me as the information is already pre-printed and so does not take into account what a teacher may cover during the course of the school year. I often do not get through all the material on the test because my students need remediation.	11/2/2015 12:07 PM
101	The standardized test because it gives you a one time snap shot of what the student may know.	11/2/2015 11:41 AM
102	Smarter at this point in time is not useful as data is late, implementation difficulties so teachers, administrators, state have not truly had the opportunity to examine the results and figure out how to use that information. No immediate feedback means no change in instruction until too late.	11/2/2015 11:31 AM

## Assessment Inventory Uses

103	SBAC and DCAS - I do not see children taking these exams seriously because there are no repercussions for lack of effort or seriousness	11/2/2015 11:29 AM
104	Scott Foresman unit assessments	11/2/2015 11:24 AM
105	The SF Reading assessments-curriculum doesn't fully align with common core standards	11/2/2015 11:06 AM
106	SBAC Data comes too late, too many extraneous variables to contend with, including typing/word processing	11/2/2015 10:50 AM
107	SMARTER- data not able to really be useful to inform instruction, it doesn't break it down enough	11/2/2015 10:38 AM
108	Math BOY inventory	11/2/2015 10:09 AM
109	Science DCAS: I never get to view items and the results do not give me enough information to guide and change my instruction	11/2/2015 9:21 AM
110	Smarter Balanced- There is no feedback to change or adjust teaching strategies during the school year.	11/2/2015 8:33 AM
111	Scott Foresman benchmark because it's not as personal to the student and what they can do.	11/1/2015 8:02 PM
112	state tests are the least useful to me due to the large degree of progress needed to show progress. My students make progress on a smaller scale, so their progress is difficult to measure on a state test	11/1/2015 2:33 PM
113	SRI has been not very reliable because the last 2 years there have been so many computer issues that I feel the data is not valid. Students at 2nd grade also have limited experience using a lap top for the assessment.	10/31/2015 8:54 AM
114	Any test that are not used for helping children achieve, but are used to designate schools as being the "best" or "worst" in the district!	10/31/2015 7:26 AM
115	NA - I only have one, so I can't choose the "least"	10/30/2015 5:25 PM
116	Smarter because it is too long for the students and we don't get the results until the students are gone. Other assessments would be ok if there weren't so many of them.	10/30/2015 4:40 PM
117	Smarter balance cause they take way to long	10/30/2015 4:28 PM
118	SRI- scores are difficult to understand and there are no growth goals for 2nd grade.	10/30/2015 3:57 PM
119	The component V pre and post is not useful--what is it's purpose? What is it supposed to measure?	10/30/2015 3:46 PM
120	Smarter Balanced Summative and Interim- Results are not given in a timely manner, assessments take a long time for students to complete, and are strenuous to students.	10/30/2015 3:38 PM
121	Smarter Balance Assessments are overwhelmingly stressful for the students. Plus, the testing results are not given in a timely manner.	10/30/2015 3:38 PM
122	n/a	10/30/2015 3:29 PM
123	Smarter Balanced- 3rd graders do not have the keyboarding skills to complete the test properly.	10/30/2015 3:24 PM
124	DCAS Science, most times it is testing a student's ability to read and comprehend what a question is actually asking rather than their true ability to answer the question! The questions ARE NOT user friendly or at a level that many of our kids need to be on to be able to decode the question itself!! Curriculum is differentiated in the classroom in order to try to reach all levels of the diverse populations that we all teach however their final assessment is then written on a totally different level and we wonder why a large number of our students preform poorly, not to mention being tested on 3 years worth of curriculum all at once!!!! DUH!!!!	10/30/2015 2:54 PM
125	Component V, Smarter Math, and SMI are practically useless. Pre-Tests very often don't even match the curriculum we teach (i.e. the Geometry Pre-Test is mostly Algebra and middle school geometry). We've YET to receive any results of the Smarter assessments, so we might as well have not even taken them; it's like the scores do not exist. And SMI is all over the board. Student scores are inconsistent in ways that make no sense as far as their actual learning/ability levels are concerned.	10/30/2015 2:37 PM
126	The state standardized test is the least useful for a teacher, because some students standardized test well and some do not. The test is too long and students get extremely frustrated.	10/30/2015 2:25 PM
127	I think the Common Grade Level Assessments are not useful at all because we don't use the pre-tests as a grade, so the students do horribly on them, and with 170 students, I don't have enough time to grade them right away because there is a lot of other work that needs to be graded and put into ESchool before I can grade assessments that aren't going to be used as actual grades.	10/30/2015 2:03 PM
128	SRI- children don't have enough experience on the computer to make this valid.	10/30/2015 2:00 PM

## Assessment Inventory Uses

129	Smarter Balanced are terrible tests. The format is confusing, lengthy, and I find the source creators untrustworthy. These appear to be tests designed to show us what's wrong and then sell us the texts that will "fix" it. Is it our intention to assess our students or to exhaust them? Have we not noticed the correlation from mental health issues in children and these overwhelming high stakes testing we've inflicted on them since the onset of NCLB??	10/30/2015 1:49 PM
130	State Pre and Post test. I feel the results are not useful and it takes away from my teaching time with my students	10/30/2015 1:45 PM
131	Just use one. Least useful Smarter Balanced. Does not capture below grade level growth.	10/30/2015 1:27 PM
132	I find the Scott Foresman Fresh Read/ Vocabulary and Unit Assessments the least useful. Many of the skills are tested by only one or two questions and then give skewed data as to the instructional needs of my students. For example,if they miss the one question about main idea, it appears as if the need improvement on this skill or is they miss the one question on possessive nouns, it appears they need improvement. Some questions are very ambiguous. The video clips and follow up questions are lacking in depth and rigor and again pick out recall of minute information. I also do not find Smarter Balanced useful. The data does not arrive in a timely basis for me to develop instructional materials or address the needs of any of my students.	10/30/2015 1:21 PM
133	Smarter--little individual data provided for each student;individual skills in Reading are not explained due to the limited set of questions	10/30/2015 1:01 PM
134	Smarter Balance - to much of our time is spent worrying about and teach to prepare for the test. We don't see the results so it is not a helpful tool to further any students education.	10/30/2015 12:55 PM
135	Using the district's Writing rubric. I don't think it is developmentally appropriate	10/30/2015 12:51 PM
136	Smarter IAB. So labor intensive and confusing that it severely detracts from any usefulness.	10/30/2015 12:28 PM
137	smarter balance summative - still in early stages data provided given too late	10/30/2015 12:04 PM
138	The SRI is not very useful as far as gauging reading level if it is truly just an electronic version of the Daze assessment (from DIBELS). Levels vary greatly and it is not necessarily a READING assessment, more of a maze assessment.	10/30/2015 12:02 PM
139	Smarter Balanced because its difficult to understand and its a summative assessment that does not give a realistic picture of students ability because of different factors.	10/30/2015 11:58 AM
140	I find the Reading Series tests not very useful because it doesn't give a true measure of student abilities.	10/30/2015 11:41 AM
141	SMART and other mandated assessments. Because most of the time the students do not perform as well as they can and it is so time consuming. The timing of the assessments is before all the standards are taught.	10/30/2015 11:13 AM
142	SMARTER Summative: It has no meaning to students and they don't always try their best - inaccurate data	10/30/2015 11:06 AM
143	Smarter Balance and DCAS	10/30/2015 10:44 AM
144	Smarter Balanced, DCAS - Too much testing. Students and families overwhelmed and the scores don't have any impact on their progress.	10/30/2015 10:35 AM
145	DCAS - the performance level is vague in terms of specific strengths and weaknesses SMARTER - too long to wait to receive results	10/30/2015 10:32 AM
146	scott foreman benchmark tests. They are long, frustrating for students, take a long time to administer and to grade and I can get similar information from other assessments.	10/30/2015 10:30 AM
147	Scott Foresman Fresh Reads-These aren't the best indicators of student achievement because the questions are too tricky, and the answer choices are so subtle that it seems like the purpose of the test is to trick the students into messing up and not about showing mastery of comprehension skill.	10/30/2015 10:27 AM
148	I find assessments that are myopic in focus as least useful because it is difficult to use the data to make broader implications regarding how to serve the student or a group of students.	10/30/2015 10:15 AM
149	SATs...while we get the scores, we never see the test items. Also, my curriculum isn't represented in the standard SAT assessment.	10/30/2015 10:03 AM
150	Scholastic Math Inventory- there always seem to be a problem with this test, and therefore it is extremely hard to use the results to make decisions	10/30/2015 9:59 AM



## Assessment Inventory Uses

151	SMARTER Summative- all of my students are NOT proficient in English. When they take this test, they become incredibly frustrated and overwhelmed. This test is NOT APPROPRIATE for English language learners, even with the accommodations they receive. The results from this test are not useful in planning classroom instruction or in determining placement of ELLs. SMARTER Interim- This test does NOT improve classroom instruction, as its intended purpose states. Rather, it takes away from valuable instructional time where teachers are permitted to meet students at their levels and work to bring them up to grade-level proficiency. Component V tests- The ELL test only tests listening skills. It is not comprehensive and should include reading, writing, and speaking if it is to be a valid test. My ELL students are with me sometimes for four years. They have seen this same test for at least two years. It has not changed at all and it is not a true measure of my effectiveness as a classroom ELL teacher. Common Exam Initiative-District Finals- These exams are always designed for English Language Arts and are often completely inaccessible for my ELL students. Results are generally useless and do not demonstrate the growth made by my ELLs.	10/30/2015 9:41 AM
152	N/A	10/30/2015 9:40 AM
153	DPAS. Art n a writing response. I like the focus of a unit on a defined concept(symmetry, drawing skills) but find the time consumed out of the school day to grade rubrics and percent scores measures etc limits time to quality planning. Also BIGGEST complaint is the administration never comes to see me in action. 1x in 5 semesters! God awful and inaccurate assessment of all the strategies, literature contents connections that make me a successful art teacher!	10/30/2015 9:36 AM
154	The standardized tests that are bias to different ethic groups.	10/30/2015 9:31 AM
155	The yellow math probe book was not helpful. Last year, we were required to test the students with these math probes, and our school wasn't using Math Trailblazers, we were using NY engage. It was a waste of time because, we would have to teach our regular unit and then touch on (separately) what the test was asking.	10/30/2015 9:28 AM
156	District common exams and state exams. Neither of these tell teachers or parents information they don't already know. Nor does it show any yearly progress.	10/30/2015 9:21 AM
157	DCAS Alt 1 is a very insulting test to give to students who are incapable of taking these tests. There are SOME students who should by degree of impairment be entirely free of taking a test. I have two students who do not talk, for example. I have one student who cannot remember anything that happened more than 24 hours ago due to a brain injury. Time spent away from other students giving this test.	10/30/2015 9:16 AM
158	Smarter Balanced is useless because the scores get reported too late and the information is too vague. Scholastic Reading Inventory and Scholastic Math Inventory have many technical glitches and errors. They both give limited information about student strengths and weaknesses. Groups cannot be formed using these tests. Additional assessments must be given to determine why the student struggles. Star Reading gives unreliable data. It doesn't always match the other assessments' data.	10/30/2015 9:15 AM
159	Smarter Balanced - Results are not available until we no longer have those students. Previous year's scores came too late this year to be helpful in planning beginning instruction for this year. In many cases, students SB scores for last year are not indicative of what they have demonstrated in class.	10/30/2015 9:06 AM
160	The Kindergarten Early Learner Survey from the state - it takes too long to administer and the information is either not pertinent or is information that can be obtained thru other tests such as DIBELS.	10/30/2015 8:55 AM
161	Smarter Balanced is the least useful because it is too long and stresses out my students. The fact that we don't get data until the next school year is not so helpful because it is like comparing apples to oranges - each class has a different ability level.	10/30/2015 8:54 AM
162	SRI and FRA - It just gives me a number and nothing else. S.F. benchmarks - if teachers and parents can't even get the answers right on these tests, how do we expect elementary children to answer them right!?!? Children are expected to do things that are above their level. Their brains don't fully developed until the age of 25 and we are asking them to do things at age 5, 6, 7, 8, etc.	10/30/2015 8:51 AM
163	COMP 5 Pre and Post tests - I am desperately begging for my voice to be heard on these pre and post tests. They are flawed on so many many levels and are in no way an indicator to how I am as a teacher. My reasons are as follows: a. The test is confusing for students. All of the questions are multiple choice except for the two that were clearly thrown on at the last minute at the end. The students don't make the transition from multiple choice to select all that are correct. 2. The bubble sheets say "skip" on the short answer questions. So students skip those questions. 3. Many of the questions are decimal questions but the students are allowed to use calculators. What are we testing? 4. The final question, 14, is too overwhelming to look at and would intimidate 70% of adults. This is clearly a hastily put-together test by a group of non-teachers. If turned in to a college professor during an assessment class, it would not receive a passing grade. Yet my teaching credentials rest in the hands of this test. Please, I am begging, please help.	10/30/2015 8:49 AM
164	DCAS-Alt-1 - this assessment works well for higher functioning students in the Meadowood Program but it is extremely time consuming for teachers. We have to prep and cut out tons of materials and it takes hours to asses 1 student. If the test were computer-based and students could use a touch screen it might reach more students in our program.	10/30/2015 8:40 AM



## Assessment Inventory Uses

165	The music K Pre/Post from Performance Plus is useful for showing growth, but I don't think it is a true assessment of how musical the students are.	10/30/2015 8:34 AM
166	Common Curriculum-Based Assessment: I do not have another 8th grade social studies teacher with whom I can create common assessments.	10/30/2015 8:14 AM
167	Smarter Balanced assessments provide no current measures, are too difficult to measure anything and the scores do not arrive until well beyond planning to help students.	10/30/2015 7:54 AM
168	component 5 questions not representative of the most important material	10/30/2015 7:50 AM
169	SBAC - By the time I get it it is not useful Smarter Interim - Math Formative - this is not necessarily informative Reading Benchmark- this is not informative	10/29/2015 8:44 PM
170	smarter balanced - results do not come in time	10/29/2015 6:35 PM
171	Spelling, Words their way doesn't seem to be as challenging as it could be.	10/29/2015 4:38 PM
172	SRI- has not been useful. The students scores often do not match how they are doing in the classroom.	10/29/2015 3:53 PM
173	Component V Pre and Post Tests- One of the worse ways to measure students growth. Limited amount of questions that only touch on a few of the main objectives for the grade level. I do not like this test being attached to any accountability. It minimizes the tests that I create as a professional saying that my classroom results mean nothing in the world of accountability. I do not need this test nor the Smarter Balance to tell me what I could already tell you about students in my class based on my own classroom assessments and instruction.	10/29/2015 3:47 PM
174	SMARTER BALANCE: Results are not available in timely manner. I cannot see and have no input on the questions asked or the ways they are asked. Students are home for the summer before results are available.	10/29/2015 3:04 PM
175	SMARTER Summative/Interim- These tests do not provide any useful information. The special education students that I have are reading below grade level and are asked to take a test at grade level without appropriate accommodations such as reading the story to them. The test is too long and the student become frustrated .	10/29/2015 1:41 PM
176	Nonsense Word section of Dibels in January - we are learning long vowels at this time and sometimes kids will read the short as long since we focus so much on it.	10/29/2015 12:14 PM
177	SMARTER Summative and Scholastic Math Inventory because they do not accurately reflect student mastery of a topic/skill.	10/29/2015 10:01 AM
178	The Scott Foresman assessments that were altered by the U of D to make more rigorous because the questions and answer choices were made to be "tricky" not rigorous.	10/28/2015 6:45 PM
179	DIBELS- The children can segment words but not know how to blend. They can decode sounds of nonsense words but not be able to read CVC words. The results show benchmark when they have great difficulty reading. The Oral retelling is not an honest indicator of comprehension since the students are provided with the word when they don't know it. It is also very subjective when counting the number of words stated.	10/28/2015 4:36 PM
180	DCAS SS, DCAS Science, SMARTER summative. DCAS are larger summatives given over multiple years. Do not use results to modify instruction as well as smaller more time relevant tests. SMARTER Summative claim data does not drill down into specifics as well as smaller, time relevant assessments.	10/28/2015 2:59 PM
181	I find summative assessments the least useful. I feel that a poor score on a summative assessment may not accurately reflect the student's knowledge and abilities in that content. Some people do not test well and any screening measure that is given in a large, one day session does not hold a lot of validity for me.	10/28/2015 2:50 PM
182	SBAC interim- It is not worth grading that test. It should grade it for you so you can worry about what curriculum items the students really need at that time.	10/28/2015 2:46 PM
183	I am a CTE teacher so the only assessments that I look at are math and English. So all assessments that are NOT math or English are least useful.	10/28/2015 2:23 PM
184	State-wide (or national) assessments; they usually assess things I find less valuable, doesn't heavily align with what I'm teaching (a test like the SAT might align somewhat to a class I am teaching, coupled with other math classes for example)	10/28/2015 2:18 PM
185	Smarter Balanced.... we have absolutely no results on individual student performance.	10/28/2015 2:11 PM
186	The Pre and Post Test Are can in no way judge an entire years worth of curriculum or student growth in 11 multiple choice questions and 5 short answers. Most of which are concentrated on economics, and there is a 2 week unit on economics.	10/28/2015 2:11 PM
187	smarter balance does not apply to my content area	10/28/2015 1:23 PM
188	Summative Smarter Balanced because we do not receive scores until after the school year has ended.	10/28/2015 1:05 PM

## Assessment Inventory Uses

189	Smarter Balanced- its not realistic	10/28/2015 9:49 AM
190	DPAS II pre and post tests are of inferior quality. Students don't try on the assessments. Many of our students opted out of Smarter Balanced tests; data is worthless.	10/28/2015 9:29 AM
191	The Smarter Balanced Summative is not useful because we do not see the results until it is too late and the Scott Foresman benchmarks are not useful because they do not directly align with the curriculum and formative assessments.	10/28/2015 8:18 AM
192	SMI and SRI are the least useful in that student keyboarding competency is required to complete test. High levels of anxiety are seen, resulting in inaccurate results.	10/28/2015 7:57 AM
193	Smarter Interim because it offers some information but some students do not take the test seriously so some of the info is not accurate.	10/28/2015 7:54 AM
194	Accelerated Math - without using STAR math in conjunction, it makes no sense to use AM. It is a worksheet creator with no specific student-centered level-set. SBAC - very little useful information for instruction. Performance Plus assessments - force teachers to teach to the test since they aren't overly aligned to the curriculum.	10/28/2015 7:47 AM
195	Component 5 pretest and posttest to see growth in our students	10/28/2015 7:46 AM
196	DCAS Alt-1, SMARTER because these high stakes test are not a true sample of what students can actually do and how far they have come throughout the course of the year.	10/28/2015 7:19 AM
197	SBAC - we don't get results in time to use in anyway to inform or adjust our instruction to best support students	10/27/2015 10:03 PM
198	Smarter balance, dibels, math expressions	10/27/2015 5:15 PM
199	Why disrespect students who are talented in arts or trades or skills by forcing them to take the PSAT and the SAT when they don't need to take these tests. Why the one size fits all??	10/27/2015 3:37 PM
200	Nape, social studies DCAS	10/27/2015 3:24 PM
201	SF Benchmark Tests, because a lot of my students are ESL and the tests are very wordy.	10/27/2015 1:57 PM
202	Long assessments that are not level and do not allow for all of my childrens accommodations.	10/27/2015 1:52 PM
203	SBAC, DCAS, NAEP-these tests measure nothing because there is no student accountability or interest in them. They do not measure student achievement as much as they measure the degree to which students will comply and give their best effort.	10/27/2015 1:40 PM
204	Smarter Balanced. Creates anxiety at every level of education. Also, is not even used for educators feedback. It is only a way to compare schools and states against one another. Does not show everything the students have learned, or the growth they've made.	10/27/2015 1:03 PM
205	Smarter Balanced. We don't even get the information until the fall and then nobody cares.	10/27/2015 12:38 PM
206	n/a	10/27/2015 12:12 PM
207	Smarterbalanced- I do not believe that is provides an accurate sample of data about student knowledge/understanding.	10/27/2015 12:03 PM
208	Smarter- some students are bad test takers.	10/27/2015 12:03 PM
209	Smarter. Our curriculum does not match the assessment.	10/27/2015 11:27 AM
210	SRI - I don't have access to the scores unless I ask someone.	10/27/2015 11:06 AM
211	Smarter Balance	10/27/2015 10:55 AM
212	DCAS (DESSA) Social Studies - Responsible for 5th grade material in review that may or may not have been taught to students, testing window does not allow for my complete curriculum to be taught and then reviewed.	10/27/2015 10:46 AM
213	I would like the SRI to break down information about why the student scored the way they did. This would allow me to know what they struggled on and what they were proficient at.	10/27/2015 10:06 AM
214	Smarter Balance DCAS Alg II PreTest PostTest	10/27/2015 10:00 AM
215	Any assessment that's from a kit or box. The Scott Foresman Reading assessments don't really test anything specific. I also feel like the math probes are effective. Neither assessment drives instruction because of the nature of the assessment and the need to move on to new materials.	10/27/2015 9:59 AM
216	xxxxxxxxxxxxxxxxxx	10/27/2015 9:46 AM

## Assessment Inventory Uses

217	Smarter and Component 5 pre and post tests - students have no reason to buy into the Smarter assessment and thus do not try their best. The post test can be counted as a classroom assessment encouraging students to make a better effort however the test does not accurately measure the objectives taught in the course.	10/27/2015 9:43 AM
218	pre and post tests	10/27/2015 9:36 AM
219	Smarter Balance and SRI.	10/27/2015 8:50 AM
220	Pre and Post Tests - they do not accurately assess the content I teach. They are poorly designed tests that waste class time.	10/27/2015 8:00 AM
221	None	10/27/2015 6:53 AM
222	Smarter balance Too lengthy and not a true measure of performance. It's not differentiated.	10/27/2015 6:20 AM
223	SRI does not seem to give useful information for emergent readers.	10/26/2015 10:39 PM
224	SBAC-it is not a true assessment of my students abilities.	10/26/2015 9:07 PM
225	SRI is the least useful assessment for second grade. Students score very poorly in the beginning of the year even when their skills are not that poor but computer skills may be. SRI does have benchmarks for second grade.	10/26/2015 8:44 PM
226	SRI- It is very difficult to know what the score of a "BR" means.	10/26/2015 8:34 PM
227	Any assessment that is created by "for profit" companies I do not agree with, especially when they sell products to prepare you for the test. These tests are prepared by non educators that do not understand the classroom. It does not give me data that drives my instruction.	10/26/2015 8:22 PM
228	Program, component V tests pre post, and Benchmarh tests	10/26/2015 8:22 PM
229	Smarter Balance because the results are not connected to anything we do in the classroom. It also doesn't provide immediate feedback for any of the stakeholders	10/26/2015 8:04 PM
230	N/a	10/26/2015 8:02 PM
231	DIBELS is least useful in that the time limit of one minute does not always capture reading readiness skills.	10/26/2015 7:48 PM
232	Smarter Balance It does not give information for the special education students I work with that are below grade level	10/26/2015 6:07 PM
233	Smarter Balance for special education students it does not tell me anything that I don't know. I would rather have them tested on their instructional level	10/26/2015 6:02 PM
234	State based because we do not see the results.	10/26/2015 5:21 PM
235	SMI and comp v tests are absolutely invalid and HORRIBLE.	10/26/2015 4:51 PM
236	SF Fresh Reads (2 per unit).	10/26/2015 4:39 PM
237	SBAC tests are so hard that it only tells us that students are reading below level but not why and they do not tell us what skills need to be addressed.	10/26/2015 4:31 PM
238	SRI and Smarter I am unsure of whether or not the SRI is even aligned with the CCSS. It does not tell me whether or not the student has an issue with vocabulary, reading fluency or with reading comprehension. The Smarter test doesn't help me at all, because it is not accessible to my students. It doesn't give me a good breakdown of the strength and weakness areas of my students.	10/26/2015 4:30 PM
239	SRI as merely giving their lexile levels without showing their problem areas does not help address the concerns.	10/26/2015 4:26 PM
240	Fresh reads, DIBELS composite scores and DORF	10/26/2015 4:15 PM
241	na	10/26/2015 4:10 PM
242	Early learning survey	10/26/2015 4:09 PM
243	SRI for second grade because most of them can't read it so it doesn't give valuable information other than they aren't able to read the test.	10/26/2015 4:09 PM
244	All of these assessments are useless	10/26/2015 4:00 PM
245	Smarter Balanced - by the time we get the results, school is over and we are teaching a new class. It does not inform our instruction in a timely manner.	10/26/2015 3:56 PM
246	Summative Assessment Coalition: I pick apart the assessments and choose to use some of the questions on my tests. I do this because some questions are poorly written, or I do not have enough time to cover the content of a particular question(s).	10/26/2015 3:53 PM
247	Dibels-NWF- does not measure reading readiness for older first grade.	10/26/2015 3:49 PM

## Assessment Inventory Uses

248	Assessments used to determine whether or not I am an effective teacher. The assessments used to determine whether or not I am teaching the state recommended curriculum.	10/26/2015 3:35 PM
249	n/a	10/26/2015 3:27 PM
250	The least useful assessment would be the DCAS Science and Social Studies. I am not sure the information is used in helping to guide instruction.	10/26/2015 3:15 PM
251	Some of the science coalition end of unit assessments as they no longer align with NGSS	10/26/2015 3:14 PM
252	DCAS science and social studies. Data comes after students leave and not used for anything.	10/26/2015 3:05 PM
253	Smarter- the scores are not received in a recent manner that I can utilize with my current students.	10/26/2015 3:05 PM
254	The ELS is the biggest waste of time. The test takes Kindergarten teachers an enormous amount of time to give and provides NO opportunity to change. The data never goes back to the preschools and if anyone should administer it, it should be the preschools.	10/26/2015 3:05 PM
255	All Scott Foresman assessments. The success predictors are not developmentally appropriate. The unit assessments do not give any useful information. Even intensive students score an outstanding on these assessments. ELS Survey - A HUGE waste of time. Why is it my job to rate how well preschool teachers are at their job?	10/26/2015 3:03 PM
256	ELS survey. Used for preschools not kindergarten teachers.	10/26/2015 3:03 PM
257	Scott Foresman assessments - the benchmarks are too easy and the success predictors are too hard - they do not give consistent data.	10/26/2015 2:59 PM
258	SRI has no growth goals for 2nd grade Reading Benchmark tests are not at the same level of rigor. Unit 4 Benchmark test is too difficult.	10/26/2015 2:56 PM
259	DCAS 3 year summative 3 years different teachers volumes of information - wide not deep	10/26/2015 2:55 PM
260	Smarter - no immediate feedback	10/26/2015 2:55 PM
261	Algebra II EOC was the least useful because it came at a time when my students were already tested out from smarter balance and the post test that they did not perform their best. Teacher's were not given useful data from the test that could be used to drive instruction either.	10/26/2015 1:31 PM
262	Smarter Balance-no results given in a way that helps students.	10/26/2015 12:43 PM
263	Large assessments that require students to read unfamiliar material is difficult, many students can not read the material. Students do not take these assessments seriously because they know they are not graded. I could plan engaging an effective lessons to teach students these skills. When a student does not know how to read on grade level they will struggle with these large assessments. Especially when accommodations from IEPs are not met (text read aloud, extra time, separate testing environment, teacher assistance with writing, allowed to answer orally).	10/26/2015 10:43 AM
264	Smarter Balanced - takes up too much time (@ 11 hours just for summatives), money, resources (computers, teacher instructional time, Library & computer lab space) particularly in grade 11. The results come back in @ 5 months. More than 2/3 of our 11th graders opted out. SAT and AP tests are more important to students and families.	10/26/2015 9:49 AM
265	Parts of the DCAS science exam do not assess what the students have learned during the school year. Sophomores at Conrad are taught chemistry and the DCAS contains a lot of Biology and Earth Science. Thus teachers must take time away from our chemistry curriculum to review for the exam. The Biotechnology Pre and Post Tests are registered under Health Sciences in Performance Plus. At Conrad we follow the Technology Education standards not the Health Science Standards and yet we give a Pre and Post Test based off of these standards. I would much rather give a pre and post test based on the technology curriculum.	10/26/2015 9:45 AM
266	DCAS science; it's not the test itself that I find not useful. I think taking a pretest and post test can be beneficial in all classes. I just think what a teacher has to fill out and make predictions on is ridiculous. obviously you want the scores to improve. that should be a given and that should be it. none of this "how much will they improve, what percentage will improve, what number will go above...." that part is tedious and pointless. it wastes a teachers time that could be spent on something else.	10/26/2015 9:09 AM
267	Smarter Balanced does not provide the same type of details on student achievement that DCAS provided.	10/26/2015 9:05 AM
268	Quarterly Exams, Smarter Balance	10/26/2015 8:48 AM
269	Smarter Balance because it is very complicated and time consuming. The students become frustrated with it and give up.	10/26/2015 8:47 AM
270	DIBELS - Inconsistent throughout the year, timed test not accurate for shy students (especially when administered by a stranger).	10/26/2015 8:42 AM

## Assessment Inventory Uses

271	DCAS Social Studies- I have no control over what they learn in 5th and 6th grade, and end up reteaching all of that content over again, as those teachers have no accountability. Little of the content assessed is actually from the 7th grade curriculum.	10/26/2015 8:38 AM
272	SMARTER summative and interim, This test is entirely too hard and over-whelming for students. Most students shut down or get tired of taking it and end up "guessing" by the end. I do not think it accurately depicts student scores and growth.	10/26/2015 8:34 AM
273	Smarter Balance- Results are not useful for students of that year.	10/26/2015 8:03 AM
274	Smarter Summative - no information is really available. Also, any information I would receive now is for students who have already moved on.	10/26/2015 7:55 AM
275	Smarter Balanced, just seems like excessive testing	10/26/2015 7:13 AM
276	SMARTER- The students don't know how to take the test because the directions and content are beyond their level of comprehension.	10/25/2015 8:09 PM
277	Fresh Reads Scott Foresman - Our students cannot relate to many of the topics and I often find that the Advanced level is easier than the on-grade level assessment. To date, I have not been given directions to review SBAC results. I figured out how to get them without any guidance from my district. I feel that students that cannot keyboard are at a significant disadvantage and show much less effort completing the short response and writing components. They were so frustrated with keyboarding on laptops, that they did not try as hard as they would have with paper and pencil.	10/25/2015 6:09 PM
278	DOE Pre/Post Test IM III. It does not reflect the curriculum we teach. It is too wide in breadth. Some of the questions are just, well, God-awful.	10/25/2015 5:10 PM
279	I find the ELS (kindergarten readiness assessment), writing assessments, and fluency in reading assessments to be the least useful. The ELS includes more data than teachers have time to feasibly collect as many of the areas are subjective (behavior, social, etc.). The writing assessments are not useful because many of our students are still learning their letters and how to write and expecting many of them to be able to write sentences when they are learning letters is not developmentally appropriate. Those students that can write because they came into kindergarten knowing their letters and sounds are able to write, but many at [REDACTED] are not able to write until after January or later. The fluency assessments are not useful because we are generally able to gauge who can read/cannot read words in small reading groups and this assessment frustrates those who cannot read yet.	10/25/2015 1:09 PM
280	Smarter Balanced tests, takes too much time away from teaching and too stressful for students with relation to the information obtained.	10/25/2015 11:38 AM
281	Benchmark	10/24/2015 12:37 AM
282	Smarter balanced	10/23/2015 4:22 PM
283	I think they all have their place	10/23/2015 3:11 PM
284	District EOC exams, Smarter Balance - practice and actual test	10/23/2015 2:54 PM
285	SRI and FRA - does not give enough data OR we have not received training to know what it provides	10/23/2015 2:37 PM
286	At this point in time the least useful assessment is our Smarter Balanced Assessment. We do not receive scores back in a timely manner and we cannot use the data to drive instruction.	10/23/2015 2:13 PM
287	The pre/post tests and the SBAC are least useful. The pre/post tests and SBAC require specific teaching of the concepts and question wording that distracts from the whole picture learning. The SBAC results are meaningless to students as the results are mailed after student are no longer with that teacher. Also, the test is so long that the format of the test is not user friendly for the grade and it is hard to know whether the test measures the student's knowledge because the interface and language interferes with their understanding.	10/23/2015 12:51 PM
288	smarter balance-test is not programmed on students lexile level	10/23/2015 9:04 AM
289	DCAS.....outdated.	10/23/2015 7:44 AM
290	n/a	10/22/2015 4:59 PM
291	Kindergarten Readiness, Early Learning Survey, Diebels and BOY Reading	10/22/2015 3:59 PM
292	State wide norm referenced test.	10/22/2015 3:12 PM
293	N/a	10/22/2015 2:57 PM
294	DCAS-(11thgrade)SMARTER_EOC Assess_does_not_effectively_measure_ability/support_unfair_to_students_and_families	10/22/2015 2:30 PM

## Assessment Inventory Uses

295	DCAS EOC and any other DCAS. They are duplicative, not measurable against students in other states and not necessarily taken seriously by our students.	10/22/2015 2:28 PM
296	Early Learners Survey- it is a readiness assessment and does not provide information for the current school year.	10/22/2015 1:28 PM
297	DCAS, Smarter Balanced and NAEP. They are not useful because I can't see where students are having problems. I only know if they passed or not. My classroom tests tell me what areas they are having trouble with and I can use that as a lesson to reteach.	10/22/2015 11:06 AM
298	SBAC Interim/Summative: not timely, hard to administer, takes too long, too punitive and confusing to students, too hard for them to maneuver around website, too many technical glitches, takes too much time away from authentic instruction.	10/22/2015 10:00 AM
299	SBAC, SMI- they are leveled and administered at a rate and frequency where students "check out" they are not a clear indicator of accumulated knowledge over a whole school year, but a snapshot of a given student on one or two days at the end of the year.	10/22/2015 9:40 AM
300	N/A	10/22/2015 9:27 AM
301	Component V Pre and Post test. These tests assess skills and standards that are not required by my grade level to teach. The questions are also extremely poorly written and do not authentically assess growth. This test has turned assessments into a numbers game to ensure adequate growth for teachers. Common Formative Assessments (CFA) These assessments take up all of PLC time. These assessments, while addressing appropriate skills, do not offer any added value to traditional activities completed in class. The forms that are required to fill out in conjunction with these assessments are not used by anyone else but the teacher to assess growth so the act of providing it to administration is a pointless endeavor.	10/22/2015 7:30 AM
302	Any assessment developed by non teachers contracted out like SMARTER BALANCE. These test questions are poorly written and are too general to accurately demonstrate all students knowledge.	10/21/2015 9:46 PM
303	Smarter Balanced: Students are not required to pass this test and therefore it's a purposeless evaluative tool for students AND teachers. It seems illegal to evaluate teachers based on a test students don't have to even take yet alone pass.	10/21/2015 7:53 PM
304	Smarter PSAT Common Grade Level Frustrates Spec Ed students. They are not at grade level.	10/21/2015 1:05 PM
305	Pre -test and Post-test, since data can be manipulated to show growth many ways, it does not seem to be a true indication of knowledge.	10/21/2015 11:28 AM
306	SBAC - the students take the test at the end of one school year, they go to a new grade, some schools use this test to level for Honors and such and this is one snapshot in time, There is no grouping or re-teaching of what individual children need.	10/21/2015 9:28 AM
307	na	10/21/2015 8:56 AM
308	Because I created it and it accesses the students knowledge of what I will be teaching before I teach. The data shows where my students are in terms of content knowledge. I know to focus my lesson around the data.	10/21/2015 8:50 AM
309	SRI because the kids do not take it seriously for the most part. Hard to get an accurate reading	10/20/2015 7:02 PM
310	State and National tests. Not all students need to learn the same things across the vast country.	10/20/2015 5:17 PM
311	ALL except AP - tests are poorly constructed	10/20/2015 4:58 PM
312	SMI- does not test what I teach	10/20/2015 4:38 PM
313	scott foresman fresh reads assessments	10/20/2015 4:08 PM
314	Dibels	10/20/2015 3:54 PM
315	Curriculum benchmarks and baselines- tests are too long, don't always follow instruction, aren't useful reports after instruction has occurred.	10/20/2015 2:48 PM
316	State mandated reading and math tests are not useful. They do not measure skill level and/or growth in regards to reliability and/or validity.	10/20/2015 1:38 PM
317	Don't use others.	10/20/2015 1:37 PM
318	Smarter Balanced test. . . causes great and unnecessary anxiety in students and teachers. The test is too reliant on technology working.	10/20/2015 1:00 PM
319	Common Exam Initiatives (midterm and final). Overly difficult tests our students will fail anyway. Only used by district, if district is even using them for something.	10/20/2015 12:57 PM
320	Pre or post tests with errors or ambiguity that do not apply to the students I teach.	10/20/2015 12:14 PM

## Assessment Inventory Uses

321	State and district mandated tests - many of these are not designed to assess students but to assess teachers. Also, the objectives we have to teach to do not relate well to success in college, so they are of little or no value to my students.	10/20/2015 12:04 PM
322	Smarter Balance is the least helpful because they don't take it seriously and it is a poorly conceived and constructed test.	10/20/2015 11:28 AM
323	Component V Pre and Post Tests. They are poorly written and require only select skills from my students. They do not reflect what I teach all year by any means.	10/20/2015 11:00 AM
324	Smarter Balanced, because scores don't come in until after the kids are already out of the class. SMI because we haven't had much training on how we can use the scores to inform our instruction.	10/20/2015 10:46 AM
325	all--results come out way after school is over. Testing too much..not enough time for instruction. Tesing results don't generate resources needed for lower level students.	10/20/2015 9:34 AM
326	I question how much stock we put into SRI and STAR data. They are good dipsticks, but cannot be the defining measure of a student's ability. It seems that a lot of decisions are based on these tests. I wonder if a more balanced, holistic approach to assessing reading comprehension would be better. I do not think the SF Fresh Reads, Vocab, or Baselines are as useful as other measures. Math Formative assessments need to be better aligned with CCS.	10/20/2015 9:26 AM
327	Subject Pre/Post Tests, SBAC, EOC/DCAS because there is not accountability for the student. There is no incentive for the student to try or perform to their ability because there is not a negative consequence on the student for a poor performance.	10/20/2015 8:39 AM
328	ALL OF THEM!	10/20/2015 8:34 AM
329	Just about everything else, because they are either riddled with errors, or administered at inappropriate times	10/20/2015 8:02 AM
330	Smarter Balanced - no immediate or applicable feedback	10/19/2015 10:20 PM
331	ELA pre test....ineffective when the teacher has to grade the essays	10/19/2015 2:35 PM
332	Not so much the type of assessment as mush as there are too many too often throughout the year that take up valuable teaching time.	10/19/2015 2:24 PM
333	Personally, I do not think Dibels scores for 1st grade are the best gauge of my students' ability levels. The nonsense word test is extremely confusing for them now that they have learned at least the basics of reading and they know that these words do not make sense. Last year, one of my highest readers showed up in red due to the nonsense word test.	10/19/2015 2:14 PM
334	Smarter Balance and Math Probes are the least useful. THeY provide no information because of the timing of the test or the lack of connection to what is being taught in the classroom.	10/19/2015 8:33 AM
335	N/A	10/19/2015 8:15 AM
336	Math probes, Reading Street Fresh reads, Smarter/DCAS- None of these provide useful and accurate information that can be used to provide better instruction for the student. The time spent giving these assessment (which are used for NOTHING) could be better used on instructing the student.	10/18/2015 5:10 PM
337	SRI- we give this test 3x a year yet we have never had any training on how to use the data to guide instruction. Reading Series Benchmark Tests- we give these throughout the year, however the tests are entirely too long and there are not enough questions in one specific area.	10/16/2015 4:19 PM
338	STAR, Unti Assessments, Inventories, Pre and Post test, Benchmarks	10/16/2015 3:33 PM
339	Smarter Balance has not been useful yet. I do not get timely information about skills and fluency about individual students or my entire class. The assessment is not designed to help me as a teacher.	10/16/2015 9:56 AM
340	Smarter Balance Question, SMARTER Summative,	10/16/2015 9:36 AM
341	I do not assess students using any of the above tests.	10/16/2015 7:30 AM
342	Smarter- the data doesn't give me any specific feedback and it comes too late (I preferred the MAP testing we used to take which broke down student needs and strengths by very specific strands so teachers could use them to guide instruction. These were taken 3 times a year to continue to monitor progress.	10/15/2015 8:37 PM
343	SBAC reports don't give enough information to drive instruction.	10/15/2015 8:34 PM
344	All assessments are helpful.	10/15/2015 10:08 AM



## Assessment Inventory Uses

### Q10 Explain why SMARTER SUMMATIVE is useful or not useful.

Answered: 180 Skipped: 425

#	Responses	Date
1	Not useful - Takes too long, is too intimidating to the students, adds to the students' testing fatigue that results in this and all the tests they must take no longer being taken seriously by students.	11/8/2015 9:21 PM
2	Not useful.	11/7/2015 8:54 PM
3	We don't see the results so we don't know where the students are successful or unsuccessful	11/6/2015 1:16 PM
4	N/A	11/6/2015 11:20 AM
5	There is no student accountability, so some students don't care how well they do, and just guess.	11/6/2015 9:47 AM
6	results take too long. data is essentially useless.	11/6/2015 8:54 AM
7	Its moderately useful. If we are going to continue to bog the juniors down with testing, there needs to be more incentive for them to do well. For example, college acceptance.	11/6/2015 6:40 AM
8	It is not useful because it discriminates against students who do not have computers at home.	11/5/2015 7:11 PM
9	I do not use it	11/5/2015 6:48 PM
10	Data that it provides on students.	11/5/2015 5:26 PM
11	Feedback took too long and it was not even received when those students were in my class anymore.	11/5/2015 4:44 PM
12	Scores are not released until the summer, so instruction cannot be tailored to meet needs demonstrated by SMARTER.	11/5/2015 4:42 PM
13	Not useful because data comes back so late. Students have moved on the following grade.	11/5/2015 4:42 PM
14	Not useful because data is not given in a timely manor to effect my instruction to that group students.	11/5/2015 4:42 PM
15	Not Useful! Not all students test well so the measure of their achievement is not accurate. Other factors can contribute to students not scoring well such as anxiety, hunger, poverty, home issues, etc. These factors are out of the educators control but do effect the students scores.	11/5/2015 4:42 PM
16	Data about students can't help inform my instruction. It is not a good indicator of what students have accomplished during the school year.	11/5/2015 4:41 PM
17	Not sure, because the information presented from the test results hasn't been made clear to teachers. We need training!!!!	11/5/2015 4:39 PM
18	Not useful because we weren't able to access scores until much later in year.	11/5/2015 4:38 PM
19	It is not useful because the feedback/results take so long to receive	11/5/2015 4:33 PM
20	Have not received enough training on this assessment to make use of the data.	11/5/2015 4:07 PM
21	n/a	11/5/2015 3:58 PM
22	We don't get the results within the year they are taken.	11/5/2015 3:14 PM
23	useful if it was scored in a timely manner	11/5/2015 1:54 PM
24	N/A	11/5/2015 1:03 PM
25	We are supposed to meet students where they are and take them to where they need to be. All students are not cookie cutters so having one test to test every student who are on different levels is not giving them what they need.	11/5/2015 12:18 PM
26	it would be useful is the data was provided in a timely manner.	11/5/2015 11:14 AM
27	We never get the scores until the following year. we are unable to make adjustments	11/5/2015 9:48 AM
28	Na	11/5/2015 9:16 AM
29	We do not take the SMARTER assessment in my school; however, this assessment is better aligned to the standards that are being implemented in the English and math classrooms.	11/5/2015 8:15 AM



## Assessment Inventory Uses

30	see previous answer	11/4/2015 11:05 PM
31	Too much time is taken away from valuable instruction. Data was not available in a timely manner to drive instruction	11/4/2015 11:03 PM
32	Currently, it is not useful as it does not align with the district required assessments and the data collected during the school year. The focus needs to be aligned. A common theme and expectation. (We need instant feedback in order to meet the needs of the students.)	11/4/2015 9:14 PM
33	Its not useful in data driven instruction as the results are not provided for awhile after.	11/4/2015 7:53 PM
34	Useful if it showed growth, but because students only take once this year, it doesn't show growth. Students that aren't on grade level, particularly ELL's and special education students will get a low score, won't meet standard, although they could be making progress.	11/4/2015 1:21 PM
35	Not useful--Not grade level appropriate.	11/4/2015 12:15 PM
36	I do not give this assessment.	11/4/2015 11:46 AM
37	NOT usefull have opted my test aged children out of taking Smarter Balanced because I do not feel it is an effective standardized test and will not deliver the quality information that it claims it will provide. It is my right and duty as a parent to provide my children with the best possible educational outcomes, and from both my perspectives as a parent and as a school educator, I feel the Smarter Balanced is a poorly designed, unreliable measurement. I do not think it is properly aligned with grade level state standards, and I think the test questions are complicated and unclear. I am frustrated with the number of standardized tests, the pressure to perform on these tests and the lost learning time. Classroom time that spent instructing the children how to take/pass the tests is not time well-spent. One 3rd grade teacher noted that out of 20 days in school, 16 days were involved in practice testing or in preparing the children for the test.	11/4/2015 11:38 AM
38	Smarter Balance Assessments (all) are a waste of time as we do not get any results until it is too late to help the children. The children also know they do not count towards anything (passing the grade, report cards, etc.) so they do not apply the effort necessary to do well.	11/4/2015 11:12 AM
39	n/a	11/4/2015 10:15 AM
40	Smarter Summative is not useful as it does not adhere to diversities in learning styles.	11/3/2015 9:19 PM
41	Don't know how to access data.	11/3/2015 3:07 PM
42	Not useful when I don't get results until the fall for a class I no longer teach! Also, how is it fair to ELL and Special Ed students when what we do for them everyday is ignored? I have IEPs that say I must read TEXT- yet that is NOT happening on these assessments.	11/3/2015 2:58 PM
43	The scores do not measure growth while under the current teachers instruction. The data arrives after the child moves on to the next level.	11/3/2015 10:44 AM
44	Smarter is not useful because as with any testing measure the results don't necessarily reflect student depth of knowledge. Because there is no tie in to their future goals many students feel as if the test is just a waste of time and they don't take the test with fidelity.	11/3/2015 9:56 AM
45	The feedback is delayed and we don't know enough about the test.	11/3/2015 9:47 AM
46	Too much of a delay - The immediate feedback of NWEA testing was most useful in the past.	11/3/2015 8:47 AM
47	Why do I need last year's scores?	11/3/2015 7:03 AM
48	N/A	11/3/2015 5:28 AM
49	Results too long in receiving	11/3/2015 5:12 AM
50	Not age appropriate	11/2/2015 9:36 PM
51	data is not reflective of the work being done in our school for our students	11/2/2015 7:58 PM
52	Too difficult and frustrating for my students	11/2/2015 3:31 PM
53	See number 9	11/2/2015 11:38 AM
54	The scores come late and the tests are extremely difficult for students who are already significantly below grade level.	11/2/2015 11:31 AM
55	Useful for getting an idea of where your students are, but data is received too late to aide in planning	11/2/2015 10:52 AM
56	Right now it is not useful because the data comes back so late	11/2/2015 10:41 AM

## Assessment Inventory Uses

57	See how students score among other students and where they do/do not accelerate. Not useful because scores come after school year starts. Takes too much time	11/2/2015 10:11 AM
58	Somewhat useful: Gives detailed information on how students performed. The information is received too late to be meaningful.	11/2/2015 9:24 AM
59	results are received too late	11/2/2015 9:07 AM
60	No information to the teacher during the school year.	11/2/2015 8:34 AM
61	The testing window is not enough time to allow students to do their best and complete the test. Many students felt rushed or did not finish. The test is too long.	11/2/2015 6:51 AM
62	data comes too late	11/1/2015 7:46 PM
63	Curriculum Maps for ELA directly connect to information on the Summative	10/31/2015 9:16 PM
64	N/A	10/31/2015 8:58 AM
65	Too long and no immediate feedback	10/30/2015 4:42 PM
66	Not at all	10/30/2015 4:31 PM
67	It is not useful because teachers already know which students are struggling and what they are struggling with.	10/30/2015 3:52 PM
68	Not useful- Lengthy test, stressful to students, result aren't an accurate reading of student understanding.	10/30/2015 3:43 PM
69	Smarter is not useful because it is stressful for the students and the results do not help drive instruction.	10/30/2015 3:43 PM
70	No one has seen the scores. Useless.	10/30/2015 2:39 PM
71	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
72	see question #9	10/30/2015 2:31 PM
73	Not enough feedback of scores available to teachers.	10/30/2015 2:23 PM
74	Because the format is confusing and bulky. The questions are tricky and not age appropriate. No child should be getting this sort of test in elementary school. We are exhausting and demoralizing our children!!	10/30/2015 1:55 PM
75	Not sure	10/30/2015 1:47 PM
76	does not capture growth.	10/30/2015 1:27 PM
77	limited information provided	10/30/2015 1:05 PM
78	Not - we spend too much time teaching to the test and worry about how the students will do or if they will get stressed out. We don't see results until our students are no longer with us and we can not use it to further our students education for the good.	10/30/2015 1:00 PM
79	It is useful, since it pushes students to learn	10/30/2015 12:44 PM
80	Not useful. Can't see questions or how your students answer them. Results come out so far after the fact that you're onto the next class and their needs.	10/30/2015 12:34 PM
81	The results come in so late, and really don't break down the assessment enough results. Plus they are in March before all of the standards are taughts.	10/30/2015 11:19 AM
82	NOT USEFUL- all of my students are English language learners. It is absolutely illogical to administer a test at this level for students who are beginning or developing English language learners.They are unable to be successful with a test that is inaccessible.	10/30/2015 10:51 AM
83	Not useful because it doesn't have any impact on the student.	10/30/2015 10:37 AM
84	Useful - Gauge grade level mastery	10/30/2015 10:34 AM
85	No information	10/30/2015 10:22 AM
86	used to measure the school, hard to use with children because there is not enough information to explain to the students how to expect to improve	10/30/2015 10:05 AM
87	Not useful as the SOLE predictor of placement levels. Teachers know more about individual students and should be making final decisions regarding placement levels.	10/30/2015 9:35 AM
88	It is not useful because it is very bias and not getting the true knowledge of the different learners	10/30/2015 9:33 AM

## Assessment Inventory Uses

89	This does not provide useful data for anyone. For the longest time the measure of success was your SAT score. If the SAT organization is making their test more common core friendly we should be helping students to score well on that test since it directly ties into their college experience. Smarter does not tell us whether a teacher is good at their job or not.	10/30/2015 9:28 AM
90	The scores are reported too late. The scores do not give enough detail to use to inform instruction. The hours that students put into practicing and taking the test would be better used in actual instruction.	10/30/2015 9:27 AM
91	For severe and many less severe special education students it is as if you are giving them one more way of saying 'here's something you can't do -now DO IT!'. I have a blind student. How can the test be accomodated for him?	10/30/2015 9:18 AM
92	Not useful - For many students performance on SB does not match performance in class.	10/30/2015 9:10 AM
93	I don't know anything about SMARTER SUMMATIVE yet. We received our scores so late, I was already focused on a new set of students.	10/30/2015 8:54 AM
94	Not sure if students do not know the material or cannot understand how to manipulate/write answers. Written answers measure typing skills and is biased toward affluent students with access to technology at home.	10/30/2015 8:00 AM
95	not - cart before the horse - you can't roll in a new k-12 curriculum all at once without gaps the only way to really change what is being taught and when is the roll it out in kindergarten, then 1st grade, then second.....and so on but that would mean we actually believe this will be around for the long haul	10/30/2015 7:59 AM
96	We do not use this.	10/29/2015 8:53 PM
97	It helps students to think more and challenges them to do better.	10/29/2015 4:42 PM
98	This is not useful in that it imposes a great deal of stress on the students. Also, it is a one shot deal.....you must perform well on that day in order to do well. These tests do not do a good job of showing how a student learns over the course of the year. Also, the results do not come out until after the school year is done. How is that supposed to help me in planning lessons for instruction?	10/29/2015 3:57 PM
99	NOT USEFUL. Places economically disadvantaged students at a greater disadvantage. It is difficult to use. Students treat it like a video game. Most students refuse to use pencil and paper while taking math assessments on the computer. Despite school- wide, district-wide and state-wide emphasis on the test's importance, students in "regular math" classes refuse to buy into it. Some read the problems and see them as ridiculous and not worth their time. Definitely not an accurate measure of students' abilities.	10/29/2015 3:19 PM
100	The smarter summative is not useful because it does no supply any real information about where the students are and what they need to work on.	10/29/2015 1:46 PM
101	Too long to get results, too long to administer. This tests assesses students' attention level and not knowledge	10/29/2015 1:26 PM
102	No meaningful data because it's too new	10/29/2015 11:29 AM
103	Not useful because the results are provided in an untimely manner.	10/29/2015 10:04 AM
104	n/a	10/28/2015 3:57 PM
105	Not useful. Too hard to find the data you are looking for. I used to get print outs of the data delivered to my mail box. Now I have to hunt and peck in a inherently hard to navigate webpage using the correct web browser.	10/28/2015 2:59 PM
106	Not useful; I find what they assess to be not very valuable	10/28/2015 2:27 PM
107	No individual student feedback	10/28/2015 2:13 PM
108	If not enough students take the test, data is meaningless. Juniors have to take too many tests!	10/28/2015 9:32 AM
109	We do not get the results until our students have moved on.	10/28/2015 8:20 AM
110	very little data and comes back way too late to be useful for current students	10/28/2015 7:53 AM
111	n/a	10/28/2015 7:49 AM
112	Results are not received in time to be of any practical use to inform/adjust/improve instruction and support students.	10/27/2015 10:03 PM
113	With full inclusion model this is an unnecessary torture device for our students with mild intellectual disability	10/27/2015 3:48 PM
114	Too new to be able to compare or ascertain what students need.	10/27/2015 3:34 PM
115	Not leveled, wording ridiculous. doesn't measure what it proports to measure. results untimely.	10/27/2015 2:00 PM
116	Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them.	10/27/2015 1:55 PM
117	It is not useful. It is only a way to compare schools and states against one another.	10/27/2015 1:10 PM

## Assessment Inventory Uses

118	It is not useful because it does not score the students properly or provide an accurate picture of student knowledge.	10/27/2015 12:06 PM
119	First year teacher- never done yet	10/27/2015 12:05 PM
120	I have not used this data as of yet.	10/27/2015 11:09 AM
121	The data is not provided till students are in the next grade level.	10/27/2015 11:00 AM
122	It is simply redundant. It takes time away from teaching. No student accountability.	10/27/2015 10:01 AM
123	It is not very useful because it only captures a glimpse of student performance at a given time.	10/27/2015 8:52 AM
124	Did not received feedback until the start of the following school year and it was for students we no longer teach. Does not influence instruction the way it should. Need feedback about student performance when something could actually be done to improve instruction.	10/27/2015 8:08 AM
125	N/a	10/26/2015 8:04 PM
126	N/A	10/26/2015 7:18 PM
127	We do not see what ares our students are struggling with.	10/26/2015 6:14 PM
128	I just did- see previous question.	10/26/2015 4:36 PM
129	SBAC tests are so hard that it only tells us that students are reading below level but not why and they do not tell us what skills need to be addressed. These tests are useful for identifying TAG students.	10/26/2015 4:31 PM
130	na	10/26/2015 4:12 PM
131	Results take too long to get back to the schools to be useful.	10/26/2015 3:59 PM
132	Smarter Summative appears to be difficult to understand	10/26/2015 3:31 PM
133	Not enough time to view. Too much test for kids to stay focused	10/26/2015 3:29 PM
134	Not applicable	10/26/2015 3:17 PM
135	See previous question.	10/26/2015 3:07 PM
136	n/a	10/26/2015 3:02 PM
137	Leveling the Classes	10/26/2015 2:52 PM
138	not useful. Does not guide learning and a lot of the questions are tricky so the kids are tested on if they can understand the questions not the content.	10/26/2015 12:47 PM
139	currently it is not useful as I no longer teach the students who took this exam.	10/26/2015 10:47 AM
140	Smarter Balanced - takes up too much time (@ 11 hours just for summatives), money, resources (computers, teacher instructional time, Library & computer lab space) particularly in grade 11. The results come back in @ 5 months. More than 2/3 of our 11th graders opted out. SAT and AP tests are more important to students and families.	10/26/2015 10:05 AM
141	The questions are very hard and our students do not understand how to take the test. The test is long and they get tired y the end and just click.	10/26/2015 10:02 AM
142	The data is not delineated in a way such that it gives specifics about what the student is missing.	10/26/2015 9:09 AM
143	I do not feel like this is useful. There are no consequences to the student if they do poorly so I don't believe the students take this seriously. It is also very long and tedious and many students become frustrated and give up.	10/26/2015 8:51 AM
144	Not applicable in Kindergarten	10/26/2015 8:49 AM
145	See previous answer. (9)	10/26/2015 8:38 AM
146	See previous answer	10/26/2015 8:00 AM
147	Excessive testing.	10/26/2015 7:15 AM
148	My district has not provided me with results from last year. How useful was that? We have not talked about the results.	10/25/2015 6:19 PM
149	We only get it at the end of the year so you can't help the students you had because they've moved on. It only helps to see what is being assessed so you can tackle this with your new students.	10/23/2015 4:26 PM
150	not modified on reading level	10/23/2015 9:11 AM
151	Not useful, questions are biased and confusing for students.	10/23/2015 7:45 AM

## Assessment Inventory Uses

152	SMARTER SUMMATIVE is not useful because it is a standardized test and not also students are at that same proficiency level, nor are they able to demonstrate their knowledge through a standard assessment	10/22/2015 5:05 PM
153	Not a homeroom teacher	10/22/2015 3:13 PM
154	Too_long.... MAP_or_Terranova_would_give_comparable_info_and_get_more_buy-in_from_parents/Students And_my_guess_is_more_cost-effective	10/22/2015 2:46 PM
155	No feedback on specific skill areas that we can use to help inform our instruction. Either they pass or fail.	10/22/2015 11:13 AM
156	scores are pointless months after the children are out of your class	10/22/2015 11:00 AM
157	Please see number 9 for more details. Smarter Summative is not useful	10/22/2015 10:03 AM
158	The scores are so delayed they are not useful as a teaching tool	10/22/2015 9:42 AM
159	It is not useful due to its poor design, the time it takes away from learning to administer and the delay in scores in no way drives instruction. The results do not at all reflect the students growth, potential or overall knowledge in the subject area.	10/21/2015 9:53 PM
160	Students have no incentive to pass it.	10/21/2015 7:55 PM
161	Not appropriate for students reading 3+ years below grade level.	10/21/2015 1:10 PM
162	the following year teachers really don't use the data on these tests	10/21/2015 9:39 AM
163	Not useful because data is not received until after the school year is over.	10/21/2015 8:52 AM
164	It is not useful because it is solely used to judge the teacher not whether the material was learned	10/20/2015 4:43 PM
165	I can only use these results to better my teaching as my students didn't take it last year	10/20/2015 4:02 PM
166	Data is not specific to students. By the time data aggregated by class is received, students have been promoted a grade and are no longer in those classes.	10/20/2015 2:59 PM
167	SMARTER SUMMATIVE not measure skill level and/or growth in regards to reliability and/or validity.	10/20/2015 1:38 PM
168	It is poorly constructed from a brain-development point of view. It requires their brains to jump from one learning style to another; content comes second.	10/20/2015 11:33 AM
169	Useful to see overall trends in grade level performance. Not useful in guiding instruction.	10/20/2015 10:48 AM
170	data is not received in a timely manner.	10/20/2015 10:23 AM
171	Not useful because zero student accountability	10/20/2015 8:42 AM
172	Somewhat good, because it gives a general overview of the school progress as a whole	10/20/2015 8:08 AM
173	no feedback in a timely manner	10/19/2015 10:22 PM
174	Smarter Balance is too developmentally inappropriate. The expectations that students at my grade level to manipulate and type on a computer is unrealistic. Additionally the feedback comes too late to be of any use. Additionally, the expectation that all students can master grade level expectations is unfair to those students who will never be able to do so. It is time those outside of the classroom begin to realize that not all students are created equal.	10/19/2015 9:13 AM
175	N/A	10/19/2015 8:19 AM
176	The results come back so late, that there is no way to provide meaningful feedback or instruction for the child. We are not testing students on what they know, just how well they can take a test. The length of the test is completely NOT age appropriate, it covers far too much general topics, wastes too much time from actual instruction of students.	10/18/2015 5:30 PM
177	Smarter Summative is not useful, because the data I get does not match any skill or fluency or comprehension skills for my students. There is no data that I can select on to determine where I need to focus teaching. The data is not timely for me to use as a preview for my current class.	10/16/2015 4:05 PM
178	I do not assess students using any of the listed tests. - However, The time between the test and the results invalidates much of the potential diagnostics.	10/16/2015 7:34 AM
179	NOT-Scores as sent too late. It gives no specific feedback as to strengths and areas of need for students.	10/15/2015 8:52 PM
180	The strand report is useful for grouping in the classroom, but it would be nice if it had some more break down of explicit scores.	10/15/2015 8:40 PM

## Assessment Inventory Uses

### Q11 Explain why SMARTER INTERIM BLOCK is useful or not useful. (Note in 2015 the district gave performance tasks from SMARTER interim)

Answered: 136 Skipped: 469

#	Responses	Date
1	Not useful - Adds to testing fatigue, difficult to score.	11/8/2015 9:21 PM
2	don't know.	11/6/2015 1:16 PM
3	N/A	11/6/2015 11:20 AM
4	There is no student accountability, so some students don't care how well they do, and just guess.	11/6/2015 9:47 AM
5	Not useful because it is a waste of valuable class time. There are no grades and you cant find out whether the answers are right or wrong. How is that valuable?	11/6/2015 6:40 AM
6	It is slightly useful because it allows the students to practice and alleviate anxiety.	11/5/2015 7:11 PM
7	DO not use	11/5/2015 6:48 PM
8	Teachers score which makes the assessment subjective	11/5/2015 4:44 PM
9	It's given too closely to the summative.	11/5/2015 4:42 PM
10	The interim block was given just weeks before the summative. We had no time to adapt instruction.	11/5/2015 4:42 PM
11	Not useful..	11/5/2015 4:42 PM
12	Hand scoring takes so long that the results are not useful by the time they are available.	11/5/2015 4:42 PM
13	It would be helpful if we didn't have to grade it without proper training and time to understand the results.	11/5/2015 4:39 PM
14	There was not enough time given to make it useful to guide instruction	11/5/2015 4:33 PM
15	Helps familiarize students with the testing format and rubric for which they are being assessed. Helps teachers guide instruction	11/5/2015 4:07 PM
16	n/a	11/5/2015 3:58 PM
17	need more performance tasks to make valid judgement	11/5/2015 1:54 PM
18	we never received the scores	11/5/2015 9:48 AM
19	Na	11/5/2015 9:16 AM
20	N/A-this assessment is not given in my school.	11/5/2015 8:15 AM
21	It was another time away from instruction for no real gain. Kids become anxious with all the required test.	11/4/2015 11:03 PM
22	Currently, it is not useful as it does not align with the district required assessments and the data collected during the school year. The focus needs to be aligned. A common theme and expectation. (We need instant feedback in order to meet the needs of the students.) Also, it is given so late that we can not truly inform our instruction.	11/4/2015 9:14 PM
23	Smarter Interim would likely be helpful if it was done further ahead of the Summative, to help guide instruction	11/4/2015 7:53 PM
24	Useful for students to practice, not useful for teachers	11/4/2015 1:21 PM
25	Not useful--Not grade level appropriate.	11/4/2015 12:15 PM
26	I do not give this assessment.	11/4/2015 11:46 AM

## Assessment Inventory Uses

27	I have opted my test aged children out of taking Smarter Balanced because I do not feel it is an effective standardized test and will not deliver the quality information that it claims it will provide. It is my right and duty as a parent to provide my children with the best possible educational outcomes, and from both my perspectives as a parent and as a school educator, I feel the Smarter Balanced is a poorly designed, unreliable measurement. I do not think it is properly aligned with grade level state standards, and I think the test questions are complicated and unclear. I am frustrated with the number of standardized tests, the pressure to perform on these tests and the lost learning time. Classroom time that spent instructing the children how to take/pass the tests is not time well-spent. One 3rd grade teacher noted that out of 20 days in school, 16 days were involved in practice testing or in preparing the children for the test.	11/4/2015 11:38 AM
28	Smarter Balance Assessments (all) are a waste of time as we do not get any results until it is too late to help the children. The children also know they do not count towards anything (passing the grade, report cards, etc.) so they do not apply the effort necessary to do well.	11/4/2015 11:12 AM
29	n/a	11/4/2015 10:15 AM
30	N/A	11/3/2015 9:19 PM
31	It was useful because it gave me a chance to see what it looked like.	11/3/2015 3:07 PM
32	Not useful because it WASTES valuable teaching time!	11/3/2015 2:58 PM
33	Interim lets instructors know the skill sets of students that need additional support.	11/3/2015 10:44 AM
34	Smarter interim was useful because it allowed the students to preview the type of test they would be taking in the spring.	11/3/2015 9:56 AM
35	it is helpful to expose students to the test however it does not even score the exam to give feedback.	11/3/2015 9:47 AM
36	This was time-consuming and interfered with a lot of instructional time.	11/3/2015 8:47 AM
37	It too way too much time.	11/3/2015 7:03 AM
38	N/A	11/3/2015 5:28 AM
39	The length of the time it took to score just a sampling of the responses speaks to the fact that the information would be slow in coming.	11/3/2015 5:12 AM
40	Not age appropriate	11/2/2015 9:36 PM
41	too much time to prepare students for a test that will not measure their growth adequately	11/2/2015 7:58 PM
42	Too difficult and frustrating for my students	11/2/2015 3:31 PM
43	Time consuming and again, no immediate feedback to use to change instruction. The practice test provides students time with the tool.	11/2/2015 11:38 AM
44	don't use and don't feel the need to subject students to more testing	11/2/2015 11:31 AM
45	No time to reteach based on skills, too much testing, not enough actual teaching/preview or review	11/2/2015 10:52 AM
46	I thought this was very useful to allow the students to know what to expect.	11/2/2015 10:41 AM
47	Too much time to grade, not enough information to use as a teaching tool	11/2/2015 10:11 AM
48	There was no explanation how to administer or navigate the test. The performance task looked completely different than what students use in their curriculum books, and when they logged into the test and began the short responses, they thought that was the performance task.	11/2/2015 6:51 AM
49	Practice for the Summative test is beneficial	10/31/2015 9:16 PM
50	N/A	10/31/2015 8:58 AM
51	Too long too stressful to much all in the same weeks	10/30/2015 4:31 PM
52	The test was not executed with fidelity across the district, therefore the data is invalid.	10/30/2015 3:52 PM
53	Not Useful- hand scoring takes a long time and is subjective.	10/30/2015 3:43 PM
54	Not useful because the hand scoring takes a long time to score and the results are subjective.	10/30/2015 3:43 PM
55	We gave them, but never did a thing with them.	10/30/2015 2:39 PM
56	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
57	We used the interim last year (2014-2015). I think it is very confusing to the students.	10/30/2015 2:31 PM



## Assessment Inventory Uses

58	Useless. Time waster. This does not prepare our children for the "actual" test. It just makes them more resistant to taking ANY tests!	10/30/2015 1:55 PM
59	Can help both the students and teachers can a feel for the test.	10/30/2015 1:00 PM
60	It is useful, since we can see students' progress	10/30/2015 12:44 PM
61	The PT's were horrible. The kids were completely overwhelmed. The grading was over the top too much. Unable to gain useful knowledge.	10/30/2015 12:34 PM
62	No results. They take too much time and not enough information.	10/30/2015 11:19 AM
63	NOT USEFUL- English language learners do not benefit from instruction that is not comprehensible to them. They need performance tasks that are appropriate for their language ability levels.	10/30/2015 10:51 AM
64	No information	10/30/2015 10:22 AM
65	useful in getting the kids prepared for seeing smarter questions and what to expect on the summative	10/30/2015 10:05 AM
66	It gives parents a voice to say enough is enough.	10/30/2015 9:33 AM
67	The time it takes to administer it is ridiculous. If you are an 11th grade teacher you only teach from September to February. The rest of your year is testing.	10/30/2015 9:28 AM
68	It's useful in that it gives students practice for Smarter Summative.	10/30/2015 9:27 AM
69	Not useful - Very time consuming and difficult to grade. Time would be better spent on instruction of curriculum.	10/30/2015 9:10 AM
70	I would like to use these after I finish a unit to see how my students are doing with the material.	10/30/2015 8:54 AM
71	This may be more useful but without 1-1 computers in most of our classrooms schedule practice is difficult.	10/30/2015 8:00 AM
72	This is not necessarily useful because the kids do not take it seriously.	10/29/2015 8:53 PM
73	This test provided me no insight into student learning. In fact, I did not even get a chance to view the results as the test data was not provided or shared with staff.	10/29/2015 3:57 PM
74	Too long to get results, too long to administer. This tests assesses students' attention level and not knowledge	10/29/2015 1:26 PM
75	More time testing which is unnecessary, they could be learning	10/29/2015 11:29 AM
76	n/a	10/28/2015 3:57 PM
77	Not useful. Once you were done trying to grade it, it was already too late to identify, locate, and execute the curriculum that students needed the most. It would have been better if the interim was given at the very beginning of the school year.	10/28/2015 2:59 PM
78	Not useful; I find what they assess to be not very valuable	10/28/2015 2:27 PM
79	Not useful if my school doesn't use it.	10/28/2015 9:32 AM
80	I have lost 10 minutes with each one of my classes that I don't like.	10/28/2015 8:16 AM
81	Performance tasks are. Some parts of IAB are useful. IAB is useful for students with accommodations to see what they are before the main test.	10/28/2015 7:53 AM
82	n/a	10/28/2015 7:49 AM
83	Too much testing. If it isn't mandatory, why do it?	10/27/2015 10:03 PM
84	This was useful in that it gave students a format and practice for the summative.	10/27/2015 3:34 PM
85	same reason hand scoring options only?	10/27/2015 2:00 PM
86	It is not useful because it does not measure growth, takes too much time to give/grade, and provides less timely and easily accessible information as tests such as NWEA MAP and SMI/SRI.	10/27/2015 1:55 PM
87	It is not useful because it does not score the students properly or provide an accurate picture of student knowledge.	10/27/2015 12:06 PM
88	First year teacher- never done yet	10/27/2015 12:05 PM
89	n/a	10/27/2015 11:09 AM
90	Waste of instructional time. Additionally, teachers had to spend their time to score these tests.	10/27/2015 8:08 AM
91	It is useful because the students get an idea of what the test is like. However, it takes too long for the students complete.	10/26/2015 8:06 PM



## Assessment Inventory Uses

92	N/a	10/26/2015 8:04 PM
93	N/A	10/26/2015 7:18 PM
94	It is to subjective. Grades can vary from teacher to teacher.	10/26/2015 6:14 PM
95	More testing-less teaching.	10/26/2015 4:36 PM
96	Interim block tests are useful because it gives teachers an opportunity to give students practice on a small portion of the SBAC test while during test conditions. It is also an opportunity to teach students how to answer specific types of questions since they are secure but not public. Teachers can talk about the questions with students but not send them home to parents.	10/26/2015 4:31 PM
97	na	10/26/2015 4:12 PM
98	Can see and use results in a timely fashion.	10/26/2015 3:59 PM
99	Bad time of year	10/26/2015 3:29 PM
100	Not applicable	10/26/2015 3:17 PM
101	It is somewhat useful in that I can look at the scores to see what students understand during the school year, like DCAS.	10/26/2015 3:07 PM
102	n/a	10/26/2015 3:02 PM
103	Help gives an idea of students' needs.	10/26/2015 2:52 PM
104	just practice for the spring test	10/26/2015 12:47 PM
105	not useful, students took a similar test twice in a small time frame.	10/26/2015 10:47 AM
106	While it might be good practice for the Summative, it takes too much time from student instruction and time for teachers to grade.	10/26/2015 10:05 AM
107	It was time consuming and the questions were ambiguous.	10/26/2015 9:09 AM
108	Not applicable in Kindergarten	10/26/2015 8:49 AM
109	See previous answer. (9)	10/26/2015 8:38 AM
110	It can be useful in seeing where students strengths and weaknesses lie with respect to standards. Can be time consuming to grade.	10/26/2015 8:00 AM
111	Not sure...	10/26/2015 7:15 AM
112	Wastes too much class time especially with block scheduling. Block scheduling decreases actual learning time by approximately 1500 minutes.	10/23/2015 3:33 PM
113	never heard of this program	10/23/2015 9:11 AM
114	Interim Block, could be useful if teachers were to get the valuable feedback, with enough time given to enhance those skills required/ as a result of that test	10/22/2015 5:05 PM
115	Not a homeroom teacher	10/22/2015 3:13 PM
116	Could be useful if teachers used it as a graded assignment and gave feedback to students regarding how to improve scores or if it was done as a class but to just have a student write a poor essay and not be given instruction how to improve it is a waste	10/22/2015 2:46 PM
117	This is useful for teachers who want to give students experience taking SBAC tests.	10/22/2015 2:30 PM
118	It is not useful because there is not specific feedback and it takes away from teaching time. And the students hate it because they are tested to death.	10/22/2015 11:13 AM
119	subjective	10/22/2015 11:00 AM
120	Please see number 9 for details. Smarter Interim is not useful.	10/22/2015 10:03 AM
121	They are not useful...by the time they are hand scored, the information is irrelevant	10/22/2015 9:42 AM
122	Students have no incentive to pass it.	10/21/2015 7:55 PM
123	Not appropriate for students reading 3+ years below grade level.	10/21/2015 1:10 PM
124	No one new what to do with the results	10/21/2015 9:39 AM
125	Data is not given in a useful format.	10/20/2015 2:59 PM

## Assessment Inventory Uses

126	The students don't take it seriously. There is no time in the school year to prepare them for something as unimportant as this test when there is real learning to be done.	10/20/2015 11:33 AM
127	Did not ever use these. I was not in the classroom last school year.	10/20/2015 10:48 AM
128	takes too long but is good practice--last year, was given too close to summative, so not useful other than for practice taking this type of test.	10/20/2015 10:23 AM
129	no feedback/results	10/19/2015 10:22 PM
130	For the same reason as my answer in question 10. The test is developmentally inappropriate and unfair to students.	10/19/2015 9:13 AM
131	N/A	10/19/2015 8:19 AM
132	This is worse!! It is completely random, testing questions and tasks that have no value. Then we score them ( and most teachers do not have a clue) and then we as teachers have no idea how to change our instruction to be meaningful and practice for the test. They are not compatible - teachers must choose between real instruction and teaching to pass the test. It is an awful choice	10/18/2015 5:30 PM
133	The interim took a lot of time, but it did not provide me with useful data, even though I scored it myself. The writing data did provide me with information on how the class would perform on an outside prompt without my supervision.	10/16/2015 4:05 PM
134	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM
135	The performance tasks were not useful at all. The data was not shared and they were teacher scored so the data we did have was very subjective.	10/15/2015 8:52 PM
136	It's a huge chunk of time out of the classroom to take it and it did not give enough information to alter or remediate	10/15/2015 8:40 PM

## Assessment Inventory Uses

### Q12 Explain why DCAS SOCIAL STUDIES is useful or not useful.

Answered: 96 Skipped: 509

#	Responses	Date
1	N/A	11/6/2015 11:20 AM
2	There is no student accountability, so some students don't care how well they do, and just guess.	11/6/2015 9:47 AM
3	We don't use the data for anything.	11/5/2015 7:11 PM
4	Do not use	11/5/2015 6:48 PM
5	It helps to guide my instruction	11/5/2015 4:44 PM
6	Not administered in my grade level.	11/5/2015 4:42 PM
7	N/A	11/5/2015 4:39 PM
8	Not applicable	11/5/2015 4:07 PM
9	n/a	11/5/2015 3:58 PM
10	Helps to see what students need reteaching	11/5/2015 1:54 PM
11	n/a	11/5/2015 9:48 AM
12	NA	11/5/2015 9:16 AM
13	N/A-this assessment is not given in my school.	11/5/2015 8:15 AM
14	We lose so many hours of instructional time with all the test. The school loses access to any meaningful uses of technology resources for months on end when computers are used for testing the last couple of months of school. Not counting the fall and winter assessments.	11/4/2015 11:03 PM
15	It does not offer multiple data points to assist with identifying the strengths and weaknesses of our students.	11/4/2015 9:14 PM
16	Not useful--It does not give me the information that I need to adequately address my students' stated IEP needs.	11/4/2015 12:15 PM
17	I do not give this assessment.	11/4/2015 11:46 AM
18	Does not match the scope/sequence of the curriculum. Is given for multiple years of info and they have a hard time remembering. The multiple grade configuration assumes all previous teachers use the curriculum with fidelity and have equal # of minutes allotted for Science instruction. The multiple grade configuration assumes all previous teachers use the curriculum with fidelity and have equal # of minutes allotted for SS instruction.	11/4/2015 11:12 AM
19	n/a	11/4/2015 10:15 AM
20	N/A	11/3/2015 9:19 PM
21	n/a	11/3/2015 3:07 PM
22	The assessment is an end of year data point that does not allow for instructional shifts.	11/3/2015 10:44 AM
23	If a student passes all graduation requirements but doesn't perform well on their 11th grade SS DCAS, then the test results provide very little meaningful data. Maybe it indicates that our courses are too easy for students or maybe it indicates that our students don't value the test.	11/3/2015 8:47 AM
24	N/A	11/3/2015 5:28 AM
25	Results more instantaneous; gives the teachers time to use the results to plan for instruction.	11/3/2015 5:12 AM
26	data is not reflective of the work being done in our school for our students	11/2/2015 7:58 PM
27	Too difficult for my students	11/2/2015 3:31 PM
28	gives some basic info but is too broad to be useful	11/2/2015 11:31 AM
29	Once units are done and tested, we do not revisit	11/2/2015 10:52 AM
30	It assesses k-4 rather than just 4.	11/2/2015 8:34 AM

## Assessment Inventory Uses

31	It does not test alot of our curriculum	11/1/2015 4:02 PM
32	N/A	10/31/2015 8:58 AM
33	Quick and easy	10/30/2015 4:31 PM
34	They are not as useful as can be because Social Studies is split in half between each marking period.	10/30/2015 3:43 PM
35	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
36	N/A	10/30/2015 2:31 PM
37	Data comes at end of the year which makes it less useful to 4th grade teachers.	10/30/2015 2:23 PM
38	They tell if the students are being taught the standards.	10/30/2015 11:19 AM
39	No information	10/30/2015 10:22 AM
40	It is useful in looking for strengths and weaknesses in our social studies instruction. It informs us of who is retaining and applying the information taught over the years.	10/30/2015 9:27 AM
41	It is nice that Social Studies is given a place so students can see the value of Social Studies, however, it is unrealistic because we only teach Social Studies for half of the year, and we only have 20 minutes to teach it.	10/30/2015 8:56 AM
42	It is a random selection of 50 questions over 3 YEARS of content. A student could go to school in another state for 5th and 6th grade but still have to take a test on 5th-7th grade Delaware standards.	10/30/2015 8:17 AM
43	No one cares about this test.	10/29/2015 8:53 PM
44	It helps students to understand our society and the ways of government, etc,	10/29/2015 4:42 PM
45	Good survey of content	10/29/2015 1:26 PM
46	Results aren't even used and most teachers teach to the test	10/29/2015 11:29 AM
47	n/a	10/28/2015 3:57 PM
48	It is useful, but again we are giving this test in March. What good is it when there is 2.5 months left in the school year. The technology infrastructure in the school district and particularly at my school is limited.	10/28/2015 2:59 PM
49	Not useful because it's not given every year. Hard to track student growth.	10/28/2015 9:32 AM
50	not useful; this is tested only at 4th grade level, students are expected to retain all previous grades information and Social Studies may not have been taught regularly in the previous grades.	10/28/2015 8:01 AM
51	assesses 3 years worth of learning for students who may or may not have been in Delaware or RC. Not all states are aligned so out-of-staters' results are skewed	10/28/2015 7:53 AM
52	n/a	10/28/2015 7:49 AM
53	N/a	10/27/2015 10:03 PM
54	measure long length of learning time. I know it has been recently adjusted.	10/27/2015 2:00 PM
55	It is not given at the high school level. I have never in my 20 year career referred back a student's 8th grade SS achievement test results. I am not sure why I ever would.	10/27/2015 1:55 PM
56	It is useful because it provides data about grade level social studies understanding.	10/27/2015 12:06 PM
57	First year teacher- never done yet	10/27/2015 12:05 PM
58	n/a	10/27/2015 11:09 AM
59	N/a	10/26/2015 8:04 PM
60	N/A	10/26/2015 7:18 PM
61	We are so stressed about the other assessment that SS is the least of our worries.	10/26/2015 6:14 PM
62	The testing Windows do not align with semester courses. The first semester students have too much time between the end of course and taking the test. The second semester students are not taught all of the material before taking the test.	10/26/2015 4:44 PM
63	N/A	10/26/2015 4:36 PM
64	I believe this test basically tests whether students can read social studies material and is not useful in identifying whether or not they have mastered the curriculum.	10/26/2015 4:31 PM

## Assessment Inventory Uses

65	na	10/26/2015 4:12 PM
66	Too much test for kids to stay focused	10/26/2015 3:29 PM
67	Not applicable	10/26/2015 3:17 PM
68	n/a	10/26/2015 3:07 PM
69	n/a	10/26/2015 3:02 PM
70	n/a	10/26/2015 2:52 PM
71	not useful we don't get results to help guide learning	10/26/2015 12:47 PM
72	Quickly administered and provides useful feedback to the school.	10/26/2015 10:05 AM
73	The way that the information is delineated in terms of what students know and need to know.	10/26/2015 9:09 AM
74	Not applicable in Kindergarten	10/26/2015 8:49 AM
75	N/A	10/26/2015 8:38 AM
76	Excessive Testing	10/26/2015 7:15 AM
77	Again, it's only at the end of the year. No growth.	10/23/2015 4:26 PM
78	n/a	10/23/2015 9:11 AM
79	The DCAS social studies can be useful, in that it tests important key concepts. However, students also learn through hands-on experiences and demonstrate their knowledge in the same way. Therefore, taking a test doesn't always, accurately portay student knowledge.	10/22/2015 5:05 PM
80	Not a homeroom teacher	10/22/2015 3:13 PM
81	Needs_teacher_Incentive	10/22/2015 2:46 PM
82	Not timely, as our students have moved on to upper grades. But it does show that our school has always prided itself on social studies instruction and that our students are performing well on the test.	10/22/2015 10:03 AM
83	It encompasses too much information from a subject the district has basically deemed unimportant; the time allotted to teach this subject is increasingly cut year after year	10/22/2015 9:42 AM
84	Students have no incentive to pass it.	10/21/2015 7:55 PM
85	As a parent, I threw out these results because it means absolutely nothing to me or my daughter. Being a teacher in the district I know nothing is going to change with the curriculum because of how the students perform on these tests, there is no regrouping the following year to fill in gaps, kids just keep moving on.	10/21/2015 9:39 AM
86	format needs to be changes ---should intersperse short answer questions with multiple choice question	10/21/2015 8:59 AM
87	I think it is useful only for the grades tested.	10/20/2015 4:43 PM
88	Not useful because it is constantly changing. There are not any good data results 5 years into giving it. The grade level is changing again. The student is not accountable.	10/20/2015 8:42 AM
89	no break-down of knowledge as a result of the scores	10/19/2015 10:22 PM
90	Because you can know what the students know and what teachers may have to teach and/or re-teach	10/19/2015 12:51 PM
91	There is not enough time in schedules to teach social studies or science due to district mandated schedules.	10/19/2015 9:13 AM
92	N/A	10/19/2015 8:19 AM
93	Again, this test is testing skills over numerous years. Let's face it, students have a tough time remembering all of this general information. Again, leaving teachers to choose REAL instruction or instruction on how to PASS the test. Nothing about it is meaningful. Results are not back until the following year, so there is no way to change or improve your instruction.	10/18/2015 5:30 PM
94	DCAS social studies provided an overview of how are students performed in the four areas of history, civics, geography and economics. Therefore, I could tweak the lessons for the next group. It is more suited for fifth grade. As well as we performed each year, our goals were set outlandishly high. The chance of success were slight.	10/16/2015 4:05 PM
95	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM

## Assessment Inventory Uses

96	I am new to 3rd grade and have taught 4th for the last 6 years. The SSDCAS is useful to see what areas we are teaching successfully and where we need to improve as a teacher. Again, since we don't get the data until after the group of students are gone. It is impossible to use the data to improve the students who are actually tested. You can just use the data to alter your teaching for the next years group.	10/15/2015 8:52 PM
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## Assessment Inventory Uses

### Q13 Explain why DCAS EOC U.S. HISTORY is useful or not useful.

Answered: 58 Skipped: 547

#	Responses	Date
1	N/A	11/6/2015 11:20 AM
2	There is no student accountability, so some students don't care how well they do, and just guess.	11/6/2015 9:47 AM
3	Do not use	11/5/2015 6:48 PM
4	Not administered in my grade level.	11/5/2015 4:42 PM
5	n/a	11/5/2015 4:39 PM
6	Not applicable	11/5/2015 4:07 PM
7	n/a	11/5/2015 3:58 PM
8	n/a	11/5/2015 9:48 AM
9	NA	11/5/2015 9:16 AM
10	N/A-this assessment is not given in my school.	11/5/2015 8:15 AM
11	useless - not well aligned, never used to data to inform instruction. it doesn't even really give data, just scores	11/4/2015 11:05 PM
12	Not applicable	11/4/2015 11:03 PM
13	Not useful--Not grade level appropriate.	11/4/2015 12:15 PM
14	I do not give this assessment.	11/4/2015 11:46 AM
15	n/a	11/4/2015 10:15 AM
16	N/A	11/3/2015 9:19 PM
17	n/a	11/3/2015 3:07 PM
18	The US history EOC is not useful because there is no tie in with the everyday classroom. For many 11th grade students this is just another test that they are forced to take but have no bearing on their grades or future endeavors.	11/3/2015 9:56 AM
19	Somewhat helpful to determine if students achieved mastery. However, teachers don't always use 100% of test in lieu of their final exam....so it is an extra test.	11/3/2015 8:47 AM
20	N/A	11/3/2015 5:28 AM
21	N/A	11/3/2015 5:12 AM
22	data is not reflective of the work being done in our school for our students	11/2/2015 7:58 PM
23	Too difficult for my students	11/2/2015 3:31 PM
24	same as DCAS SS	11/2/2015 11:31 AM
25	Once units are done and tested, we do not revisit	11/2/2015 10:52 AM
26	N/A	10/31/2015 8:58 AM
27	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
28	N/A	10/30/2015 2:31 PM
29	No information	10/30/2015 10:22 AM
30	We do not use this test.	10/29/2015 8:53 PM
31	n/a	10/28/2015 3:57 PM
32	?	10/28/2015 2:59 PM
33	N/A	10/28/2015 9:32 AM

## Assessment Inventory Uses

34	n/a	10/28/2015 7:49 AM
35	N/a	10/27/2015 10:03 PM
36	Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them.	10/27/2015 1:55 PM
37	It is useful because it provides data about grade level social studies understanding.	10/27/2015 12:06 PM
38	n/a	10/27/2015 11:09 AM
39	N/a	10/26/2015 8:04 PM
40	N/A	10/26/2015 7:18 PM
41	N/A	10/26/2015 4:36 PM
42	Too much test for kids to stay focused	10/26/2015 3:29 PM
43	Not applicable	10/26/2015 3:17 PM
44	n/a	10/26/2015 3:07 PM
45	n/a	10/26/2015 3:02 PM
46	n/a	10/26/2015 2:52 PM
47	Quickly administered and provides useful feedback to the school.	10/26/2015 10:05 AM
48	Not applicable in Kindergarten	10/26/2015 8:49 AM
49	N/A	10/26/2015 8:38 AM
50	Excessive testing...	10/26/2015 7:15 AM
51	n/a	10/23/2015 9:11 AM
52	Not a homeroom teacher	10/22/2015 3:13 PM
53	repetive_if_teachers_are_also_giving_a_final	10/22/2015 2:46 PM
54	Students have no incentive to pass it.	10/21/2015 7:55 PM
55	Not useful because it is constantly changing. There are not any good data results 5 years into giving it. The grade level is changing again. The student is not accountable.	10/20/2015 8:42 AM
56	Please see answer to question 12	10/19/2015 9:13 AM
57	N/A	10/19/2015 8:19 AM
58	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM



## Assessment Inventory Uses

### Q14 Explain why DCAS SCIENCE is useful or not useful

Answered: 93 Skipped: 512

#	Responses	Date
1	N/A	11/6/2015 11:20 AM
2	There is no student accountability, so some students don't care how well they do, and just guess.	11/6/2015 9:47 AM
3	Do not use	11/5/2015 6:48 PM
4	The phrasing of the questions prohibits children from demonstrating learning.	11/5/2015 4:42 PM
5	Somewhat useful in that it measures student learning, but given too late to adapt instruction.	11/5/2015 4:42 PM
6	n/a	11/5/2015 4:39 PM
7	Not applicable	11/5/2015 4:07 PM
8	n/a	11/5/2015 3:58 PM
9	Helps to see what students need reteaching	11/5/2015 1:54 PM
10	n/a	11/5/2015 9:48 AM
11	N/A-this assessment is not given in my school.	11/5/2015 8:15 AM
12	Testing and more testing. Why? Students are becoming disinterested in school earlier than ever. Teaching is prescribed by the district when and where to increase test scores.	11/4/2015 11:03 PM
13	It does not offer multiple data points to assist with identifying the strengths and weaknesses of our students.	11/4/2015 9:14 PM
14	Not useful--It does not give me the information that I need to adequately address my students' stated IEP needs.	11/4/2015 12:15 PM
15	I do not give this assessment.	11/4/2015 11:46 AM
16	I find it difficult to apply the results to individual children. The multiple grade configuration assumes all previous teachers use the curriculum with fidelity and have equal # of minutes allotted for Science instruction.	11/4/2015 11:12 AM
17	n/a	11/4/2015 10:15 AM
18	N/A	11/3/2015 9:19 PM
19	DCAS is somewhat useful to gauge student's content knowledge and skills.	11/3/2015 3:28 PM
20	n/a	11/3/2015 3:07 PM
21	It is somewhat useful. The problem is the course is crunched and students do not receive a quality review and preparation for the exam. Last year, for example, we took the exam upon returning from Spring Break, which meant no review and little focus for the students taking the test. Further, it was an early time for the spring semester students to take the test. They had not yet received many important lessons that were tested.	11/3/2015 10:55 AM
22	The assessment is an end of year data point that does not allow for instructional shifts.	11/3/2015 10:44 AM
23	a summative of grades k-5 and students are not getting enough science to do well on this assessment.	11/3/2015 9:47 AM
24	If a student passes all graduation requirements but doesn't perform well on their 11th grade Science DCAS, then the test results provide very little meaningful data. Maybe it indicates that our courses are too easy for students or maybe it indicates that our students don't value the test.	11/3/2015 8:47 AM
25	N/A	11/3/2015 5:28 AM
26	Results more instantaneous; gives the teachers time to use the results to plan for instruction.	11/3/2015 5:12 AM
27	The content is not consistent with the district reviews.	11/2/2015 9:36 PM
28	data is not reflective of the work being done in our school for our students	11/2/2015 7:58 PM
29	Too difficult for my students	11/2/2015 3:31 PM
30	Once units are done and tested, we do not revisit	11/2/2015 10:52 AM

## Assessment Inventory Uses

31	Not useful. Can not be used to change instruction.	11/2/2015 9:24 AM
32	N/A	10/31/2015 8:58 AM
33	Quick and easy	10/30/2015 4:31 PM
34	Not as useful as previous years due to Science time being cut back because of Reading and Math required times.	10/30/2015 3:43 PM
35	DCAS Science, most times it is testing a student's ability to read and comprehend what a question is actually asking rather than their true ability to answer the question! The questions ARE NOT user friendly or at a level that many of our kids need to be on to be able to decode the question itself!! Curriculum is differentiated in the classroom in order to try to reach all levels of the diverse populations that we all teach however their final assessment is then written on a totally different level and we wonder why a large number of our students preform poorly, not to mention being tested on 3 years worth of curriculum all at once!!!! DUH!!!!	10/30/2015 3:04 PM
36	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
37	N/A	10/30/2015 2:31 PM
38	They take the test after our grade level. Not useful.	10/30/2015 2:23 PM
39	Not useful. Just a snapshot of what is done in class	10/30/2015 11:44 AM
40	They tell if the students are being taught the standards	10/30/2015 11:19 AM
41	No information	10/30/2015 10:22 AM
42	It is sometimes useful to see where we stack up against other schools in the district and state. It helps when we have district PD and I can discuss with teachers at AI and McKeach to see what they are doing to improve results. Those scores help our collaborative process as professionals.	10/30/2015 10:05 AM
43	See comments for social studies.	10/30/2015 9:27 AM
44	not useful - Testing standards from grade K-5 is too broad. By the time they take the DCAS in grade 5 students are essentially done elementary school. No time to go back and reteach to better prepare them for middle school Science.	10/30/2015 9:10 AM
45	It is a random selection of 50 questions over 3 YEARS of content. A student could go to school in another state for 5th and 6th grade but still have to take a test on 5th-7th grade Delaware standards.	10/30/2015 8:17 AM
46	We do not use this test.	10/29/2015 8:53 PM
47	n/a	10/28/2015 3:57 PM
48	Really useful, but the students only take it in 8th grade, by that time 6th and 7th grade science is a year to two years old. When you do finally get the data the students are already in high school	10/28/2015 2:59 PM
49	The test itself is biased.	10/28/2015 2:43 PM
50	Same reason as in #12. Science only tested in 5th grade.	10/28/2015 8:01 AM
51	same as social studies from above: assesses 3 years worth of learning for students who may or may not have been in Delaware or RC. Not all states are aligned so out-of-staters' results are skewed	10/28/2015 7:53 AM
52	n/a	10/28/2015 7:49 AM
53	N/a	10/27/2015 10:03 PM
54	measure long length of learning time. I know it has been recently adjusted.	10/27/2015 2:00 PM
55	This is a test we give after completion of Biology. It is not a Biology test. Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them.	10/27/2015 1:55 PM
56	It is useful because it provides data about grade level science understanding.	10/27/2015 12:06 PM
57	First year teacher- never done yet	10/27/2015 12:05 PM
58	n/a	10/27/2015 11:09 AM
59	N/a	10/26/2015 8:04 PM
60	N/A	10/26/2015 7:18 PM
61	We are so stressed about the other assessment that Sci is the least of our worries.	10/26/2015 6:14 PM
62	N/A	10/26/2015 4:36 PM

## Assessment Inventory Uses

63	This test is somewhat useful in measuring what science concepts students have mastered. There are many types of questions that do not fully penalize or hinder weak readers.	10/26/2015 4:31 PM
64	allows instructors to see possible weaknesses in content delivery	10/26/2015 4:12 PM
65	It is not useful because it is based on the old standards, and we are currently in flux with creating and implementing new standards.	10/26/2015 3:56 PM
66	It is not very useful because it is given until the end of the year and the students have moved on. Each year you get a new set of students who may know more or less. And the information provided pertains to your previous students.	10/26/2015 3:31 PM
67	Too much test for kids to stay focused	10/26/2015 3:29 PM
68	Not useful as I teach 6th and it is given at end of 8th	10/26/2015 3:17 PM
69	n/a	10/26/2015 3:07 PM
70	n/s	10/26/2015 3:02 PM
71	too many years, too many teachers, too much information	10/26/2015 2:56 PM
72	n/a	10/26/2015 2:52 PM
73	Quickly administered and provides useful feedback to the school.	10/26/2015 10:05 AM
74	Not useful due to fact it does not assess the students on material learned that year. Our students take chemistry in grade 10.	10/26/2015 9:48 AM
75	I think it is not useful. How can students remember all the concepts from 6th and 7th grade test, then the last week of May as an 8th grader. Students are burned out from taking all the science, ss, math, ela and exploratory classes post test. A lot of students just click on anything and do not try their best.	10/26/2015 9:41 AM
76	already did	10/26/2015 9:10 AM
77	See #12.	10/26/2015 9:09 AM
78	Not applicable in Kindergarten	10/26/2015 8:49 AM
79	N/A	10/26/2015 8:38 AM
80	N/a	10/26/2015 7:15 AM
81	n/a	10/23/2015 9:11 AM
82	Not a homeroom teacher	10/22/2015 3:13 PM
83	Needs_teacher_incentive	10/22/2015 2:46 PM
84	It encompasses too much information from a subject the district has basically deemed unimportant; the time allotted to teach this subject is increasingly cut year after year	10/22/2015 9:42 AM
85	Not at all useful due to the fact that it assesses students knowledge on content well over a year since the students have had any interaction with the information.	10/21/2015 9:53 PM
86	Students have no incentive to pass it.	10/21/2015 7:55 PM
87	See reason under question 12	10/21/2015 9:39 AM
88	The questions on this test are prepared by grade level rather than by subject matter. This makes them kind of arbitrary to the students and makes the results meaningless to us.	10/20/2015 12:11 PM
89	Not useful as it has historically been riddled with errors and administered too early	10/20/2015 8:08 AM
90	no break-down of knowledge as a result of the scores	10/19/2015 10:22 PM
91	Please see answer to question 12	10/19/2015 9:13 AM
92	N/A	10/19/2015 8:19 AM
93	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM

Assessment Inventory Uses

**Q15 Explain why DCAS EOC ALGEBRA II-  
INTEGRATED MATH III is useful or not  
useful.**

Answered: 53 Skipped: 552

#	Responses	Date
1	Not useful - results do not mean anything to students so they do not put their best effort into this test.	11/6/2015 12:27 PM
2	N/A	11/6/2015 11:20 AM
3	Do not use	11/5/2015 6:48 PM
4	Not administered in 3rd grade - yet!!!	11/5/2015 4:42 PM
5	n/a	11/5/2015 4:39 PM
6	Not applicable	11/5/2015 4:07 PM
7	n/a	11/5/2015 3:58 PM
8	n/a	11/5/2015 9:48 AM
9	N/A-this assessment is not given in my school.	11/5/2015 8:15 AM
10	useless - not well aligned, never used to data to inform instruction. it doesn't even really give data, just scores	11/4/2015 11:05 PM
11	N/A	11/4/2015 11:03 PM
12	Not useful--Not grade level appropriate.	11/4/2015 12:15 PM
13	I do not give this assessment.	11/4/2015 11:46 AM
14	n/a	11/4/2015 10:15 AM
15	N/A	11/3/2015 9:19 PM
16	n/a	11/3/2015 3:07 PM
17	This is typically given in addition to, not in place of the final exam for the course.	11/3/2015 8:47 AM
18	N/A	11/3/2015 5:28 AM
19	data is not reflective of the work being done in our school for our students	11/2/2015 7:58 PM
20	N/A	10/31/2015 8:58 AM
21	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
22	N/A	10/30/2015 2:31 PM
23	No information	10/30/2015 10:22 AM
24	We do not use this test.	10/29/2015 8:53 PM
25	n/a	10/28/2015 3:57 PM
26	?	10/28/2015 2:59 PM
27	Not useful; I find what they assess to be not very valuable. I never even look at this data.	10/28/2015 2:27 PM
28	n/a	10/28/2015 7:49 AM
29	N/a	10/27/2015 10:03 PM
30	Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them. These test is also aligned well to neither IMP or Core+.	10/27/2015 1:55 PM
31	n/a	10/27/2015 11:09 AM
32	I do not even know what this is for and I have spoken to the district math group about it.	10/27/2015 10:01 AM

## Assessment Inventory Uses

33	N/a	10/26/2015 8:04 PM
34	N/A	10/26/2015 7:18 PM
35	N/A	10/26/2015 4:36 PM
36	na	10/26/2015 4:12 PM
37	Not applicable	10/26/2015 3:17 PM
38	n/a	10/26/2015 3:07 PM
39	n/a	10/26/2015 3:02 PM
40	n/a	10/26/2015 2:52 PM
41	Quickly administered and provides useful feedback to the school.	10/26/2015 10:05 AM
42	Not applicable in Kindergarten	10/26/2015 8:49 AM
43	N/A	10/26/2015 8:38 AM
44	N/a	10/26/2015 7:15 AM
45	There is currently no accountability on teachers or students. There is no incentive for students to do well or for teachers to encourage the students to do well. It does not reflect our curriculum.	10/25/2015 5:13 PM
46	Does not overlap in content between the two courses and does not focus on critical elements of the course.	10/23/2015 3:33 PM
47	n/a	10/23/2015 9:11 AM
48	Not a homeroom teacher	10/22/2015 3:13 PM
49	I_am_not_aware_anyone_uses_it_a lot_of_time_without_much_payoff_and_students_are_taking_lots_of_other_exdams	10/22/2015 2:46 PM
50	Students have no incentive to pass it.	10/21/2015 7:55 PM
51	no comment	10/19/2015 9:13 AM
52	N/A	10/19/2015 8:19 AM
53	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM

## Assessment Inventory Uses

### Q16 Explain why SAT is useful or not useful.

Answered: 78 Skipped: 527

#	Responses	Date
1	Good for college acceptance.	11/6/2015 12:27 PM
2	N/A	11/6/2015 11:20 AM
3	The SAT is highly useful because that is a component of the college requirements.	11/6/2015 6:40 AM
4	Do not use	11/5/2015 6:48 PM
5	N/A	11/5/2015 4:42 PM
6	It helps with college entrance.	11/5/2015 4:39 PM
7	Not applicable	11/5/2015 4:07 PM
8	n/a	11/5/2015 3:58 PM
9	Students take this exam to get into universities so it is truly applicable to their lives.	11/5/2015 2:05 PM
10	n/a	11/5/2015 9:48 AM
11	N/A-this assessment is not given in my school.	11/5/2015 8:15 AM
12	Useful. Students need it for colleges - it allows schools to reach students that otherwise wouldn't take the test in a comprehensive way. It can be tracked year to year.	11/4/2015 11:05 PM
13	N/A	11/4/2015 11:03 PM
14	truly reviewed at a school level. We just hand them their reports and do nothing with the data.	11/4/2015 3:33 PM
15	Not useful--Not grade level appropriate.	11/4/2015 12:15 PM
16	I do not give this assessment.	11/4/2015 11:46 AM
17	n/a	11/4/2015 10:15 AM
18	These sort of assessments do not actually gage true knowledge as some students are simply not good test takers.	11/3/2015 9:19 PM
19	n/a	11/3/2015 3:07 PM
20	The SAT is useful because students know that the SAT score can help or hurt them with college entrance requirements. Students know and understand why the SAT is important and if they plan on going to college they take the test with fidelity.	11/3/2015 9:56 AM
21	National Norm helps provide global feedback about our students in a particular grade level.	11/3/2015 8:47 AM
22	N/A	11/3/2015 5:28 AM
23	students have a particular and personalized reason to work hard, prepare, and perform well	11/2/2015 7:58 PM
24	For students who want to go to college this is an opportunity to take an exam they need, but may not be able to afford.	11/2/2015 3:31 PM
25	The SAT is simply a useful tool to help with college entrance. It is not useful at all at the school level.	11/2/2015 11:38 AM
26	Connections to Smarter Summative and college preparation	10/31/2015 9:16 PM
27	N/A	10/31/2015 8:58 AM
28	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
29	N/A	10/30/2015 2:31 PM
30	The SAT is useful because students need to have their scores in order to apply to college.	10/30/2015 2:04 PM
31	Determines if you get into college.	10/30/2015 11:44 AM
32	Useful - Important for students attending college.	10/30/2015 10:37 AM
33	Useful - College and career readiness	10/30/2015 10:34 AM

## Assessment Inventory Uses

34	SAT is useful because it is a nationally normed assessment that can be used to make some predictions about future performance (however, I think sometimes the predictions made are not broad enough and, in those cases, may have a negative impact on students).	10/30/2015 10:22 AM
35	We never see the test and I rarely see all my student's test scores.	10/30/2015 10:05 AM
36	SAT is useful since it is one data point which colleges are using to judge students.	10/30/2015 9:28 AM
37	useful college readiness	10/30/2015 7:59 AM
38	We do not use this test.	10/29/2015 8:53 PM
39	n/a	10/28/2015 3:57 PM
40	Gets you into college	10/28/2015 2:59 PM
41	Not useful; I find what they assess to be not very valuable	10/28/2015 2:27 PM
42	As a parent of children who don't test well, it in no way is an indicator of ability or success in future learning. Ex: nephew scored upper 5% nationally, yet dropped out of college; my son didn't crack 1000.....working on Masters Degree...	10/28/2015 11:38 AM
43	Definitely useful for college admissions, scholarship opportunities, and a strong indicator of student success in college.	10/28/2015 9:32 AM
44	Helping students to go to college	10/28/2015 7:49 AM
45	N/a	10/27/2015 10:03 PM
46	Not necessary or useful for all, and quite frustrating for many. I am sure the College Board is happy making all that money.	10/27/2015 3:48 PM
47	It can help a student get in to college. That makes it important by definition.	10/27/2015 1:55 PM
48	n/a	10/27/2015 11:09 AM
49	N/a	10/26/2015 8:04 PM
50	Useful. It helps juniors know if they are ready for college.	10/26/2015 7:18 PM
51	N/A	10/26/2015 4:36 PM
52	na	10/26/2015 4:12 PM
53	Not applicable	10/26/2015 3:17 PM
54	n/a	10/26/2015 3:07 PM
55	n/a	10/26/2015 3:02 PM
56	n/a	10/26/2015 2:52 PM
57	It is a test that is standardized, quickly administered, and supports the District's college and career readiness goal. It is required by most colleges.	10/26/2015 10:05 AM
58	colleges want it	10/26/2015 9:10 AM
59	Not applicable in Kindergarten	10/26/2015 8:49 AM
60	N/A	10/26/2015 8:38 AM
61	Good prediction of future academic success, aptitude test	10/26/2015 7:15 AM
62	Students should not be forced to take the SATs. Counselors should determine what students should and should not take the SATs based on future goals (if students are uncertain, they should definitely still take it!). Having students take it that don't want to, or who are not interested in going to college, merely wastes their time, taxpayer dollars, and brings down the school average.	10/25/2015 5:13 PM
63	Useful for college admission. All students should not be forced to take.	10/23/2015 3:33 PM
64	each district has different curriculum/standards and test doesn't reflect that-also biased.	10/23/2015 9:11 AM
65	Not a homeroom teacher	10/22/2015 3:13 PM
66	College_readiness	10/22/2015 2:46 PM

## Assessment Inventory Uses

67	Students care about these results, so they take it more seriously. It is calibrated/normed with student data across the country.	10/22/2015 2:30 PM
68	The SAT is useful as it helps students plan for their college education and gives the students an idea of where they fall on a national scaled exam.	10/21/2015 9:53 PM
69	Students have no incentive to pass it. It's a huge waste of state funds. How about hiring more teachers?	10/21/2015 7:55 PM
70	College acceptance	10/21/2015 9:39 AM
71	Not useful because some students do not test well and acceptance to a college should not depend on one test	10/20/2015 4:43 PM
72	Data is not applicable to our students. SAT itself is useful for students but not for teachers.	10/20/2015 2:59 PM
73	Useful as it relates to getting into college	10/20/2015 12:11 PM
74	It helps them jump through a hoop needed for college admissions.	10/20/2015 11:33 AM
75	Useful for students who get to take it free of cost that would not normally. NOT useful because there is not any strong or useful data distributed to teachers by it.	10/20/2015 8:42 AM
76	no comment	10/19/2015 9:13 AM
77	N/A	10/19/2015 8:19 AM
78	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM



## Assessment Inventory Uses

### Q17 Explain why PSAT is useful or not useful.

Answered: 82 Skipped: 523

#	Responses	Date
1	Not - Many students do not take it seriously.	11/6/2015 12:27 PM
2	N/A	11/6/2015 11:20 AM
3	Not useful. many do not take advantage of the opportunity, wasted resources.	11/6/2015 8:51 AM
4	Do not use	11/5/2015 6:48 PM
5	N/a	11/5/2015 4:42 PM
6	It prepares them for the SAT.	11/5/2015 4:39 PM
7	Not applicable	11/5/2015 4:07 PM
8	n/a	11/5/2015 3:58 PM
9	The exam is a good indicator of how they will perform on the SAT. However, the PSAT Pre-class taught in schools is a joke. It is not taught by anyone with true understanding or knowledge of the exam. It is done only on the computer by students who don't see the value in the exam and who don't take it seriously.	11/5/2015 2:05 PM
10	n/a	11/5/2015 9:48 AM
11	N/A-this assessment is not given in my school.	11/5/2015 8:15 AM
12	It helps prepare students for the SAT. Data can be broken up into smaller pieces to help teachers if they are interested in it	11/4/2015 11:05 PM
13	N/A	11/4/2015 11:03 PM
14	It provides the students the opportunity to exposure and offers them the opportunity to identify strengths and weaknesses.	11/4/2015 9:14 PM
15	truly reviewed at a school level. We just hand them their reports and do nothing with the data.	11/4/2015 3:33 PM
16	Not useful--Not grade level appropriate.	11/4/2015 12:15 PM
17	I do not give this assessment.	11/4/2015 11:46 AM
18	PSAT is not useful because the students do not make any attempts at being successful. They regularly sleep through the time period and just put any answers down. This is an extremely wasteful use of funding and classroom time	11/4/2015 10:35 AM
19	n/a	11/4/2015 10:15 AM
20	Not familiar with assessment.	11/3/2015 9:19 PM
21	n/a	11/3/2015 3:07 PM
22	PSAT is useful because it gives students the opportunity to practice before taking the SAT.	11/3/2015 2:12 PM
23	National Norms are helpful to show us if a particular grade level group is behind or on-track. The AP Potential Reports helps in scheduling students in more rigorous courses.	11/3/2015 8:47 AM
24	N/A	11/3/2015 5:28 AM
25	preparation for the most important test in their lives	11/2/2015 7:58 PM
26	I think students need this test at least once in order to realize just what they need to learn before taking the SAT.	11/2/2015 3:31 PM
27	Practice for SAT.	11/2/2015 11:38 AM
28	Connection to SAT	10/31/2015 9:16 PM
29	N/A	10/31/2015 8:58 AM
30	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
31	N/A	10/30/2015 2:31 PM

## Assessment Inventory Uses

32	The PSA is useful because the students need to see the language of the SAT exam early on so that they can prepare.	10/30/2015 2:04 PM
33	Good practice for the real thing.	10/30/2015 11:44 AM
34	Useful - Prepares students to do better on SAT's	10/30/2015 10:37 AM
35	Somewhat useful - Experience for SAT	10/30/2015 10:34 AM
36	The PSAT is useful because it provides an opportunity for students to gain experience in taking an assessment similar to the SAT.	10/30/2015 10:22 AM
37	Students in 10th grade are not buying in to it so it takes a whole day away from instruction time.	10/30/2015 9:28 AM
38	useful college readiness	10/30/2015 7:59 AM
39	We do not use this test.	10/29/2015 8:53 PM
40	n/a	10/28/2015 3:57 PM
41	Could get students scholarships, and I would wish that not only 10th graders are required to take this but all the middle school grades could be able to take this too. If you take the test and are not happy with the scores you can have them deleted from your record if you have taken the PSAT in your 8th grade year or below. It could really set a tone in the middle school years how important college preparations are. Most students who drop out at the legal age of 16 can be predicted starting in their 8th grade year. Nice to show those students that college is a possibility, and those students that need extra help could be identified going into highschool	10/28/2015 2:59 PM
42	PSAT is useful to prepare students for the SATs	10/28/2015 2:43 PM
43	Not useful; I find what they assess to be not very valuable. I never even look at this data.	10/28/2015 2:27 PM
44	Helps identify AP potential students.	10/28/2015 9:32 AM
45	To help students prepare for the SAT	10/28/2015 7:49 AM
46	N/a	10/27/2015 10:03 PM
47	Why bother. If you really want to go to a college that requires it, then study hard, really a lot, and just wait and take the real deal.	10/27/2015 3:48 PM
48	It is the NMSQT and can earn a student a scholarship to college. That makes it important by definition.	10/27/2015 1:55 PM
49	n/a	10/27/2015 11:09 AM
50	N/a	10/26/2015 8:04 PM
51	N/A	10/26/2015 7:18 PM
52	N/A	10/26/2015 4:36 PM
53	na	10/26/2015 4:12 PM
54	Not applicable	10/26/2015 3:17 PM
55	n/a	10/26/2015 3:07 PM
56	n/a	10/26/2015 3:02 PM
57	n/a	10/26/2015 2:52 PM
58	its good for the students to get an idea of the SAT	10/26/2015 2:36 PM
59	It is a test that is standardized, quickly administered, and supports the District's college and career readiness goal. It is required by most colleges. It helps students prepare for the SAT. Merit Scholarships use the results.	10/26/2015 10:05 AM
60	helps for SATs for colleges	10/26/2015 9:10 AM
61	Not applicable in Kindergarten	10/26/2015 8:49 AM
62	N/A	10/26/2015 8:38 AM
63	Same as 16	10/26/2015 7:15 AM
64	Students should not be forced to take the PSATs. Counselors should determine what students should and should not take the SATs based on future goals (if students are uncertain, they should definitely still take it!). Having students take it that don't want to, or who are not interested in going to college, merely wastes their time, taxpayer dollars, and brings down the school average.	10/25/2015 5:13 PM

## Assessment Inventory Uses

65	Useful for students to understand what the college expectations are---however, all students should NOT be forced to take it---just those that are truly interested.	10/23/2015 3:33 PM
66	each district has different curriculum/standards and test doesn't reflect that-also biased.	10/23/2015 9:11 AM
67	Not a homeroom teacher	10/22/2015 3:13 PM
68	prepare_for_SAT	10/22/2015 2:46 PM
69	The SAT is useful as it helps students plan for their college education and gives the students an idea of where they fall on a national scaled exam. It also provides students the opportunity for a national merit scholarship.	10/21/2015 9:53 PM
70	Students have no incentive to pass it.	10/21/2015 7:55 PM
71	Not appropriate for students reading 3+ years below grade level.	10/21/2015 1:10 PM
72	prepares for SAT	10/21/2015 9:39 AM
73	It gives them much needed practice	10/20/2015 7:03 PM
74	Data is not applicable to our students. SAT itself is useful for students but not for teachers.	10/20/2015 2:59 PM
75	I believe the PSAT is useful because it gives students an opportunity to take a practice run of the SAT. I think it should be optional, and therefore the students who have no interest in taking it, for a variety of reasons, are not being disruptive to those who wish to take it.	10/20/2015 2:07 PM
76	PSAT is useful as a training tool for the SAT but the results don't always correlate to the ACT or SAT.	10/20/2015 12:11 PM
77	Taking it once as a junior makes sense because scholarship money is attached to it.	10/20/2015 11:33 AM
78	Many of the students do not take it seriously. I do not think we should spend the money at the state level for EVERY students to take the test.	10/20/2015 8:45 AM
79	Useful for students who get to take it free of cost that would not normally. NOT useful because there is not any strong or useful data distributed to teachers by it.	10/20/2015 8:42 AM
80	no comment	10/19/2015 9:13 AM
81	N/A	10/19/2015 8:19 AM
82	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM

## Assessment Inventory Uses

### Q18 Explain why PSSS (Grade 9 2015) is useful or not useful.

Answered: 57 Skipped: 548

#	Responses	Date
1	N/A	11/6/2015 11:20 AM
2	Wasted resources. Not taken seriously by freshmen. Over burden by scheduled testing already.	11/6/2015 8:51 AM
3	Do not use	11/5/2015 6:48 PM
4	N/A	11/5/2015 4:42 PM
5	Not applicable	11/5/2015 4:07 PM
6	n/a	11/5/2015 3:58 PM
7	n/a	11/5/2015 9:48 AM
8	N/A-this assessment is not given in my school.	11/5/2015 8:15 AM
9	I thought it was helpful to get students ready and thinking about the SAT - but not when it's one of many tests they're already taking. They were too tired by the time they took this.	11/4/2015 11:05 PM
10	N/A	11/4/2015 11:03 PM
11	Students do not take it seriously and their results are never truly reviewed at a school level. We just hand them their reports and do nothing with the data.	11/4/2015 3:33 PM
12	Not useful--Not grade level appropriate.	11/4/2015 12:15 PM
13	I do not give this assessment.	11/4/2015 11:46 AM
14	n/a	11/4/2015 10:15 AM
15	Not familiar with assessment.	11/3/2015 9:19 PM
16	n/a	11/3/2015 3:07 PM
17	Data is new this year, so we haven't been able to process it yet and determine its usefulness.	11/3/2015 8:47 AM
18	N/A	11/3/2015 5:28 AM
19	don't know	11/2/2015 7:58 PM
20	This is a waste of time. These students are not in any way ready to sit for a 5 hour test.	11/2/2015 3:31 PM
21	Could help just getting students use to taking the PSAT but if given followed by two years of PSAT students are not necessarily interested in taking it multiple times.	11/2/2015 11:38 AM
22	N/A	10/31/2015 8:58 AM
23	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
24	N/A	10/30/2015 2:31 PM
25	Extra practice for the real thing.	10/30/2015 11:44 AM
26	Not useful - Too early	10/30/2015 10:34 AM
27	Students have no buy in and are too immature to take a test that long.	10/30/2015 9:28 AM
28	We do not use this test.	10/29/2015 8:53 PM
29	n/a	10/28/2015 3:57 PM
30	NA	10/28/2015 2:59 PM
31	Not useful; I find what they assess to be not very valuable. I never even look at this data.	10/28/2015 2:27 PM
32	n/a	10/28/2015 7:49 AM
33	N/a	10/27/2015 10:03 PM

## Assessment Inventory Uses

34	It is not. Kids at the 9th grade level are not yet aware of how important the PSAT/SAT will be for them.	10/27/2015 1:55 PM
35	n/a	10/27/2015 11:09 AM
36	N/a	10/26/2015 8:04 PM
37	N/A	10/26/2015 7:18 PM
38	N/A	10/26/2015 4:36 PM
39	na	10/26/2015 4:12 PM
40	Not applicable	10/26/2015 3:17 PM
41	n/a	10/26/2015 3:07 PM
42	n/a	10/26/2015 3:02 PM
43	n/a	10/26/2015 2:52 PM
44	It helps students prepare for the SAT.	10/26/2015 10:05 AM
45	Not applicable in Kindergarten	10/26/2015 8:49 AM
46	N/A	10/26/2015 8:38 AM
47	N/A	10/26/2015 7:15 AM
48	n/a	10/23/2015 9:11 AM
49	Not a homeroom teacher	10/22/2015 3:13 PM
50	No_longer_exists	10/22/2015 2:46 PM
51	Too new to really give a fair answer.	10/21/2015 9:53 PM
52	Students have no incentive to pass it.	10/21/2015 7:55 PM
53	The students see no value in it whatsoever, and do not even try to do well.	10/21/2015 8:52 AM
54	It opens their eyes to college board testing procedures	10/20/2015 7:03 PM
55	no comment	10/19/2015 9:13 AM
56	N/A	10/19/2015 8:19 AM
57	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM

## Assessment Inventory Uses

### Q19 Explain why NAEP- National Assessment of Educational Progress is useful or not useful.

Answered: 69 Skipped: 536

#	Responses	Date
1	N/A	11/6/2015 11:20 AM
2	Do not use	11/5/2015 6:48 PM
3	N/A	11/5/2015 4:42 PM
4	Not applicable	11/5/2015 4:07 PM
5	n/a	11/5/2015 3:58 PM
6	You have got to be kidding. This test is totally useless to any classroom teacher.	11/5/2015 3:14 PM
7	n/a	11/5/2015 9:48 AM
8	N/A-this assessment is not given in my school.	11/5/2015 8:15 AM
9	I haven't seen it used at Dickinson. But I believe it is a well-designed assessment.	11/4/2015 11:05 PM
10	This is not for individual schools but for the Govt. More time away from instruction.	11/4/2015 11:03 PM
11	Not useful--It does not give me the information that I need to adequately address my students' needs.	11/4/2015 12:15 PM
12	I do not give this assessment.	11/4/2015 11:46 AM
13	It returns no results to teachers, students or administrator except in the broadest terms. Horrible representation of what students can do.	11/4/2015 11:12 AM
14	n/a	11/4/2015 10:15 AM
15	Not familiar with assessment,	11/3/2015 9:19 PM
16	n/a	11/3/2015 3:07 PM
17	NA	11/3/2015 8:47 AM
18	N/A	11/3/2015 5:28 AM
19	don't know	11/2/2015 7:58 PM
20	We never really look at the results	11/2/2015 2:27 PM
21	This is not useful as it provides nothing teachers can use to inform instruction in their rooms.	11/2/2015 10:41 AM
22	No connection to instruction.	11/2/2015 9:24 AM
23	lack of good feedback for teachers	11/2/2015 9:07 AM
24	N/A	10/31/2015 8:58 AM
25	This assessment is useful because it compares students across regions, but again, it should be a surprise to no one that schools with high percentages of ELLs, special ed, and poor students are struggling. DUH!	10/30/2015 3:52 PM
26	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
27	N/A	10/30/2015 2:31 PM
28	It is a non pressure assessment that gives us some useful data to help in curriculum planning.	10/30/2015 1:55 PM
29	No useful. They take time away from teaching. We don't even get how we compare or any results.	10/30/2015 11:19 AM
30	useful for showing how Delaware 8th graders are compared to the rest of the nation	10/30/2015 10:05 AM
31	Our educational system in the US is different from other countries in that we try to educate everyone. Other countries often weed out students not suited to continue on in the main education system so the media will report that our scores are lower than other developed countries who do not test their lowest performing students.	10/30/2015 9:27 AM

## Assessment Inventory Uses

32	The students do not take this test seriously.	10/29/2015 8:53 PM
33	It helps to identify our users and make accommodations and anlysis based on the data received.	10/29/2015 4:42 PM
34	n/a	10/28/2015 3:57 PM
35	Great test that has a lab skills section to it. Great to see these results.	10/28/2015 2:59 PM
36	n/a	10/28/2015 7:49 AM
37	N/a	10/27/2015 10:03 PM
38	Results never really examined by staff to my recollection though like it becuae it is a brief, random, occassional measure.	10/27/2015 2:00 PM
39	Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them.	10/27/2015 1:55 PM
40	n/a	10/27/2015 11:09 AM
41	N/a	10/26/2015 8:04 PM
42	N/A	10/26/2015 7:18 PM
43	N/A	10/26/2015 4:36 PM
44	NAEP is useful because students from all over the country take the same test under the same conditions. Demographics are important in this test. Also, teacher experience and education levels are noted to see if this affects student achievement.	10/26/2015 4:31 PM
45	Not applicable	10/26/2015 3:17 PM
46	n/a	10/26/2015 3:07 PM
47	n/a	10/26/2015 3:02 PM
48	compare to national norms - somewhat useful	10/26/2015 2:56 PM
49	n/a	10/26/2015 2:52 PM
50	It is a standardized test that allows comparisons across the country.	10/26/2015 10:05 AM
51	Not applicable in Kindergarten	10/26/2015 8:49 AM
52	N/A	10/26/2015 8:38 AM
53	Never see results	10/26/2015 7:56 AM
54	Good measure of performance	10/26/2015 7:15 AM
55	waste of time	10/23/2015 9:11 AM
56	Not a homeroom teacher	10/22/2015 3:13 PM
57	No_results_another_tests_that_burns_students_out_and_makes_them_not_take_any_test_seriously_	10/22/2015 2:46 PM
58	These results are not reported to the school and we can't make any use of them.	10/22/2015 2:30 PM
59	This is a total waste of time. Classroom teachers get absolutely no feedback about student performance and it doesn't count for anything so students don't even try.	10/22/2015 11:13 AM
60	Gives us a snapshot of how our school is doing based on nationwide data, and our school has always done very well. Even before SBAC	10/22/2015 10:03 AM
61	Our grade level does not use this	10/22/2015 9:42 AM
62	Students have no incentive to pass it.	10/21/2015 7:55 PM
63	Not useful - results are never seen by anyone but the federal government so schools have no idea.	10/21/2015 9:39 AM
64	no comment	10/19/2015 9:13 AM
65	N/A	10/19/2015 8:19 AM
66	I suppose it gives a general understanding of how our Country is doing, but really? The time we waste on this test, could be better used on instruction for the student-once again.	10/18/2015 5:30 PM
67	We never discuss the data in school, so it is an inconvenience that brings us no information.	10/16/2015 4:05 PM

## Assessment Inventory Uses

68	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM
69	Not particularly useful to teachers. We don't get assessment data.	10/15/2015 8:52 PM



## Assessment Inventory Uses

### Q20 Explain why COMPONENT V PRE and POST TESTS are useful or not useful. Name the specific assessment before your explanation.

Answered: 161 Skipped: 444

#	Responses	Date
1	Geometry : not. One question was so tough that my students earned 0/44 points on the post-test. The state is too cheap to re-do that question so this year's kids will see the same question.	11/6/2015 1:16 PM
2	The writing ELA test for first grade is horrible. Give them something they are interested in writing about!	11/6/2015 11:42 AM
3	Music - Novice 1 doesn't assess or relate directly to what the students are learning to do in class.	11/6/2015 11:20 AM
4	At least with this assessment, teachers can tie it directly to the curriculum they are teaching. It is an authentic assessment that carries some accountability for the students as well (if the teacher uses the post-test as a grade).	11/6/2015 9:47 AM
5	show growth. somewhat useful.	11/6/2015 8:54 AM
6	Waste of time, unnecessary, redundant exercise.	11/6/2015 8:51 AM
7	They are useful in showing my students' progress over time	11/5/2015 6:48 PM
8	They allow me to tailor instruction to demonstrated needs.	11/5/2015 4:42 PM
9	Poorly written and teacher graded.	11/5/2015 4:42 PM
10	I work with mainly Tier 3 RTI students (most of which have IEP's) and sometimes these students do not show great gains. This makes both the educator and the student look unsuccessful. However, the data might not show all of the successes that these students have achieved. Some of my students' data shows them growing by leaps and bounds and others might not look as though they are achieving in the same way when looking at just the data. It is discouraging for the teacher when the data doesn't reflect all of the learning that has gone on throughout the school year.	11/5/2015 4:41 PM
11	It provides me with a focus for reflecting on artwork and the direction and needs for students. The post-test assessment is a great measuring tool for my effectiveness for the school year.	11/5/2015 4:39 PM
12	Useful in that data is evidence of student growth.	11/5/2015 4:38 PM
13	Now that I am using measurement C I can find it more useful as I see growth in my students.	11/5/2015 4:38 PM
14	The pre and post tests provide us the data required to measure student growth.	11/5/2015 4:37 PM
15	It is redundant and too much for the students with all of the other baseline assessments in the beginning of the year and with SMARTER at the end of the year	11/5/2015 4:33 PM
16	DIBELS- we do not administer the tests (a stranger pulls our children out in the hallway to assess) and it does not always measure true growth	11/5/2015 4:29 PM
17	Provides an indicator of where students are at the beginning and the end of the year	11/5/2015 4:07 PM
18	good info	11/5/2015 3:58 PM
19	They do allow you to see where your students fall before class...to an extent. However, how can they be reliable when teachers grade their own exams? How can you judge a student's performance on 10 multiple choice questions? Why do we not judge their speaking or listening skills in the World Language classroom?	11/5/2015 2:05 PM
20	To see how far students grow.	11/5/2015 1:03 PM
21	Performance plus Physical Education - allows you to know what info. on the test the students know/do not know	11/5/2015 12:41 PM
22	Fitness gram You can teach the components of fitness but for them to be assessed you need to see the students more than once a week in order for them to excel at it. Comp V the state test does not allow for any accommodations such as Spanish. When it was developed they did not take into account that Physical Education teachers across the state teach different topics and many do not have the same equipment to teach what is being taught down state. We are all on a different page.	11/5/2015 12:28 PM

## Assessment Inventory Uses

23	7th Grade Math - We use STAR in place of this test.	11/5/2015 9:48 AM
24	N/A	11/5/2015 8:15 AM
25	Because they measure absolutely nothing in relation to what I do as a counselor	11/4/2015 11:05 PM
26	This does not make teachers a better teacher. Assessments should be authentic and for the students. This is really non-sense to have to make pre and post test and select targets for teacher assessments. This has not made me a better teacher and it takes time from administrators to manage all this rather than having authentic student an teacher connections. It is a lot of paperwork for all and not useful.	11/4/2015 11:03 PM
27	The pre and post test provide you a glimpse of what the students should be able to do by the end of the year. However, it does not allow you ta assess growth towards specific CCSS.	11/4/2015 9:14 PM
28	Career Tech Ed Component Pre and Post tests are completely not useful. For biotechnology and horticulture there is only a level 1 test and this level 1 test covers concepts that students will not see until upper level courses. Questions are confusing, not detailed and give very little useful data.	11/4/2015 3:33 PM
29	This allows teacher and students to highlight areas of understanding and focus in on the areas of need.	11/4/2015 1:12 PM
30	Useful in a previous assignment--Gave me a baseline for comparison.	11/4/2015 12:15 PM
31	Component V Pre and Post tests in my opinion are mostly useful in assessing teacher performance. I do not see the big benefit in it for the student.	11/4/2015 11:46 AM
32	Component V pre and Post tests are not useful to determine any teacher's ability to teach. There are too many variables that cannot be controlled ie: student effort, student SES, if the student has eaten, if the student is abused or if the student had enough sleep the night before, etc., ad nausea.	11/4/2015 11:12 AM
33	n/a	11/4/2015 10:15 AM
34	It shows me how my students did at the beginning of the year and at the end of the year. It tells me how much I "grew" my students.	11/4/2015 10:00 AM
35	It can be useful as it could gage what the student has learned, However, the outcomes of these test can be the result of the testing environment as opposed to what knowledge the student has actually gained. Often students do not take these assessments seriously.	11/3/2015 9:19 PM
36	It's useful for growth but some of the questions could be written better. I don't even understand the very last question.	11/3/2015 3:07 PM
37	Physical Therapy pre and post tests are not useful for the second and third level courses because the only existing test is for level 1 so it is given for all 3 levels, despite not being relevant.	11/3/2015 2:12 PM
38	They are useful- to set a goal and try to achieve that goal seems like what every teacher should be doing :)	11/3/2015 11:33 AM
39	These are helpful in terms of Fall to Spring Growth. This is the only true Fall to Spring Measure that we currently have in our building. The approved Measure B Math Tests are not assessments that my math teachers support or prefer. They are considering drafting an alternative measure to be considered.	11/3/2015 8:47 AM
40	How many more tests do we need to give the students? It is the second marking period and I know my students well.	11/3/2015 7:03 AM
41	N/A	11/3/2015 5:28 AM
42	The tests in Performance Plus (math) were created with teacher input into the design; this helps teachers feel more comfortable when they use the results for their year-end evaluation (summative),	11/3/2015 5:12 AM
43	The Performance Plus Assessments aren't valuable because they give a slim sense of what the child knows.	11/2/2015 9:36 PM
44	These assesments are the least valid for what they are attempting to predict. Tests do not measure teacher ability - they measure student performance on objectives that may not be related to the actual accomplishments of the students	11/2/2015 7:58 PM
45	tests specific goals for my students	11/2/2015 3:31 PM
46	Early Childhood Levels I, II, and III are not useful because they are to simple and not given at opportune times.	11/2/2015 3:31 PM
47	To see the students growth	11/2/2015 1:53 PM
48	Pre and post can be useful if teachers view the use as instructional. When viewed as an evaluative tool, I believe teachers just do what they can to get by. As a pre and post the post is to late for immediate feedback, therefore little instructional change occurs	11/2/2015 11:38 AM
49	See growth	11/2/2015 10:11 AM

## Assessment Inventory Uses

50	Somewhat useful. Too much time collecting data. Would rather give mini assessments throughout the year to gauge understanding.	11/2/2015 9:24 AM
51	You can see the improvement.	11/2/2015 8:34 AM
52	I feel the star test is helpful because it gives you a reading range to help gage the reading level of your students.	10/31/2015 8:58 AM
53	The Component V pre and post tests are only useful as a single tool of many tools to help administration evaluate a teacher.	10/30/2015 5:26 PM
54	They can be useful but they are not consistent or fair between educators. Some educators create their won assessments while others must use Smarter.	10/30/2015 4:42 PM
55	THese tests have no clear purpose and are easily manipulated by teachers to get the results they desire. Completely invalid data.	10/30/2015 3:52 PM
56	Questions are inaccurate and above many reading comprehension levels within our classrooms. Students in general do not take the tests seriously since Science and SS are not taken seriously by our schools in general and no importance is put on either subject anymore!! At risk & struggling students (Spec Ed and ELL, etc...) are routinely dumped into Science & SS classes with no supports what so ever and then people wonder why they are not successful when thrown into a 30-1 ratio with difficult material and content specific vocab and concepts, etc... Very often the wording of the questions also pose the same difficulties in students not being able to adequately read and comprehend the questions themselves therefore not being able to answer them correctly even though they may actually understand the material if asked or discussed!!	10/30/2015 3:04 PM
57	Algebra I pre and post tests are hardly a representation of Algebra I. The answer keys are often incorrect, and the rubrics are inconsistent. The Geometry pre and post tests assess mostly Algebra.	10/30/2015 2:39 PM
58	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
59	Comp 5 Pre and Post test are useful because it allows students to make inferences and use the text to support their answers. As a 6th grade teacher, this prepares them for research papers they will have to write in the future.	10/30/2015 2:31 PM
60	Math EOY- covers a strong sense of number sense.	10/30/2015 2:06 PM
61	Useful to give us a starting point for the school year as far as our students' needs. Not useful b/c post-test tells us student growth, but doesn't drive our instruction b/c it's the end of the school year.	10/30/2015 2:01 PM
62	I feel the teacher scoring the results to the rubric can end up differing from other teachers scoring the test	10/30/2015 1:58 PM
63	I feel fairly neutral about these.	10/30/2015 1:55 PM
64	Takes time away from my students without giving me new insights to the students comprehension of the concepts.	10/30/2015 1:47 PM
65	Scholastic is useful if the students understand they need to take it slow and be serious. Then we can get a good feel for how they are Reading. However if the students rush through and play on the computer we do not get an accurate measurement and students are placed into the wrong RTI groups. Words their way is a helpful tool to understand what level of phonics our students are at. Helps us place students in correct reading groups by level.	10/30/2015 1:00 PM
66	Component V is becoming outdated and needs to be revised to assess the content for the specific grade level. (1st)	10/30/2015 12:58 PM
67	Performance Plus was separate from Trailblazers content. Needed to look at it as a standalone entity as opposed to an integral part of teaching math.	10/30/2015 12:34 PM
68	They are ok, but they often don't test enough of the standards and can be graded subjectively.	10/30/2015 11:19 AM
69	Not useful most test question are either inaccurate or not part of Level 1	10/30/2015 11:01 AM
70	ELL Listening test is NOT USEFUL because it only tests one aspect of English language proficiency (listening). It is used to measure teacher effectiveness, but does not measure all other aspects of English language proficiency, which would impact teacher ratings. It should assess at least reading and writing as well.	10/30/2015 10:51 AM
71	Not useful - technology content is too broad	10/30/2015 10:34 AM
72	not useful, they do not measure what is expected of students during that academic year. Questions are written incorrectly or there are mistakes on the test. Or questions cover a standard from a different grade Useful- for evaluation purposes only	10/30/2015 10:05 AM
73	I've already listed it on the previous page, but I rely on that info to tell me exactly where my students are and how I can scaffold instruction to help my students find success throughout the year.	10/30/2015 10:05 AM
74	The students are not required to pass it, nor are they accountable for their learning.	10/30/2015 9:28 AM
75	At least with this, you have a pre and post and it can show growth of your CURRENT STUDENTS.	10/30/2015 9:01 AM

## Assessment Inventory Uses

76	Please see prior rant. I have not seen a more poorly produced test and the fact that DOE is not embarrassed about this test is unnerving.	10/30/2015 8:54 AM
77	It guides me to focus on certain areas of instruction throughout the year. However, it is useless if the post-test is not the same as the pre-test.	10/30/2015 8:17 AM
78	not - bad questions not focused on the core ideas	10/30/2015 7:59 AM
79	We use these tests to pass the component V only. This is not a valid tst.	10/29/2015 8:53 PM
80	Both tests in my mind are one of the worse decisions made by the state to implement. Let's be honest this test is more for accountability than to be used to help instruction. This test should have no say in how effective a teacher I am.	10/29/2015 3:57 PM
81	I use DIBELS and that is useful as I mentioned on the last page.	10/29/2015 12:19 PM
82	Can be an extra burden for teachers teaching certain topics with the number of short answer vs multiple choice questions that we have to grade. Really not equitable among different topics taught. It should all be Multiple choice.	10/28/2015 2:59 PM
83	These tests are so poorly designed/written (as are their rubrics). It is embarrassing that I have to subject my students to them.	10/28/2015 2:27 PM
84	Not useful because students don't try on short answer responses. The test questions created by teachers are of an inferior quality.	10/28/2015 9:32 AM
85	They're the only assessments provided to unified arts teachers that actually apply to our content and that we don't have to create by ourselves.	10/28/2015 9:03 AM
86	It is not geared toward my curriculum that I mostly teach and it is so not thorough enough based on the goals and objectives for the Red Clay School District.	10/28/2015 8:16 AM
87	It's a false reading of student knowledge to show teacher growth.	10/28/2015 7:53 AM
88	To see the growth in students during the year.	10/28/2015 7:49 AM
89	N/a	10/27/2015 10:03 PM
90	I usually like these. It helps me set writing goals in the fall and work towards them all year. The prompts are usually pretty good. (not the 12th grade one on designer babies this year)	10/27/2015 3:48 PM
91	Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them.	10/27/2015 1:55 PM
92	somewhat useful. This is somewhat useful because it shows students growth throughout the year in certain content areas. Can be distracting since some teachers feel they may have to teach to the component 5 assessment instead of teaching the students everything else they need to know.	10/27/2015 1:10 PM
93	I don't think it is fair that we do not get a choice in what assessments we use for our measures. We are being told that a certain assessment must be done for both math classes and the second assessment must be used for our cohort of 20. I should be able to chose the assessment and which measure I want it to be.	10/27/2015 1:07 PM
94	The Spanish pre and post tests are NOT good indicators of student proficiency. Students can answer the questions by using the pictures without speaking much spanish.	10/27/2015 12:05 PM
95	These are useful because they track students progress on a specific area/ skill.	10/27/2015 11:09 AM
96	They are useful in gauging the measure or growth we would like to see our students make in the school year. They also make you analyze your data more closely.	10/27/2015 11:00 AM
97	students do not learn all the material in one year. the pre tests is 10th grade and the post test is 12th grade but I have to give it to all 10th. they do not learn all the material in 1 year	10/27/2015 9:37 AM
98	Geometry Pre-and Post Test - dreadful test. Only 11 questions and 3 of these questions were not even based on the curriculum. Poorly designed test that did not accurately assess students' geometric knowledge. The Pre- and Post Tests give an extremely limited view of a teacher's performance and should not be used to evaluate teachers.	10/27/2015 8:08 AM
99	Visual Arts is not that useful because in middle school is hard to truly measure how much better the students have gotten. Some days in art class are better than other. The students are very unpredictable.	10/27/2015 6:55 AM
100	You're just teaching to a test. They are all word problems and do not match to the new math program	10/26/2015 8:28 PM
101	N/a	10/26/2015 8:04 PM
102	Exploring Business. I believe this test can be useful for a handful of students who take the test seriously. Some students won't take it seriously and therefore do not reflect the instruction they received in class. Bottom line, teachers should not have to set unrealistically high goals	10/26/2015 7:18 PM

## Assessment Inventory Uses

103	I think the SRI is not useful in terms of that portion of Component V.	10/26/2015 4:36 PM
104	These tests do measure growth so there is some degree of usefulness. However, they do not really indicate the quality of the teacher.	10/26/2015 4:31 PM
105	It is useful because it give me learning objectives based on each question. It is not useful because it is a test that is written at a high level. I teach inclusion classes, which require me to differentiate for a wide variety of levels. This test is NOT differentiated to meet the needs of all students. For example, I have students who are in resource rooms part of the day. They are not able to read the questions, yet this test is used to assess my effectiveness as a teacher.	10/26/2015 3:56 PM
106	Component assessments are useful because they help identify specific areas that I may need to focus on during the semester. Furthermore, they help me justify growth.	10/26/2015 3:37 PM
107	They are useful because the pre-tests give me a base line and the post-tests give me a section of my final exam. They are not useful because many of the questions address information that I do not normally cover in my class or they use different vocabulary than I like to use in my lessons.	10/26/2015 3:33 PM
108	They are useful because it measures the same skills in the same way to measure student growth.	10/26/2015 3:27 PM
109	pre-test drives instruction, post test helps measure student progress	10/26/2015 3:17 PM
110	These assessments are useful in determining student growth on teacher chosen skills that are developmentally appropriate.	10/26/2015 3:09 PM
111	STAR Reading and Accelerated Reader Book tests are very useful to determine current reading comprehension and IRL.	10/26/2015 3:07 PM
112	Dibels-helpful. Allows you to see growth throughout school year. math facts-useful. allows you to see growth throughout year.	10/26/2015 3:06 PM
113	Star Math and Star Reading are useful to show the growth	10/26/2015 3:02 PM
114	It is useful to see the growth of your students from beginning of the year to the end of the year.	10/26/2015 2:56 PM
115	shows student growth	10/26/2015 2:52 PM
116	its useful but question answers are wrong	10/26/2015 2:36 PM
117	many students can not read this material and accommodations such as text read aloud are not allowed per test instructions. Students will struggle no matter what.	10/26/2015 10:47 AM
118	Many of the non-ELA/Math pre and post tests appear to be weak measures.	10/26/2015 10:05 AM
119	Biotechnology Pre and Post Test- not useful because it is based off the health sciences curriculum and we teach based on the Technology curriculum. Chemistry Pre and Post Test- useful Good test that gives a nice summary of concepts learned.	10/26/2015 9:48 AM
120	Nice that we are able to have some say in what we use to assess. Kindergarten only has one Measure B to use (DIBELS).	10/26/2015 8:49 AM
121	This assessment allows me to see the knowledge base my students begin the term and how much growth there is at the end of the term.	10/26/2015 8:46 AM
122	I think Component 5 pre-tests are not useful at this point because the stories are hard and boring for students. They have very little background knowledge on the topic, which makes it hard for them to make connections and write about the topics. They could be useful if the stories were more relevant and/or aligned to the topics we teach in class.	10/26/2015 8:38 AM
123	SRI and SMI are useful to drive instruction and are given 3 times during the year.	10/26/2015 8:08 AM
124	The ELA pre/post test for 8th grade can be useful. The text is often difficult for students to understand which effects their performance on the writing prompt.	10/26/2015 8:00 AM
125	Kids test so much, they don't care.	10/26/2015 7:56 AM
126	excessive testing	10/26/2015 7:15 AM
127	We are using SRI and SMI - see notes on 24 and 25.	10/25/2015 6:19 PM
128	These are useful, but are not well-constructed. Teachers should be able to select from a test-bank a list of questions that better reflects their individual school's curriculum.	10/25/2015 5:13 PM
129	3rd graded visual art assessment is useful because the pre test shows what they know before they have learned about a skill and the post test shows the students growth.	10/25/2015 8:47 AM

## Assessment Inventory Uses

130	State assessments are very poorly written and do not cover the real important content of the courses. They are written to cover the hardest problems that students could even think about encountering. Besides, the pre and posttests are different which does not reflect accuracy in student scores.	10/23/2015 3:33 PM
131	Good goals to use to guide instruction	10/23/2015 3:14 PM
132	teacher shouldn't be penalized for lack of parental involvement and discipline issues causing some students to fail.	10/23/2015 9:11 AM
133	Not a homeroom teacher	10/22/2015 3:13 PM
134	With the scheduling, it is hard to see extreme improvement in health and physical education with only having each class every other day for one marking period.	10/22/2015 3:07 PM
135	it is useful To compare data I use DIBLES and STAR	10/22/2015 2:58 PM
136	Look_at_PsychoEd_eval_of_a_student_that_mastered_ASSES_and_compare_results_of_comparable_tests_the_comparison_will_speak_for_itself_unethical_screening_measure	10/22/2015 2:46 PM
137	Not useful to classroom teachers. We feel it is only a punitive tool admin and politicians use to try to control us.	10/22/2015 11:13 AM
138	I don't think Component V pre and post tests are useful because they are very contrived - the students are obviously going to improve their knowledge if they take a pre-test without having information about the topic, and then take the post-test after the lesson is taught over a period of time.	10/22/2015 9:29 AM
139	Component V Pre and Post test are not useful. These tests assess skills and standards that are not required by my grade level to teach. The questions are also extremely poorly written and do not authentically assess growth. This test has turned assessments into a numbers game to ensure adequate growth for teachers.	10/22/2015 7:40 AM
140	The component tests help show student growth, they can be analyzed for which questions are problematic for students so that the teachers can plan to address these issues in future planning.	10/21/2015 9:53 PM
141	Students have no incentive to pass it.	10/21/2015 7:55 PM
142	The social studies test questions do not match the curriculum.	10/21/2015 4:52 PM
143	Not valid. Rubric open to interpretation(" is essay appropriate length?") what's appropriate not only for each grade level but for Spec Ed	10/21/2015 1:10 PM
144	don't use	10/21/2015 9:39 AM
145	pre ---give an indication of material that has not been shared with students	10/21/2015 8:59 AM
146	Pre and post tests are useful because they have seen the type of questions before and shows what is taught and learned	10/20/2015 4:43 PM
147	Students often do not try on pre-tests. Post-tests are given too late to use for instruction.	10/20/2015 2:59 PM
148	These are not so bad in design, but they take a long time to grade and we micro analyze them because of DPAS more than the data can support. The system for getting the tests and results is extremely difficult to use and there are so many steps in different systems that you forget how to do them every year. So they take a lot more resources than they should. These tests could be moved to schoology or something that works and it would improve the process greatly.	10/20/2015 12:11 PM
149	It is practice writing and thinking.	10/20/2015 11:33 AM
150	Helpful to see student growth over the course of the year	10/20/2015 10:48 AM
151	10 questions does not assess well enough!	10/20/2015 8:45 AM
152	World History...not useful because of a lack of student accountability. The test is used for Component V but there is not a student level of accountability.	10/20/2015 8:42 AM
153	It is a tool to measure growth from the Fall to the Spring.	10/19/2015 3:28 PM
154	Component V in general is unfair for the reason that not all students are created equal. Not all schools serve the same types of populations therefore it is unfair to have the same expectations for all.	10/19/2015 9:13 AM
155	N/A	10/19/2015 8:19 AM

## Assessment Inventory Uses

156	<p>WORST- Teachers create or use random tests to try to show an accurate "picture" of the students' success. All this tests shows is if we chose an ending score that we were lucky enough to meet, despite all of the REAL successes that kids have had. The growth goals that are set are completely ridiculous. A student can improve by HUNDREDS of points, yet still not meet their goal. How is this instilling hard work and feeling successful? All this shows kids is that if you work real hard you still wont be good enough. The special education component is even more ridiculous. It does not celebrate their achievements, only serves as a reminder that the student is performing below their peers. TEACHERS of these students are then penalized because their spec ed students didn't meet a random computer generated growth goal? Yeah- real accurate!</p>	10/18/2015 5:30 PM
157	<p>The performance plus was extremely useful. I graded it and saw how the students thought and the beginning of the year and the end of the year. It helped me evaluate my effectiveness. SRI is helpful in a general sense, but it does not divide by skill. Therefore, I can onle see if my students made the expected growth. Too many varibles are present in an elementary child to see if the expected growth was reasonable in a particular year. SMI did not give me enough data to work with at the beginning of the year. STAR reading has too many outliers to be helpful.</p>	10/16/2015 4:05 PM
158	Not valid	10/16/2015 2:36 PM
159	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM
160	<p>They are useful in evaluating if you have taught the content and I feel the 4th grade math test was pretty well aligned with the CCSS.</p>	10/15/2015 8:52 PM
161	<p>POst Test ELA because it is a writing prompt I like having it at the start of the year, but the text on which the students are required to base their answer is terrible. It has no deeper meaning and is impossible to write an interesting response for.</p>	10/15/2015 8:40 PM

## Assessment Inventory Uses

### Q21 Explain why ACCESS and/or W-APT is/are useful or not useful.

Answered: 56 Skipped: 549

#	Responses	Date
1	N/A	11/6/2015 11:20 AM
2	DO not use	11/5/2015 6:48 PM
3	Not applicable	11/5/2015 4:07 PM
4	n/a	11/5/2015 3:58 PM
5	n/a	11/5/2015 9:48 AM
6	It is a useful assessment, but the downfall is that you have to wait until the next school year to get the results.	11/5/2015 8:15 AM
7	d	11/4/2015 11:05 PM
8	NA	11/4/2015 11:03 PM
9	Useful--To assess ELL status and change in status.	11/4/2015 12:15 PM
10	I do not give this assessment.	11/4/2015 11:46 AM
11	n/a	11/4/2015 10:15 AM
12	I don't like that it is the only way to determine if a student could be exited from an ELL setting. It should not be the be all and end all for ELLs.	11/4/2015 10:00 AM
13	Not familiar with assessment.	11/3/2015 9:19 PM
14	n/a	11/3/2015 3:07 PM
15	This helps with ELL placements and scheduling in our building.	11/3/2015 8:47 AM
16	Access is useful because it allows the teacher to know where the Students are at in their language abilities	11/3/2015 5:28 AM
17	This survey is ridiculously redundant. Similar to the entire assessment process.	11/2/2015 7:58 PM
18	to see progress	11/2/2015 1:53 PM
19	ACCESS is useful to allow ELL teachers the ability to know the English Proficiency levels and use the Can Do descriptors	11/2/2015 10:41 AM
20	N/A	10/31/2015 8:58 AM
21	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
22	N/A	10/30/2015 2:31 PM
23	helpful to have categories of abilities	10/30/2015 1:05 PM
24	ACCESS is useful because scores are used to determine students who need English language services. It is also useful because results are broken down into strengths and weaknesses in student language development. It is NOT USEFUL because we don't get the scores for students until the following school year.	10/30/2015 10:51 AM
25	Access is useful up to a certain extent. While regular Ed students are able to complete all sections of the test, special education students may or may not, which can prevent them from exiting the program for a reason that is not necessarily language.	10/30/2015 10:01 AM
26	Provides information to use with children of varying Eng. proficiency levels	10/30/2015 9:57 AM
27	It does not accurately assess student learning in an English-speaking classroom.	10/30/2015 8:17 AM
28	ACCESS is useful to determine needs of English language learners; however, receiving scores mid-summer does not provide for timely measurements. Quicker receipt of scores would be more helpful.	10/30/2015 8:00 AM
29	We do not use this test.	10/29/2015 8:53 PM
30	n/a	10/28/2015 3:57 PM



## Assessment Inventory Uses

31	n/a	10/28/2015 7:49 AM
32	This gives teachers a general idea student level of English proficiency	10/27/2015 10:03 PM
33	It allows ust to access data onthe ability of students in multiple domains of their native language. We often hear speaking and listening, and assume proficiency in all areas. This is frequently not true.	10/27/2015 1:55 PM
34	n/a	10/27/2015 11:09 AM
35	No, because we do not get data back until almost end of summer.	10/26/2015 8:28 PM
36	N/-	10/26/2015 8:04 PM
37	N/A	10/26/2015 7:18 PM
38	It is useful but need the scores quicker.	10/26/2015 6:36 PM
39	It helps with instructional practices, however, like most of the assessments we give, we as teachers are unable to give the same supports on tests that we are able to give to our students in class in order to access the curricular materials.	10/26/2015 4:36 PM
40	Access testing lets us know the English proficiency of students. It is helpful to know what stage students are in so we can better support them during all areas of instruction. Students at entering, beginning, and developing levels are likely to need more time to complete work and answer oral questions because they often translate the questions into their native language, think about the answer, and then translate the answer into English.	10/26/2015 4:31 PM
41	Not applicable	10/26/2015 3:17 PM
42	n/a	10/26/2015 3:07 PM
43	n/a	10/26/2015 3:02 PM
44	It is useful to see what the ELL students really need: reading, writing, speaking or listening.	10/26/2015 2:56 PM
45	n/a	10/26/2015 2:52 PM
46	Access testing determines ELL status and is useful for that program.	10/26/2015 10:05 AM
47	Useful in knowing where the students are in terms of their English language comprehension. Little we can do with so few resources.	10/26/2015 8:49 AM
48	N/A	10/26/2015 8:38 AM
49	Good idea of where students start	10/23/2015 3:14 PM
50	n/a	10/23/2015 9:11 AM
51	Not a homeroom teacher	10/22/2015 3:13 PM
52	Students have no incentive to pass it.	10/21/2015 7:55 PM
53	no comment	10/19/2015 9:13 AM
54	It is a good for screening students' language skills.	10/19/2015 8:19 AM
55	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM
56	Useless! One test does not define whether a student should receive services. I have 3 students this year that would be best served by remaining in the regular classroom instead of pulled out. In the past, I have had students that needed much more support than the time they were allotted. There should be other indicators besides this test that decide placement for services.	10/15/2015 8:52 PM

## Assessment Inventory Uses

### Q22 Explain why DCAS ALT-1 is useful or not useful.

Answered: 46 Skipped: 559

#	Responses	Date
1	N/A	11/6/2015 11:20 AM
2	Do not use	11/5/2015 6:48 PM
3	Not applicable	11/5/2015 4:07 PM
4	n/a	11/5/2015 3:58 PM
5	n/a	11/5/2015 9:48 AM
6	N/A	11/5/2015 8:15 AM
7	NA	11/4/2015 11:03 PM
8	I do not give this assessment.	11/4/2015 11:46 AM
9	n/a	11/4/2015 10:15 AM
10	Not familiar with assessment.	11/3/2015 9:19 PM
11	n/a	11/3/2015 3:07 PM
12	NA	11/3/2015 8:47 AM
13	N/A	11/3/2015 5:28 AM
14	This survey is ridiculously redundant. Similar to the entire assessment process.	11/2/2015 7:58 PM
15	The alt test is useful in measuring growth, but then when a student gets 4s on the test, there is no guidance about whether to move the student to the state test then?	11/1/2015 2:34 PM
16	N/A	10/31/2015 8:58 AM
17	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
18	N/A	10/30/2015 2:31 PM
19	students are promoted regardless of outcome	10/30/2015 1:16 PM
20	My experiences with the Alternative Assessments is that the amount of disruption caused by the large time requirement to complete the assignments is actually very disruptive to the students' academic progress when compared to keeping the students' in class moving forward in their curriculum.	10/30/2015 10:22 AM
21	It is yet another way to take severely impacted students and tell them again that they are severely disabled.	10/30/2015 9:18 AM
22	DCAS-Alt-1 - this assessment works well for higher functioning students in the Meadowood Program and it is great to see progress from year to year. It is extremely time consuming for teachers. We have to prep and cut out tons of materials and it takes hours to asses 1 student. It took me over 40 hours one year to assess all of the students in my classroom. If the test were computer-based and students could use a touch screen it might reach more students in our program.	10/30/2015 8:41 AM
23	We do not use this test.	10/29/2015 8:53 PM
24	n/a	10/28/2015 3:57 PM
25	n/a	10/28/2015 7:49 AM
26	N/a	10/27/2015 10:03 PM
27	Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them.	10/27/2015 1:55 PM
28	Some students just eye gaze/touch random answers/ answers that appeal to them	10/27/2015 12:05 PM
29	n/a	10/27/2015 11:09 AM

## Assessment Inventory Uses

30	My students are given the DCAS alt ...many are unable to process the information and comprehend the test . The results are used for Teacher evaluations so they teach kids how to take test all year instead of teaching them appropriate material . What a useless and dysfunctional system	10/26/2015 8:19 PM
31	N/a	10/26/2015 8:04 PM
32	N/A	10/26/2015 7:18 PM
33	N/A	10/26/2015 4:36 PM
34	Not applicable	10/26/2015 3:17 PM
35	n/a	10/26/2015 3:07 PM
36	n/a	10/26/2015 3:02 PM
37	n/a	10/26/2015 2:52 PM
38	I have not given it but have been trained in it and it is useful because it is more on the student's instructional level. It allows the teacher to see strengths and weaknesses easier than the regular tests.	10/26/2015 12:04 PM
39	Not applicable in Kindergarten	10/26/2015 8:49 AM
40	N/A	10/26/2015 8:38 AM
41	n/a	10/23/2015 9:11 AM
42	Not a homeroom teacher	10/22/2015 3:13 PM
43	Useful for those students who have this need to show they are making progress in school	10/21/2015 9:39 AM
44	no comment	10/19/2015 9:13 AM
45	N/A	10/19/2015 8:19 AM
46	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM

## Assessment Inventory Uses

### Q23 Explain why STATE KINDERGARTEN READINESS is useful or not useful.

Answered: 54 Skipped: 551

#	Responses	Date
1	N/A	11/6/2015 11:20 AM
2	Do not use	11/5/2015 6:48 PM
3	Not applicable	11/5/2015 4:07 PM
4	n/a	11/5/2015 3:58 PM
5	n/a	11/5/2015 9:48 AM
6	This assessment is helpful in determining students' readiness skills.	11/5/2015 8:15 AM
7	It helps the children begin learning the required material quicker. Depending on the population, i.e. students at my school, many have not gone to preschool and the parents have not done anything at home for their literacy. This makes the child far behind academically and as a result cannot catch up. I used to teach Kindergarten and I knew immediately without asking parents who attended preschool or which parents worked on their child's literacy. These children if they make it to first grade, they still are far below grade level. It's like dominoes because some of these children still are below when they reach 3rd grade. So basically there SHOULD NOT be blame on the Kindergarten teacher!	11/5/2015 7:06 AM
8	All it does it tell us if they are ready for kindergarten. It doesn't differentiate abilities like other districts (Brandywine) does. I really think the district should reconsider it's Kindergarten testing.	11/4/2015 11:05 PM
9	It should help find out if children are ready for K or not.	11/4/2015 11:03 PM
10	It is very time consuming and we do not get any of the feedback from this assessment.	11/4/2015 2:37 PM
11	I do not give this assessment.	11/4/2015 11:46 AM
12	n/a	11/4/2015 10:15 AM
13	Not familiar with this assessment.	11/3/2015 9:19 PM
14	n/a	11/3/2015 3:07 PM
15	NA	11/3/2015 8:47 AM
16	N/A	11/3/2015 5:28 AM
17	This survey is ridiculously redundant. Similar to the entire assessment process.	11/2/2015 7:58 PM
18	It is not useful because we already know students who attend preschool are ready and those who do not, are not as ready.	11/2/2015 11:25 AM
19	N/A	10/31/2015 8:58 AM
20	Allows for assessment before student enters K and helps to alert the teacher so that accommodations can be made for the student's success.	10/31/2015 7:33 AM
21	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
22	N/A	10/30/2015 2:31 PM
23	identifies weaknesses	10/30/2015 1:05 PM
24	We do not use this test.	10/29/2015 8:53 PM
25	n/a	10/28/2015 3:57 PM
26	n/a	10/28/2015 7:49 AM
27	N/a	10/27/2015 10:03 PM
28	Those poor little kids. They should still be playing and pretending at this age. Finland doesn't start school until 7 !	10/27/2015 3:48 PM
29	n/a	10/27/2015 11:09 AM

## Assessment Inventory Uses

30	N/a	10/26/2015 8:04 PM
31	N/A	10/26/2015 7:18 PM
32	N/A	10/26/2015 4:36 PM
33	It is helpful to know whether students the skills needed for success in kindergarten.	10/26/2015 4:31 PM
34	We don't have the support for children that some in without previous school experiences	10/26/2015 4:10 PM
35	Informs where students are in their development - very useful in planning activities.	10/26/2015 3:59 PM
36	Not applicable	10/26/2015 3:17 PM
37	NOT AT ALL USEFUL! A COMPLETE WASTE OF TIME AND IT MAKES THE BEGINNING OF THE SCHOOL YEAR HECTIC AND UNENJOYABLE. THE INFORMATION IN NO WAY HELPS WITH OUR TEACHING AND IT DOESN'T EVEN GET BACK TO SPECIFIC PRESCHOOLS TO INCREASE THEIR ACCOUNTABILITY.	10/26/2015 3:09 PM
38	n/a	10/26/2015 3:07 PM
39	Please see my comments prior. Please get rid of this test or have Wilmington University students give it prior to the children leaving Pre-K.	10/26/2015 3:07 PM
40	Not useful-used for preschool not kindergarten teachers.	10/26/2015 3:06 PM
41	n/a	10/26/2015 3:02 PM
42	NOT useful - this information goes to pre-schools and is not relavent for kindergarten at all	10/26/2015 3:01 PM
43	n/a	10/26/2015 2:52 PM
44	It is too much information.	10/26/2015 12:04 PM
45	Takes way too much time away from meaningful planning.	10/26/2015 8:49 AM
46	N/A	10/26/2015 8:38 AM
47	Though certain aspects of the state kindergarten readiness assessment (ELS) are useful, the results are not shared with kindergarten teachers which generally makes it not useful. In addition, the behavior and social ratings are subjective.	10/25/2015 1:14 PM
48	more baseline data	10/23/2015 3:14 PM
49	n/a	10/23/2015 9:11 AM
50	Not a homeroom teacher	10/22/2015 3:13 PM
51	Helps K teachers teach individual students	10/21/2015 9:39 AM
52	no comment	10/19/2015 9:13 AM
53	N/A	10/19/2015 8:19 AM
54	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM

## Assessment Inventory Uses

### Q24 Explain why SCHOLASTIC READING INVENTORY is useful or not useful.

Answered: 139 Skipped: 466

#	Responses	Date
1	Scores do not correlate to results of other tests.	11/8/2015 9:21 PM
2	N/A	11/6/2015 11:20 AM
3	Multiple problems with technology make the scores suspect.	11/6/2015 9:47 AM
4	At the beginning of the year all students get br which does not help place students in appropriate groups. By end of the year it is somewhat useful but there has been no training on reading scores/reports or detailed analysis of results.	11/5/2015 7:10 PM
5	Does not correlate to what Scott Foresman results show	11/5/2015 6:48 PM
6	Data that it provides on students. Helpful for benchmarking.	11/5/2015 5:26 PM
7	Gives me a Lexile level, however it is a short assessment, so I do not know exactly what it is measuring	11/5/2015 4:44 PM
8	limited data provided	11/5/2015 4:43 PM
9	Useful for students individual lexile levels so that they are reading books on their level. Teachers can also use this as another tool to formulate groups.	11/5/2015 4:43 PM
10	Does not always align with more researched methods of assessing reading, such as QRIs.	11/5/2015 4:42 PM
11	It doesn't offer enough data to be useful in differentiating instruction.	11/5/2015 4:40 PM
12	It gives me a lexile level and helps with grouping for instruction.	11/5/2015 4:39 PM
13	This assessment does not provide me with enough information on my students ability. It gives me a Lexile level and not much else.	11/5/2015 4:38 PM
14	I like the fact that it is taken 3 times a year. I am able to measure growth.	11/5/2015 4:38 PM
15	Yes, because there are markers- it is done in the beginning, middle, and the end of the year. It is nice to have the students' lexile levels and have more information to share with the parents	11/5/2015 4:33 PM
16	Provides Lexile level	11/5/2015 4:07 PM
17	It gives you a basis for the students' reading levels and gives you the ability to assign them into groups. It also gives you the tool to monitor progress.	11/5/2015 4:07 PM
18	n/a	11/5/2015 3:58 PM
19	This gives us a lexile level and a target. On the other hand, some students don't take it seriously, so the results are inaccurate.	11/5/2015 3:14 PM
20	Helps to see what skill students need the most focus on and what they don't	11/5/2015 1:54 PM
21	Too many technical glitches and the 410 lexicon score is an end of the year score....so many students are misidentified early on....I prefer Star Reading and those below the 25th percentile or even MAP was better and yielded better information to plan instruction. The SRI test yielded none of this for me.	11/5/2015 12:34 PM
22	n/a	11/5/2015 9:48 AM
23	This assessment is a helpful tool in determining students' current reading ability as well as providing strategies and resources to support their reading growth.	11/5/2015 8:15 AM
24	I think it's a great growth inventory. I also think that since it is something the kids take over different grades, it is really useful for parents.	11/4/2015 11:05 PM
25	There is no access to the materials that will promote growth that is expected by the end of the year. Growth goals may not always be realistic.	11/4/2015 9:14 PM
26	Provides Lexile levels for students to help with small group instruction.	11/4/2015 7:53 PM
27	Useful - Shows growth	11/4/2015 1:21 PM
28	Useful--Indicates students' abilities and areas needing scaffolding.	11/4/2015 12:15 PM

## Assessment Inventory Uses

29	SRI does not make it easy to see student improvement if students happen to stay "Below Basic"	11/4/2015 11:46 AM
30	SRI and SMI. I like them because they provide immediate results. They are given in the middle of the year as an interim so I can adjust my lessons accordingly.	11/4/2015 11:12 AM
31	n/a	11/4/2015 10:15 AM
32	I wish the questions were numbered.	11/4/2015 10:00 AM
33	Scholastic Reading Inventory could assist in gaging a student's reading and comprehension skills.	11/3/2015 9:19 PM
34	n/a	11/3/2015 3:07 PM
35	Not useful because there has not been PD to explain how to use the results to help children improve. Also, any child with an IEP is not being given accommidations.	11/3/2015 2:58 PM
36	Useful due to setting growth goals and providing information about academic needs.	11/3/2015 10:44 AM
37	Limited use in our building. More broad-range use would provide us with better baseline data.	11/3/2015 8:47 AM
38	N/A	11/3/2015 5:28 AM
39	Helpful because it gives students exposure to taking assessments on the computer (especially the third grade students).	11/3/2015 5:12 AM
40	Gives us decent baseline data, but certainly not enough to judge a teacher's performance by.	11/2/2015 9:36 PM
41	This survey is ridiculously redundant. Similar to the entire assessment process.	11/2/2015 7:58 PM
42	Its not great only tests for inference and context clues	11/2/2015 4:15 PM
43	usually know the outcome before they even take the test	11/2/2015 3:31 PM
44	Phonics Inventory for 2nd grade does not give any information for teachers to use. Should be given before the SRI to determine if students are reading enough to take SRI.	11/2/2015 2:27 PM
45	MAP told/showed us more, even though it was harder for the students	11/2/2015 1:53 PM
46	A useful tool if implemented and followed with resources. Not easily done at secondary level.	11/2/2015 11:38 AM
47	universal tool, get a valid lexile level, no accomodations	11/2/2015 10:11 AM
48	It helps guide reading levels and monitor progress throughout the year.	11/2/2015 6:51 AM
49	I explained earlier	10/31/2015 8:58 AM
50	Computerized, measures growth, observed student comfort with taking test, students are asked to pick three categories of the types of stories they prefer to read.	10/31/2015 7:33 AM
51	Quick and immediate	10/30/2015 4:42 PM
52	Quick and gives reading Lucile	10/30/2015 4:31 PM
53	SRI is useful to measure student Lexile range. If teachers bother to look at it, it shows the level of text that is ideal for each student for instructional purposes.	10/30/2015 3:52 PM
54	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
55	Scholastic Reading Inventory is useful for placing students in different sections for RTI. It is a good benchmark assessment for RTI.	10/30/2015 2:31 PM
56	This is useful because it gives us our student's lexile levels.	10/30/2015 2:23 PM
57	I feel children don't have enough computer access to complete this correctly.	10/30/2015 2:06 PM
58	The SRI is useful because you can get a gauge of students' reading ability before reading texts with them, and having their scores allows the teacher to determine how difficult a text may be for the students and plan accordingly.	10/30/2015 2:04 PM
59	Excellent. Useful format. The students are happy to take them and don't feel like failures.	10/30/2015 1:55 PM
60	does provide comprehension feedback	10/30/2015 1:05 PM
61	see above	10/30/2015 1:00 PM
62	Other than a lexile level, no other tangible information is available.	10/30/2015 12:34 PM
63	They are ok. They give a general lexile rating, but that's about it.	10/30/2015 11:19 AM

## Assessment Inventory Uses

64	USEFUL because it gives a Lexile level for each student, which allows me to develop appropriate instructional plans for each of my English language learners.	10/30/2015 10:51 AM
65	Not useful as the SOLE tool for forming RTI groups. Teachers know more about students on an individual basis and should be determining placement in those groups.	10/30/2015 9:35 AM
66	Useful; as a 9th grade teacher it allows me to have an understanding of a student's reading level when they are new to the school.	10/30/2015 9:28 AM
67	The are problems with the system which makes a student take the test more than once in some instances in order to get a score on the report. It won't let students in to take the SPI or FRA. Test administrators spend hours trying to fix these problems. Students are frustrated. Sometimes the questions overlap the answers so it is unreadable and cannot be answered. The system will sometimes lock a student out suddenly.	10/30/2015 9:27 AM
68	It doesn't give us any information of what exactly we need to work on beside a lexile level.	10/30/2015 9:01 AM
69	I like being able to see my students' Lexile Level - I use this information in conferences with parents. I also like that the test is shorter so students are not as stressed out taking i.	10/30/2015 8:56 AM
70	This measure highlights areas needing review; however, I am concerned with the lack of accommodations provided.	10/30/2015 8:00 AM
71	I do not know much about this test. I know it is associated with a reading program that we do not use.	10/29/2015 8:53 PM
72	Helps students to practice their reading in a variety of ways.	10/29/2015 4:42 PM
73	The scholastic reading inventory assessment is not useful because the scores do not match the students performance in the classroom or on other assessments. Furthermore, we are required to use the information other than for instructional purposes. Since the scores are not valid in my opinion, I barely use the results to inform my decisions.	10/29/2015 3:56 PM
74	SRI is useful because it shows growth. The only problem with SRI is that if a student scores a "BR" then we do not have a number and they can stay at that level all year and we do not know if they have shown any growth or not.	10/29/2015 1:46 PM
75	Helps us understand their Lexile but growth goals for spec. ed students are unreasonable	10/29/2015 11:29 AM
76	very non-correlating data compared to other data collection	10/28/2015 6:48 PM
77	n/a	10/28/2015 3:57 PM
78	This test gives you an idea of the student's overall ability level, but no specific information about their strengths and weaknesses.	10/28/2015 2:13 PM
79	It is useful because it shows yearly progress and growth.	10/28/2015 8:20 AM
80	Gives some good data	10/28/2015 7:53 AM
81	n/a	10/28/2015 7:49 AM
82	Assigned Lexile and is one piece that aides in forming groups	10/27/2015 10:03 PM
83	Why limit it to 9th grade? Do you know how low the Lexiles are in classes at McKean? I can use Achieve but the SRI is better.	10/27/2015 3:48 PM
84	This only targets vocabulary for lexile placement and is not an accurate assessment to use solely for RTI.	10/27/2015 3:34 PM
85	like its brevity	10/27/2015 2:00 PM
86	It is not useful for most of my students because English is their second language and they cannot understand most of the test.	10/27/2015 1:59 PM
87	It serves as a growth measure for all 9th grade students in reading. Without it, we lack a valid growth measure.	10/27/2015 1:55 PM
88	Somewhat useful. Shows where some students are with their reading comprehension level. But, some students don't even take their time on the test, and others may not know how to use the computer correctly or efficiently.	10/27/2015 1:10 PM
89	It shows their current Lexile.	10/27/2015 12:05 PM
90	I don't really understand what the scores are telling me.	10/27/2015 11:09 AM
91	Scholastic reading inventory gives you feedback as far as your students score immediately.	10/27/2015 11:00 AM
92	No, because there has been no REAL training regarding this test, what it is all about, what scores mean, and how to apply it.	10/26/2015 8:28 PM
93	Useful! It gives us a starting point and gives a realistic growth goal.	10/26/2015 8:23 PM
94	N/a	10/26/2015 8:04 PM



## Assessment Inventory Uses

95	N/A	10/26/2015 7:18 PM
96	The scores do not show enough helpful detail for second grade	10/26/2015 6:36 PM
97	It was implemented quickly with no training.	10/26/2015 6:14 PM
98	It doesn't really tell me what the student needs in terms of instructional support and/or how to gear my instruction. Does the kid have an issue with vocabulary? With reading fluency/decoding? With comprehension? What kind of comprehension support does the student need? I could go on and on.....is it even aligned with CCSS?	10/26/2015 4:36 PM
99	SRI is helpful in measuring comprehension, especially for advanced and proficient readers. However, many ELL students and those with IEPs score at the Basic Reader level with a percentile of 1. This tell us that they cannot understand the material but not why. We also give the phonics component which indicates whether students have decoding/word recognition problems but gives little or no information about what the problems are.	10/26/2015 4:31 PM
100	Immediate results -	10/26/2015 3:59 PM
101	Not applicable	10/26/2015 3:17 PM
102	I use SRI for the lexile and I pay close attention to the intented growth score throughout the year. I find this test very useful.	10/26/2015 3:07 PM
103	Useful for a general lexile level. But no number shows up for BR. There are no growth goals. Not impressed.	10/26/2015 3:02 PM
104	n/a	10/26/2015 2:52 PM
105	useful-we get the feedback immediately to help with grouping.	10/26/2015 12:47 PM
106	useful information, that is updated thought out the year not just beginning and end, students can track progress.	10/26/2015 10:47 AM
107	It provides a good starting point for teachers to begin the school year.	10/26/2015 9:09 AM
108	This can be useful if the students try their best. Many times they rush through this test.	10/26/2015 8:51 AM
109	Not applicable in Kindergarten	10/26/2015 8:49 AM
110	See #8	10/26/2015 8:38 AM
111	Drives instruction during the year.	10/26/2015 8:08 AM
112	SRI provides immediate lexile levels to help group students.	10/26/2015 8:00 AM
113	This was easy to administer and was low pressure for our younger students. I think this is a good measure of growth over time. It is not a useful for students that somehow score several grade levels above on the first test, and then their scores slide throughout the year.	10/25/2015 6:19 PM
114	It gives a number that doesn't seem to have much meaning. Most kids came out Below Grade Level.	10/24/2015 8:10 PM
115	Sometimes I think this measure is faulty	10/23/2015 4:26 PM
116	good for ranking when making RTI groups	10/23/2015 3:14 PM
117	If there were more detailed reports to target deficits	10/23/2015 2:41 PM
118	measures students true reading ability	10/23/2015 9:11 AM
119	Useful I just wish we had better explanations of the data	10/22/2015 9:07 PM
120	Not a homeroom teacher	10/22/2015 3:13 PM
121	It_is_fine....MAP_is_better	10/22/2015 2:46 PM
122	useful - immediate score and feedback and growth goals set	10/22/2015 11:00 AM
123	They can be useful as one gauge, but are not a total picture of the student	10/22/2015 9:42 AM
124	Somewhat useful if Read 180 is used throughout the year. That is not happening. How can a student be assessed by a tool that is meant to be part of a reading program that not all students participate in?	10/21/2015 1:10 PM
125	NOT - it is not administered the same way in all buildings so scores are not valid	10/21/2015 9:39 AM
126	It is useful only for kids progress	10/20/2015 4:43 PM
127	Specific feedback	10/20/2015 4:02 PM
128	Helps identify students lexile, which can be useful in forming reading groups	10/20/2015 10:48 AM

## Assessment Inventory Uses

129	It is a good piece of data, but should not be used as the only way to assess reading comprehension. Some students may have trouble showing what they know on a computer.	10/20/2015 10:23 AM
130	not enough teaching data	10/19/2015 10:22 PM
131	This test provides information throughout the year that teachers can use to monitor student progress.	10/19/2015 9:13 AM
132	It is a good inventory of student's skills.	10/19/2015 8:19 AM
133	Somewhat useful predictor of reading level, but not totally accurate.	10/18/2015 5:30 PM
134	This is not useful because we do nothing with the data!	10/16/2015 4:21 PM
135	SRI is helpful in a general sense, but it does not divide by skill. Therefore, I can only see if my students made the expected growth. Too many variables are present in an elementary child to see if the expected growth was reasonable in a particular year.	10/16/2015 4:05 PM
136	Useful - clearly identifies students not reading below grade level Not Useful - not clear enough in identifying weaknesses/areas of needed instruction	10/16/2015 12:16 PM
137	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM
138	It is a good screening tool, but offers very little real data.	10/15/2015 8:52 PM
139	Again having it at the start of the year helps figure out which students may need extra scaffolding of skills, but because it does not tie to the rest of the curriculum (CCSS) it doesn't do much more than give a Lexile that you can use.	10/15/2015 8:40 PM

## Assessment Inventory Uses

### Q25 Explain why SCHOLASTIC MATH INVENTORY is useful or not useful.

Answered: 112 Skipped: 493

#	Responses	Date
1	Scores do not correlate to results of other tests.	11/8/2015 9:21 PM
2	Not useful and students aren't going to meet growth goals set. The beginning year SMI test was set to the end of the previous (grade) year. Since this is the first year of SMI, it's hard to tell how accurate the growth target that is set as the goal for students to meet is achievable. If in the spring the whole district has a significantly low rate of growth this year and then the district has said they will not hold us to the growth rate. However, this could affect some schools and not others - should the rest of the district do well, this could be a concern on an individual basis for Component V - which could have very serious implications. Is there an alternative? If there is this much concern, inconsistency, unknown, etc. with SMI then it seems like a situation where we should be proactive and come up with a working alternative?	11/7/2015 8:54 PM
3	Not enough information is provided to identify specific strengths and needs	11/7/2015 5:56 AM
4	A 30 minute test that tells me what my students know? I don't buy it.	11/6/2015 1:16 PM
5	N/A	11/6/2015 11:20 AM
6	Multiple problems with technology make the scores suspect.	11/6/2015 9:47 AM
7	Do not use	11/5/2015 6:48 PM
8	Never explained.	11/5/2015 4:42 PM
9	It gives me a level and helps with grouping.	11/5/2015 4:39 PM
10	We have not been trained at all on its use and how to make it useful	11/5/2015 4:33 PM
11	Not trained on this assessment	11/5/2015 4:07 PM
12	Same as 24 above.	11/5/2015 4:07 PM
13	n/a	11/5/2015 3:58 PM
14	same as above	11/5/2015 1:54 PM
15	Useful, we use it diagnostically	11/5/2015 9:48 AM
16	N/A	11/5/2015 8:15 AM
17	I think it's a great growth inventory. I also think that since it is something the kids take over different grades, it is really useful for parents.	11/4/2015 11:05 PM
18	Test administration was very problematic. Servers and net work could not support all the testers in the district. Some students never received scores.	11/4/2015 11:03 PM
19	There is no access to the materials that will promote growth that is expected by the end of the year. Growth goals may not always be realistic.	11/4/2015 9:14 PM
20	Useful - Shows growth	11/4/2015 1:21 PM
21	This gives all teachers an idea of where the student is coming from in order to help identify areas for improvement.	11/4/2015 1:12 PM
22	Useful--Indicates students' abilities and areas needing scaffolding.	11/4/2015 12:15 PM
23	I do not give this assessment.	11/4/2015 11:46 AM
24	SRI and SMI. I like them because they provide immediate results. They are given in the middle of the year as an interim so I can adjust my lessons accordingly.	11/4/2015 11:12 AM
25	n/a	11/4/2015 10:15 AM
26	Not familiar with assessment.	11/3/2015 9:19 PM
27	na	11/3/2015 3:07 PM

## Assessment Inventory Uses

28	Not useful because there has not been PD to explain how to use the results to help children improve. Also, any child with an IEP is not being given accommodations.	11/3/2015 2:58 PM
29	Useful due to setting growth goals and providing information about academic needs	11/3/2015 10:44 AM
30	Too many computer glitches.. technology is not able to keep up with this assessment.	11/3/2015 9:47 AM
31	Limited use in our building. Having a universal math screener would be helpful to our team.	11/3/2015 8:47 AM
32	N/A	11/3/2015 5:28 AM
33	Helpful because it gives students exposure to taking assessments on the computer (especially the third grade students).	11/3/2015 5:12 AM
34	Gives us a decent picture of where the students begin. Many of the questions are not age appropriate.	11/2/2015 9:36 PM
35	This survey is ridiculously redundant. Similar to the entire assessment process.	11/2/2015 7:58 PM
36	usually know the outcome before they even take the test	11/2/2015 3:31 PM
37	Once the scale ratings are formalized over a few years this could also be a useful tool, however not sure if the resources are there yet and not easily implemented at secondary level.	11/2/2015 11:38 AM
38	Reports are not specific like SRI	11/2/2015 10:11 AM
39	N/A	10/31/2015 8:58 AM
40	Computerized, measures growth	10/31/2015 7:33 AM
41	Quick and immediate	10/30/2015 4:42 PM
42	Quick	10/30/2015 4:31 PM
43	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
44	N/A	10/30/2015 2:31 PM
45	Not sure about this one yet.	10/30/2015 2:23 PM
46	Same as above	10/30/2015 12:34 PM
47	both- a good measure of where kids are performing when the test is valid and working correctly	10/30/2015 10:05 AM
48	Not useful as the SOLE tool for forming RTI groups. Teachers know more about students on an individual basis and should be determining placement in those groups.	10/30/2015 9:35 AM
49	See above	10/30/2015 9:27 AM
50	SMI is useful because it is shorter than Smarter Balanced and doesn't stress the students out as much.	10/30/2015 8:56 AM
51	It was deemed invalid last year. That means every teacher that used that as their Comp 5 could not be considered an exceptional teacher - regardless of how good their teaching was.	10/30/2015 8:54 AM
52	I do not know much about this test. I know it is associated with scholastic. I do not know much about it. I know that they changed the cut scores after the kids took the test.	10/29/2015 8:53 PM
53	This is beneficial because it helps students to be exposed to various concepts in math which require deeper thinking in order to fully answer.	10/29/2015 4:42 PM
54	Not Useful: Numbers tell me nothing. Think back to NWEA. Students results were used to pinpoint specific weaknesses in student knowledge. I could use that to tailor classroom instruction to strengthen weaknesses as we moved through the curriculum. The problem with SMI is that taken in the beginning of the year, students are assigned a level. What does that tell me? Nothing. Taken again in January (immediately following 2 week winter break) another score. Still tells me nothing. Did the score go up? Did it go down? Maybe they spent their entire winter break STARVING because the only meals they get are the ones at school!	10/29/2015 3:19 PM
55	SMI is useful because it shows growth and is taken at multiple times during the school year. The test is also an appropriate length for elementary age students.	10/29/2015 1:46 PM
56	Just started using and don't understand how to use the data	10/29/2015 11:29 AM
57	n/a	10/28/2015 3:57 PM
58	I like it to simply see what level my students are coming to me at and to use it to place into honors, etc.	10/28/2015 2:27 PM
59	It is useful because it shows yearly progress and growth.	10/28/2015 8:20 AM

## Assessment Inventory Uses

60	now that we are learning how to get data for each student, it is seeming better.	10/28/2015 7:53 AM
61	n/a	10/28/2015 7:49 AM
62	Student test error analysis is informative	10/27/2015 10:03 PM
63	Scholastic Math Inventory is not useful because of the errors present when taking the test. Technological difficulties (not having enough access points, wrong versions of internet explorer) frustrated our students which affected their performance.	10/27/2015 3:12 PM
64	like its brevity	10/27/2015 2:00 PM
65	It serves as a growth measure for all 9th grade students in math. Without it, we lack a valid growth measure.	10/27/2015 1:55 PM
66	Useful. Shows where the students stand with their math proficiency, and is graded quickly on the computer.	10/27/2015 1:10 PM
67	There are many problems with the assessment. I have a problem with giving my kids accommodations in the classroom using materials that come with the curriculum or teacher created manipulatives to help my students learn better and then they cannot use it during the assessment. Also there have been times where I have had to call during the test or after because there was an error with the program. Either a score did not pop up or it says a student was not tested when they were so I have to retest them which takes them away from instructional time.	10/27/2015 1:07 PM
68	It provides immediate data about student understanding including patterns of strengths and weaknesses.	10/27/2015 12:06 PM
69	It shows their current quantile. However some students are good guessers.	10/27/2015 12:05 PM
70	Teachers can find out what skills are needed to learn grade level skills.	10/27/2015 11:29 AM
71	n/a	10/27/2015 11:09 AM
72	Not sure of the target growth and most students at Heritage in grade 3, did not come close to meeting the "target" in the beginning of the year.	10/27/2015 11:00 AM
73	Good - Gives a snapshot of student ability. Is useful for planning because teachers get useful information that can be used to improve instruction. Bad - students do not take it seriously. Testing environment is not conducive to good test-taking (students in close proximity to one another; computer issues take up lots of time).	10/27/2015 8:08 AM
74	It's useful to track student achievement	10/26/2015 8:18 PM
75	N/a	10/26/2015 8:04 PM
76	N/A	10/26/2015 7:18 PM
77	It was implemented quickly with no training.	10/26/2015 6:14 PM
78	NOT USEFUL because there are no set directions. The test scores vary way too much to be valid and the logistics of this test have been awful. The test logs students out. There r missing questions there are also sections of the test that offer no directions for the questions. Students log I. And then are logged off. Students scores seem to go down significantly if they do well the first time because the second time around the questions are extremely harder and thus they do more poorly.	10/26/2015 4:54 PM
79	N/A	10/26/2015 4:36 PM
80	Teachers tell me that SMI is more useful than SRI because is gives more information about specific math skills.	10/26/2015 4:31 PM
81	Immediate results-	10/26/2015 3:59 PM
82	Not applicable	10/26/2015 3:17 PM
83	n/a	10/26/2015 3:07 PM
84	n/a	10/26/2015 3:02 PM
85	Shows student growth and area of needs	10/26/2015 2:52 PM
86	useful-same as above	10/26/2015 12:47 PM
87	useful information, that is updated thought out the year not just beginning and end, students can track progress.	10/26/2015 10:47 AM
88	See #24.	10/26/2015 9:09 AM
89	This can be useful if the students try their best. Many times they rush through this test.	10/26/2015 8:51 AM
90	Not applicable in Kindergarten	10/26/2015 8:49 AM
91	N/A	10/26/2015 8:38 AM

## Assessment Inventory Uses

92	Drives instruction during the year and provides areas where students need improvement.	10/26/2015 8:08 AM
93	Kids do not take it seriously. Teachers tell kids to do poorly the first time to help their DPAS rating..	10/26/2015 7:56 AM
94	We have given only once and have very little exposure to results/growth targets. We had a some difficulty with graphics loading during the test.	10/25/2015 6:19 PM
95	Same as above	10/24/2015 8:10 PM
96	Another faulty measure	10/23/2015 4:26 PM
97	good baseline	10/23/2015 3:14 PM
98	n/a	10/23/2015 9:11 AM
99	Not a homeroom teacher	10/22/2015 3:13 PM
100	It_is_fine....MAP_is_better	10/22/2015 2:46 PM
101	somewhat useful - immediate score and feedback - need growth goals for each child not a general goal	10/22/2015 11:00 AM
102	They can be useful as one gauge, but are not a total picture of the student	10/22/2015 9:42 AM
103	NOT - the inventory is never working properly	10/21/2015 9:39 AM
104	Useful to show growth	10/20/2015 4:43 PM
105	Specific feedback	10/20/2015 4:02 PM
106	No teaching data	10/19/2015 10:22 PM
107	Although the idea of SMI is a good one in that it can be used multiple times throughout the year to monitor student progress. However, the program was so riddled with errors that the validity of the data is unreliable.	10/19/2015 9:13 AM
108	It is a good inventory of student's skills.	10/19/2015 8:19 AM
109	This test assesses students on how well they know grade level math. Well, since they have not been taught it all by August, of course they do poorly. Then at the end of the year the scores go up- because they have been instructed on the material. How is this an accurate picture of growth? Seems kind of like a waste of time.	10/18/2015 5:30 PM
110	SMI did not give me enough data to work with at the beginning of the year.	10/16/2015 4:05 PM
111	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM
112	Again, good screening tool but offers very real useful information for intervention or to focus reteaching.	10/15/2015 8:52 PM

## Assessment Inventory Uses

### Q26 Explain why DIBELS is useful or not useful.

Answered: 132 Skipped: 473

#	Responses	Date
1	Inconsistent. Some stories are appropriate and assess students for fluency and comprehension while context of others are difficult for students therefore scores are inconsistent.	11/7/2015 8:54 PM
2	The fluency portion is great, but the nonsense word fluency doesn't seem to lead to success.	11/6/2015 8:49 PM
3	Because it allows the teacher to place students in tiered reading groups according to their needs.	11/6/2015 3:11 PM
4	I find dibels to be useful in all grades, except the NWF in first grade, where the kids should be able to read real words.	11/6/2015 11:42 AM
5	N/A	11/6/2015 11:20 AM
6	Accurately and quickly assesses specific early literacy skills in kindergarten and first grade.	11/6/2015 9:47 AM
7	kids can perform either poorly or well, depending on how well they understand the directions the test	11/6/2015 9:14 AM
8	It is useful because it gives teachers an idea of where the students are with fluency	11/6/2015 7:50 AM
9	Not useful. Students get use to style of test and can get high scores even if they can't read fluently	11/5/2015 7:10 PM
10	Very useful for fluency	11/5/2015 6:48 PM
11	gives limited information about fluency and retelling, but doesn't necessarily address comprehension. we end up having to do QRIs or other running records	11/5/2015 4:43 PM
12	Useful - see above.	11/5/2015 4:42 PM
13	It's a quick assessment that gives a lot of helpful information.	11/5/2015 4:39 PM
14	Dibels is a quick and easy assessment to implement. The fluency passages provide me with valuable input into a students fluency ability. The nonsense words also give me valuable information on sounds that students confuse or are missing.	11/5/2015 4:38 PM
15	Provides an accurate measure of reading level.	11/5/2015 4:38 PM
16	somewhat useful screener	11/5/2015 4:38 PM
17	It is a quick measure to progress monitor student fluency	11/5/2015 4:33 PM
18	Does not always capture reading difficulties- not given by the homeroom teacher so most students perform lower	11/5/2015 4:29 PM
19	Provides oral reading fluency	11/5/2015 4:07 PM
20	very helpful for reading readiness	11/5/2015 3:58 PM
21	Good for fluency checks	11/5/2015 1:54 PM
22	To show student growth.	11/5/2015 1:03 PM
23	OK- but over reliance on fluency and not enough on comprehension- word count on retelling is not always valid.....	11/5/2015 12:34 PM
24	n/a	11/5/2015 9:48 AM
25	Yes-because this assessment is helpful in identifying students' early literacy abilities.	11/5/2015 8:15 AM
26	It helps with understanding some about the student but the test can result in a negative score for the child, especially if they are shy and don't feel comfortable with the test administrator, had a bad day, etc. I have had some students take that test and get a low score but their classroom performance is totally different.	11/5/2015 7:06 AM
27	It doesn't assess enough at that level. It is really too easy. Again, all you're capturing is kids who are behind grade level.	11/4/2015 11:05 PM
28	Test administration was very problematic. Servers and net work could not support all the testers in the district. Some students never received scores.	11/4/2015 11:03 PM
29	It is not valid or reliable, and depends on perception and judgment of the person who is going to administer the assessment.	11/4/2015 9:14 PM

## Assessment Inventory Uses

30	I have like and and do not like DIBELS. I like because it is another form of assessment to consider. I am not a fan of NWF WWW portion after they start reading because not matter how many times I tell them they are nonsense words as a reader they still want it to make sense and be a real word.	11/4/2015 8:51 PM
31	Progress monitoring helps show student progress	11/4/2015 7:53 PM
32	The Dibels can sometime be misleading as a bright yet slow paced child can look as if they don't have skills when in fact they may just work at a slower pace.	11/4/2015 2:38 PM
33	Useful- shows what students need to work on. Data drives teacher's instruction	11/4/2015 1:21 PM
34	Useful--Indicates students' abilities and areas needing scaffolding.	11/4/2015 12:15 PM
35	DIBELS is very useful in helping to assess student reading fluency.	11/4/2015 11:46 AM
36	n/a	11/4/2015 10:15 AM
37	can isolate which skill needs to be worked on	11/4/2015 8:47 AM
38	These assessment assist in gaging student reading fluency which ultimately affects comprehension.	11/3/2015 9:19 PM
39	na	11/3/2015 3:07 PM
40	DIBELS DORF has stories that children have no context in such as The English Channel! Our ELL students always think it is something on TV!	11/3/2015 2:58 PM
41	The DIBELS test is fine, but it doesn't signify learning holes.	11/3/2015 11:33 AM
42	Useful due to setting growth goals and providing information about academic needs	11/3/2015 10:44 AM
43	too many discrepancies in consistency of scoring.	11/3/2015 9:47 AM
44	NA	11/3/2015 8:47 AM
45	The data helps teachers know where the students struggle the most.	11/3/2015 5:28 AM
46	Breaks down the results into areas where Rtl stuedents could dfjefinite	11/3/2015 5:12 AM
47	This survey is ridiculously redundant. Similar to the entire assessment process.	11/2/2015 7:58 PM
48	good to see progress only if given at their instructional level, not grade level because it is too hard	11/2/2015 3:31 PM
49	Can see growth	11/2/2015 2:27 PM
50	DIBELS is not useful because in first grade, once a child becomes a fluent reader they often do not do well on the NWF portion of the test, which brings their score down and claims they are not core, but in fact they are reading fluently. Also, the retell does not give an accurate idea of whether or not a student can comprehend.	11/2/2015 2:02 PM
51	time consuming, but useful data	11/2/2015 1:53 PM
52	It is useful because it gives us student data, but it is a timed test, which is stressful for K students.	11/2/2015 11:25 AM
53	It is used for more than it's intended for. As a diagnostic tool, it is great for grouping and Rtl. Although, we use it for progress monitoring due to the layout and access.	11/2/2015 10:52 AM
54	DIBELS is mostly useful, but overall it's not as telling as an individualized untimed assessment of what letters, sounds, and other phonemic awareness skills the students have.	11/1/2015 8:03 PM
55	This test depends on the format that is given. The retelling portion for comprehension is not reliable.	10/31/2015 8:58 AM
56	Quick and immediate but doesn't always show true comprehension	10/30/2015 4:42 PM
57	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
58	N/A	10/30/2015 2:31 PM
59	evaluates narrow skills necessary for success in reading but the frustration is that the skills assessed in the beginning of K and 1st do not match the subtests at the end of the school year	10/30/2015 1:05 PM
60	Because of the time limit. Some students are very accurate and fluent but just don't read as fast. In my eyes as a teacher, I don't care how fast you have read, I only care if you can read and if you understood what you have read. the retelling part is a useful tool	10/30/2015 1:00 PM
61	DIBELS is useful because it provides pertinent information about where the students developmentally.	10/30/2015 12:58 PM
62	Often times they are not testing the student's intervention needs.	10/30/2015 11:19 AM



## Assessment Inventory Uses

63	Provides information and data to be used in Components 5. Allows teacher to collect data on specific skill the students need to work on.	10/30/2015 11:10 AM
64	Dibels is useful in measuring fluency, but not really for comprehension. I think students learn to read quickly without really monitoring their own comprehension from the test.	10/30/2015 10:31 AM
65	It is a good screener/progress monitoring tool	10/30/2015 9:57 AM
66	DIBELS is a useful screening tool. It is given individually so it is time consuming to administer but reliable results are received most of the time. It is useful in giving diagnostic information.	10/30/2015 9:27 AM
67	It is useful at the beginning of kindergarten as an initial screening tool and helps me in forming my small groups. The end of the year is useful for showing growth. What is needed is a more periodic testing to assess reading ability that can be given in a group setting or very short individual testing.	10/30/2015 8:58 AM
68	I do not think this test is accurate. I believe that the students' background knowledge has a lot to do with it. I don't think reading as fast as you can and then telling what you remember is an accurate measure. I have kids who say whatever - it has nothing to do with the passage.	10/29/2015 8:53 PM
69	DIBELS is useful because there are multiple tests and the tests are taken at different parts of the year. The tests indicate what the student needs to focus on.	10/29/2015 1:46 PM
70	Useful - the results help me determine fluency and (a little) comprehension	10/29/2015 12:19 PM
71	Doesn't give the best picture of where the student is performing	10/29/2015 11:29 AM
72	useful as an indicator of reading success but I find most children benchmark despite great difficulty in reading. Then it is hard to provide a case for rti. Too much weight is put on DIBELS.	10/28/2015 4:37 PM
73	useful as a screener	10/28/2015 3:57 PM
74	gives good growth measures	10/28/2015 7:53 AM
75	n/a	10/28/2015 7:49 AM
76	Identifies oral reading fluency, common errors, and retell quality	10/27/2015 10:03 PM
77	Dibels--very useful--gives specific data for grouping students to meet their needs	10/27/2015 4:08 PM
78	doesn't fully address comprehension	10/27/2015 2:00 PM
79	I feel DIBELS is useful because I can see the growth easily.	10/27/2015 1:59 PM
80	Useful. Gives you up to date feedback on how students are performing in reading fluency.	10/27/2015 1:10 PM
81	The DIBELS are mostly useful because it provides with an accurate look at fluency but not always for comprehension.	10/27/2015 12:06 PM
82	Allows you to see fluency growth.	10/27/2015 12:05 PM
83	DIBELS is useful because it breaks down specific skills - decoding, fluency, comprehension, etc.	10/27/2015 11:09 AM
84	DIBELS is useful to students who are performing below grade level. It assesses their fundamental skills and allows you to progress monitor throughout the school year.	10/27/2015 11:00 AM
85	Yes	10/26/2015 8:28 PM
86	Great way to track student fluency	10/26/2015 8:18 PM
87	N/a	10/26/2015 8:04 PM
88	N/A	10/26/2015 7:18 PM
89	I am able to see first hand how my students read aloud. But is very suggestive and should not be the only assessment used.	10/26/2015 6:36 PM
90	Dibels gives us immediate snapshot of a child's reading fluency.	10/26/2015 6:14 PM
91	N/A	10/26/2015 4:36 PM
92	DIBELS is wonderful. It is given one on one so it is an authentic reading/phonics/phonemic awareness assessment. During the oral reading portion, student errors are noted and can be analyzed later.	10/26/2015 4:31 PM
93	Looks at the most basic skills for reading acquisition.	10/26/2015 3:59 PM
94	measure fluency with the fluency section	10/26/2015 3:49 PM

## Assessment Inventory Uses

95	It is useful because it is a research based assessment that reduces bias and gives an accurate assessment of student skills.	10/26/2015 3:27 PM
96	Not applicable	10/26/2015 3:17 PM
97	I find that dibels is not helpful because it really only assess fluency. Students may know the skills, but if they do not complete it within the 1-minute time frame, they score below grade level. I also do not like having strangers come assess the students. It changes how the students perform.	10/26/2015 3:09 PM
98	n/a	10/26/2015 3:07 PM
99	useful-shows growth throughout year.	10/26/2015 3:06 PM
100	Useful for reading fluency as long as you keep in mind is based on the 50th %ile. Retell part assesses limited comprehension	10/26/2015 3:02 PM
101	Useful - gives good info about fluency.	10/26/2015 3:01 PM
102	The data shows their strengths and weaknesses. I use this assessment along with others to group my students into small groups.	10/26/2015 2:56 PM
103	n/a	10/26/2015 2:52 PM
104	not useful-Does not judge comprehension	10/26/2015 12:47 PM
105	For students that are very low functioning it is not useful because they may only increase their scores by a couple points each testing period.	10/26/2015 12:04 PM
106	Dibels is useful because it is consistently given and the sections are short and do not take a long time for the students to complete.	10/26/2015 8:51 AM
107	See previous question.	10/26/2015 8:49 AM
108	N/A	10/26/2015 8:38 AM
109	Certain aspects of DIBELS are useful for data purposes and as a focus for RTI. However, students who do not know English or who cannot interpret the directions have difficulty when they may be able to do the skill if asked in a different way.	10/25/2015 1:14 PM
110	It gives meaningful data	10/24/2015 8:10 PM
111	Shows student growth. Don't often and quick.	10/23/2015 4:26 PM
112	shows where students need phonics/reading instruction and give progress monitoring probes to asses growth	10/23/2015 3:14 PM
113	with the exception of DAZE the sub-test are very helpful in targeting the needs of studnets	10/23/2015 2:41 PM
114	n/a	10/23/2015 9:11 AM
115	DIBELS is a great tool for helping teachers with information for help guiding instruction. It should be used solely for teaching purposes only, not an evaluative tool for students.	10/22/2015 5:05 PM
116	Diebles is a timed assessment and is often given to early when students aren't comfortable. So the boy is not useful and it doesn't measure all letters, fsf and decoding correctly.	10/22/2015 4:00 PM
117	Not a homeroom teacher	10/22/2015 3:13 PM
118	it is useful to use when finding out what skills a child needs to work on	10/22/2015 2:58 PM
119	Useful - again helps teachers drive their instruction for individual students	10/21/2015 9:39 AM
120	Useful to place kids in RTI	10/20/2015 4:43 PM
121	a child can read 100wpm but then tell me 50 words on the wrong story I can only indicate it in the retell quality	10/20/2015 4:02 PM
122	Helps identify phonics and fluency strengths and weaknesses	10/20/2015 10:48 AM
123	DIBELS is useful for finding out if a student is on grade level regarding fluency. It does not tell about comprehension. It is not useful for advanced students.	10/20/2015 10:23 AM
124	Although I'm not using DIBELS this year thankfully I did use it last year. This assessment gave no data that I could use to monitor student progress other than word fluency.	10/19/2015 9:13 AM
125	N/A	10/19/2015 8:19 AM
126	This data is useful.. However, it was more useful when we gave the assessment ourselves and could see the errors firsthand.	10/18/2015 8:31 PM

## Assessment Inventory Uses

127	It may be good for lower grades, but the upper elementary grades it is pointless. Who cares how fast a student can read if the do not comprehend anything they read so quickly.	10/18/2015 5:30 PM
128	DIBELs is useful because it is a quick screener that provides information related to reading fluency.	10/16/2015 4:21 PM
129	Dibels charts fluency and gives an indication as to strength in reading. The recall does not give me much useful data. I have had children who stutter, so are low on dibels, but they were excellent readers. I have a student this year who can read the words, but he doesn't understand English. Therefore he is a fluent reader, but he has no recall. Putting that data in dsc doesn't help much.	10/16/2015 4:05 PM
130	Useful - quick, accurate, predictor, familiar,	10/16/2015 12:16 PM
131	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM
132	Another good screener for seeing if a student is on grade level, and it is great to listen to our students read and record data on a regular basis, but the comprehension (retelling) tool is very weak. It does not give a good indicator of comprehension skills especially those at the rigor we are requiring these days.	10/15/2015 8:52 PM

## Assessment Inventory Uses

### Q27 Explain why AP or IB exams are useful or not useful. Name the specific AP exam before your explanation.

Answered: 50 Skipped: 555

#	Responses	Date
1	N/A	11/6/2015 11:20 AM
2	Do not use	11/5/2015 6:48 PM
3	Not applicable	11/5/2015 4:07 PM
4	n/a	11/5/2015 3:58 PM
5	IB exams test students on what they truly learn in class and prepares them for college style exams. They also allow them to earn credit for college.	11/5/2015 2:05 PM
6	n/a	11/5/2015 9:48 AM
7	N/A	11/5/2015 8:15 AM
8	NANa	11/4/2015 11:03 PM
9	Not useful--Not grade level appropriate.	11/4/2015 12:15 PM
10	I do not give this assessment.	11/4/2015 11:46 AM
11	n/a	11/4/2015 10:15 AM
12	N/A	11/3/2015 9:19 PM
13	na	11/3/2015 3:07 PM
14	This helps determine how our students perform compared to national norms. It allows teachers to reflect on their instruction the previous year to determine if they covered enough material or stressed the right information or just had a challenging group of students. This data would be more useful if teachers could view it at the item level (error analysis, etc).	11/3/2015 8:47 AM
15	N/A	11/3/2015 5:28 AM
16	This survey is ridiculously redundant. Similar to the entire assessment process.	11/2/2015 7:58 PM
17	N/A	10/31/2015 8:58 AM
18	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
19	N/A	10/30/2015 2:31 PM
20	We do not use this test.	10/29/2015 8:53 PM
21	n/a	10/28/2015 3:57 PM
22	AP Calculus, somewhat useful. I am fully aware how well my students know calculus before this exam as well as how well they will do on this exam (not the same as knowing calculus). But it is a somewhat useful question bank in the class.	10/28/2015 2:27 PM
23	Incredibly useful and one of the only trusted and reliable pieces of data.	10/28/2015 9:32 AM
24	n/a	10/28/2015 7:49 AM
25	N/a	10/27/2015 10:03 PM
26	They are all useful because they can earn students college credit.	10/27/2015 1:55 PM
27	n/a	10/27/2015 11:09 AM
28	N/a	10/26/2015 8:04 PM
29	N/A	10/26/2015 7:18 PM
30	N/A	10/26/2015 4:36 PM

## Assessment Inventory Uses

31	Not applicable	10/26/2015 3:17 PM
32	n/a	10/26/2015 3:07 PM
33	n/a	10/26/2015 3:02 PM
34	n/a	10/26/2015 2:52 PM
35	AP tests are useful as they measure student standard attainment and scores of 3 or above may result in earning college credit. These tests are standardized and highly meaningful to students, parents, teachers, and administrators. They support the District's College and Career readiness goals.	10/26/2015 10:05 AM
36	AP exams require students to think objectively and critically to respond to the questions. The correct answer is not as important as how the student got to that answer.	10/26/2015 9:09 AM
37	Not applicable in Kindergarten	10/26/2015 8:49 AM
38	N/A	10/26/2015 8:38 AM
39	AP examinations are extremely important. These courses are in depth college accredited programs and students can earn college credit for these course. This helps families reduce the cost of college tuition when a student achieves success. This test should NEVER be removed from testing.	10/23/2015 3:33 PM
40	n/a	10/23/2015 9:11 AM
41	Not a homeroom teacher	10/22/2015 3:13 PM
42	Colleges_accept_them	10/22/2015 2:46 PM
43	Now that I have a daughter that has graduated high school with AP credits, I would say not useful because many of the colleges still don't accept these and the kids have to take the college course anyway.	10/21/2015 9:39 AM
44	AP Chemistry helps my students advance in college and save money.	10/20/2015 12:11 PM
45	I have taught them for years, but I wish we did not offer them. They allow students to work at a higher level but they are not a real substitute for college.	10/20/2015 11:33 AM
46	Useful. AP Psychology and AP US History. Hold students accountable.	10/20/2015 8:42 AM
47	AP Physics 1 is useful because it is administered at a set time once the students have been able to be properly prepared.	10/20/2015 8:08 AM
48	Developmentally inappropriate.	10/19/2015 9:13 AM
49	N/A	10/19/2015 8:19 AM
50	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM

## Assessment Inventory Uses

### Q28 Explain why AAPPL is useful or not useful. (ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL))

Answered: 43 Skipped: 562

#	Responses	Date
1	N/A	11/6/2015 11:20 AM
2	Do not use	11/5/2015 6:48 PM
3	Not applicable	11/5/2015 4:07 PM
4	n/a	11/5/2015 3:58 PM
5	The AAPPL test accurately judges a student's ability to produce language and perform with it. The test changes according to the level of the student. Students are given the chance to measure their proficiency and earn high school credit based on their performances. Great idea!	11/5/2015 2:05 PM
6	n/a	11/5/2015 9:48 AM
7	N/A	11/5/2015 8:15 AM
8	very useful in identifying student's placement - especially for native speakers.	11/4/2015 11:05 PM
9	na	11/4/2015 11:03 PM
10	Not useful--Not grade level appropriate.	11/4/2015 12:15 PM
11	I do not give this assessment.	11/4/2015 11:46 AM
12	N/A	11/3/2015 9:19 PM
13	na	11/3/2015 3:07 PM
14	Very helpful to offer course credit when appropriate. This helps in the secondary credit chase.	11/3/2015 8:47 AM
15	N/A	11/3/2015 5:28 AM
16	This survey is ridiculously redundant. Similar to the entire assessment process.	11/2/2015 7:58 PM
17	N/A	10/31/2015 8:58 AM
18	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
19	N/A	10/30/2015 2:31 PM
20	We do not use this test.	10/29/2015 8:53 PM
21	n/a	10/28/2015 3:57 PM
22	To have students earn a language credit in a low level to speed up the requirements in HS	10/28/2015 7:49 AM
23	N/a	10/27/2015 10:03 PM
24	It is somewhat useful because students are awarded credit for proficiency and this lowers class size in our world language classes.	10/27/2015 1:55 PM
25	An ACTFL approved assessment of proficiency would be much more helpful in targeting struggling students (and teachers)	10/27/2015 12:05 PM
26	n/a	10/27/2015 11:09 AM
27	N/a	10/26/2015 8:04 PM
28	N/A	10/26/2015 7:18 PM
29	N/A	10/26/2015 4:36 PM
30	Not applicable	10/26/2015 3:17 PM
31	n/a	10/26/2015 3:07 PM

## Assessment Inventory Uses

32	n/a	10/26/2015 3:02 PM
33	n/a	10/26/2015 2:52 PM
34	Not applicable in Kindergarten	10/26/2015 8:49 AM
35	N/A	10/26/2015 8:38 AM
36	n/a	10/23/2015 9:11 AM
37	Not a homeroom teacher	10/22/2015 3:13 PM
38	unknown	10/21/2015 9:39 AM
39	The AAPPL test is useful to teachers and students alike. Students do not have to spend time in a class beneath their ability and teachers are frustrated by students who are bored and acting out.	10/20/2015 1:54 PM
40	AAPPL is useful if given and schedules are changed to get students the credits they deserve for a language.	10/20/2015 8:45 AM
41	no comment	10/19/2015 9:13 AM
42	N/A	10/19/2015 8:19 AM
43	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM

## Assessment Inventory Uses

### Q29 Explain why Common Exam Initiative- District Finals are useful or are not useful. Name the assessment before your explanation.

Answered: 49 Skipped: 556

#	Responses	Date
1	N/A	11/6/2015 11:20 AM
2	Do not use	11/5/2015 6:48 PM
3	Not applicable	11/5/2015 4:07 PM
4	n/a	11/5/2015 3:58 PM
5	n/a	11/5/2015 9:48 AM
6	N/A	11/5/2015 8:15 AM
7	NA	11/4/2015 11:03 PM
8	Not useful--Not grade level appropriate.	11/4/2015 12:15 PM
9	I do not give this assessment.	11/4/2015 11:46 AM
10	N/A	11/3/2015 9:19 PM
11	na	11/3/2015 3:07 PM
12	This was created by representatives from our school that no longer work at the school and may not reflect the current philosophies and beliefs of our team.	11/3/2015 8:47 AM
13	N/A	11/3/2015 5:28 AM
14	This survey is ridiculously redundant. Similar to the entire assessment process.	11/2/2015 7:58 PM
15	Connections to the Curriculum Maps	10/31/2015 9:16 PM
16	N/A	10/31/2015 8:58 AM
17	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
18	N/A	10/30/2015 2:31 PM
19	Neutral feelings.	10/30/2015 1:55 PM
20	ELA district finals are not useful for me as they are not assessments of what I am teaching my ELLs. If we could have a district ELL test, this would be more appropriate and beneficial for our students.	10/30/2015 10:51 AM
21	it depends on who wrote them	10/30/2015 7:59 AM
22	We do not use this test.	10/29/2015 8:53 PM
23	n/a	10/28/2015 3:57 PM
24	n/a	10/28/2015 7:49 AM
25	N/a	10/27/2015 10:03 PM
26	If we put some different diploma tracks in place it would make sense. As it is, it isn't really a good assessment of SWD's because they just click or guess or shut down.	10/27/2015 3:48 PM
27	Students can submit random answers and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them.	10/27/2015 1:55 PM
28	n/a	10/27/2015 11:09 AM
29	N/a	10/26/2015 8:04 PM
30	N/A	10/26/2015 7:18 PM



## Assessment Inventory Uses

31	N/A	10/26/2015 4:36 PM
32	Not applicable	10/26/2015 3:17 PM
33	n/a	10/26/2015 3:07 PM
34	n/a	10/26/2015 3:02 PM
35	n/a	10/26/2015 2:52 PM
36	Not applicable in Kindergarten	10/26/2015 8:49 AM
37	N/A	10/26/2015 8:38 AM
38	They are poorly written. Not enough time has ever been devoted to writing good examinations. Also, you cannot write a common exam involving two different courses which the district feels overlaps.	10/23/2015 3:33 PM
39	n/a	10/23/2015 9:11 AM
40	Not a homeroom teacher	10/22/2015 3:13 PM
41	Dumbed_down_to_lowest_common_denominator_but_everyone_has_to_take_it_even_high_level_performers	10/22/2015 2:46 PM
42	This is useful in helping compare student progress with other school in the district.	10/21/2015 9:53 PM
43	Our students consistently fail these tests. Like, <40%. The curriculum the district chose is not effective for our students, so the included exams are obviously not useful.	10/20/2015 2:59 PM
44	It is another comparison game. Is that what we want to teach our children about our values as a society. Life is a comparison on paper.	10/20/2015 11:33 AM
45	Specificity to vocab. and different methods of teaching throw off students, and errors are plentiful	10/20/2015 8:08 AM
46	no comment	10/19/2015 9:13 AM
47	N/A	10/19/2015 8:19 AM
48	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM
49	We are just starting these back up in ELA. I reserve judgement until I see the report out and how the scores are used.	10/15/2015 8:40 PM

## Assessment Inventory Uses

### Q30 Explain why READING SERIES BENCHMARK ASSESSMENTS are useful or not useful.

Answered: 113 Skipped: 492

#	Responses	Date
1	Passages students must read are not authentic or meaningful to students.	11/8/2015 9:21 PM
2	While the rewritten assessments are written to reflect questions aligned to questioning on SBAC, they don't always relate to the unit and do not make sense.	11/7/2015 8:54 PM
3	The beginning of the year benchmark is too easy.	11/6/2015 8:49 PM
4	N/A	11/6/2015 11:20 AM
5	these show skills needed to improve upon, and also ones that have been mastered. These directly match what we are teaching.	11/6/2015 9:14 AM
6	Like benchmarks and fresh reads but not selection tests	11/5/2015 7:10 PM
7	Love it- gives me specific information	11/5/2015 6:48 PM
8	Too long to receive data back, questions are poorly written	11/5/2015 4:44 PM
9	Somewhat useful as teachers can see strengths and deficits across the different reading skills.	11/5/2015 4:43 PM
10	Scott Foresman materials are so poorly written that they serve no useful purpose. Teachers are required to enter data that is not used in any way.	11/5/2015 4:42 PM
11	They take a lot of time! And the revised skills assessed match CCSS, but not all the instruction that is SF.	11/5/2015 4:39 PM
12	The benchmark assessments for second grade that are required have been rewritten to better align with the Common Core. The reading comprehension questions provide me with useful information on a students independent ability.	11/5/2015 4:38 PM
13	Not useful because there is only a minimal number of questions assessing too many skills	11/5/2015 4:38 PM
14	It isn't useful to be able to say the students definitely do or don't understand a particular skill because there may only be one or two questions for that skill (and that is even if the question truly measures the skill it says it measures)	11/5/2015 4:33 PM
15	Would love for there to be a way to streamline grading for 1st grade- very time consuming to grade by hand then enter in all the data	11/5/2015 4:29 PM
16	Only provides one or two questions per skill to determine if a student has mastered the skill.	11/5/2015 4:07 PM
17	yes because it helps us see needs in our grade across the grade	11/5/2015 3:58 PM
18	no helpful at all. they don't focus on the reading skill	11/5/2015 1:54 PM
19	The comprehension questions are so poorly written and confusing....to me, it does not seem to be developmentally appropriate....	11/5/2015 12:34 PM
20	n/a	11/5/2015 9:48 AM
21	This is helpful in measuring and monitoring students' ability to master curriculum standards.	11/5/2015 8:15 AM
22	They are all useful but the not the First grade entry test which is the Kindergarten baseline. As stated earlier, I have had really low students pass this test.	11/5/2015 7:06 AM
23	Many times skills are on the test before they have been presented according to the scope and sequence.	11/4/2015 11:03 PM
24	They provide data that can be discussed and analyzed during PLC's. The benchmarks assist with informing instruction.	11/4/2015 9:14 PM
25	Benchmark assessment are a good indication of comprehension and text base writing.	11/4/2015 8:51 PM
26	Useful--Indicates students' abilities and areas needing scaffolding.	11/4/2015 12:15 PM
27	It helps teachers to easily see what comprehension skills students need improvement with or have improved.	11/4/2015 11:46 AM

## Assessment Inventory Uses

28	Reading Series Benchmark is too long. The stories are often confusing and needlessly convoluting. The assessment includes grammar questions which are not based on the Common Core, nor are they phrased or assessed in the way they are taught.	11/4/2015 11:12 AM
29	can determine if weekly skill has been learned	11/4/2015 8:47 AM
30	They are useful as they provide target goal's for student learning.	11/3/2015 9:19 PM
31	na	11/3/2015 3:07 PM
32	They are poorly written so not useful.	11/3/2015 2:58 PM
33	Useful due to setting growth goals and providing information about academic needs	11/3/2015 10:44 AM
34	These seem to be new this year....so I can't comment on them yet.	11/3/2015 8:47 AM
35	I found them useful because the data it helps me know what the students learn during the time I was teaching the unit and what areas they are struggling.	11/3/2015 5:28 AM
36	Gives the teacher more targerted data to show skills deficits.	11/3/2015 5:12 AM
37	Poorly worded questions, not necessarily good quality information in the results/	11/2/2015 9:36 PM
38	This survey is ridiculously redundant. Similar to the entire assessment process.	11/2/2015 7:58 PM
39	They include grammar which mess up scores	11/2/2015 4:15 PM
40	The stories and tests are read to my students because the level is too difficult. These tests only test listening skill/comprehension. The vocabulary tests are appropriate.	11/2/2015 3:31 PM
41	Can look at the test and determine how to proceed with instruction-strengths and weaknesses	11/2/2015 2:27 PM
42	Vocabulary in the questions very tricky for the students	11/2/2015 1:53 PM
43	Not fully aligned to CCSS	11/2/2015 11:10 AM
44	It is useful to get a general idea for how your students are doing. However, there are a few questions that are not correct and I don't think the corrections are ever made from one year to the next.	10/31/2015 8:58 AM
45	Good but difficult	10/30/2015 4:42 PM
46	Useful because you can see student score and areas of need.	10/30/2015 3:43 PM
47	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
48	N/A	10/30/2015 2:31 PM
49	clear evaluation of vocabulary and reading comprehension	10/30/2015 1:05 PM
50	We can use this data to help drive our instruction.	10/30/2015 1:00 PM
51	Fresh Reads are useful it allows the educator to focus on areas of weakness ie. response to open ended questions.	10/30/2015 12:58 PM
52	Somewhat useful, however, they are made on a much higher level than most of the students, so there wasn't a lot of take aways.	10/30/2015 12:34 PM
53	They take time and the tests are poorly written. They are not up to current standards and rigor.	10/30/2015 11:19 AM
54	If parents and teachers can't answer some of the questions, then something is wrong with this picture. (And these parents are educated too). There isn't a pre and a post of the SAME standards. IT also takes 2 hours to take.	10/30/2015 9:01 AM
55	They are useful because they are evaulating what is taught in the curriculum. However, since the pacing guide for kindergarten has been changed the benchmarks no longer accurately assess what we are teaching.	10/30/2015 8:58 AM
56	These measures are not always aligned with Common Core. The district has chosen fresh reads at random so some skills are over tested and others not tested enough.	10/30/2015 8:00 AM
57	These tests are long and they cover a lot of things that the kids are not using. The grammar is the worst! Sometimes there is one question that assesses a topic!	10/29/2015 8:53 PM
58	These assessments are not useful. As a district, the average score is usually below 70%. The assessments are too long and too wordy for my students. Furthermore, I do not understand why we are giving an assessment that is not working based on the district scores year after year.	10/29/2015 3:56 PM
59	I find it useful. The comprehension sections are useful in determining reading comprehension and if a student knows and can apply the reading strategies/skills. The phonics section is useful as another way to determine if a student knows the skills. I mostly use Informal Phonics Inventory for phonics and rearranging small groups though.	10/29/2015 12:19 PM

## Assessment Inventory Uses

60	Test questions are ok but somewhat confusing	10/29/2015 11:29 AM
61	The ones that were unaltered are more helpful than the ones that were altered by the u of d. When you send those home corrected, parents don't agree with the correct answer.	10/28/2015 6:48 PM
62	Some of them are useful, The benchmark tests vary in difficulty...	10/28/2015 3:57 PM
63	It is not useful because it is not directly aligned with curriculum .	10/28/2015 8:20 AM
64	n/a	10/28/2015 7:49 AM
65	Test format is similar to common core so exposed students to this format	10/27/2015 10:03 PM
66	many dont use series. ridiculous to measure. questions are often poor and inconsistent in levels of difficulty from test to test. all levels different number of test questions (bl-4, ol5-a-5)	10/27/2015 2:00 PM
67	They are too wordy.	10/27/2015 1:59 PM
68	I like them because now that they have been re-written, they reflect the common core standards.	10/27/2015 11:09 AM
69	Scott Foresman reading series assessments are useful because they cover skills and strategies learned in the classroom. Students need to assimilate information when reading the comprehension part, which is helpful when taking the SB.	10/27/2015 11:00 AM
70	Overall, the questions are good ones but sometimes they through in some very difficult ones for the students to answer. Some of the answers are tricky and confuse the students.	10/26/2015 8:35 PM
71	No because there is NO consistency of how to administer these tests. At our school we do not read ANYTHING to our students. It is known that is definitely not the case with other schools. If this is a READING test then why would you read the test to the students? You are not getting true data.	10/26/2015 8:28 PM
72	N/a	10/26/2015 8:04 PM
73	N/A	10/26/2015 7:18 PM
74	These are not always updated and if they are, the whole updated series needs to be purchased. They are useful when online and easy to track progress with detail	10/26/2015 6:36 PM
75	Not common core aligned	10/26/2015 6:14 PM
76	N/A	10/26/2015 4:36 PM
77	Almost everyone in our school fails the Benchmark unit tests. I got an A in statistics in grad school so this tells me that the assessments must be flawed. Even our on grade level students do poorly.	10/26/2015 4:31 PM
78	It is useful because it is a research based assessment that reduces bias and gives an accurate assessment of student skills.	10/26/2015 3:27 PM
79	Not applicable	10/26/2015 3:17 PM
80	not at all useful or age appropriate.	10/26/2015 3:09 PM
81	n/a	10/26/2015 3:07 PM
82	somewhat useful-assesses some good skills but difficult to administer in beginning of year in whole group for kindergarten students.	10/26/2015 3:06 PM
83	Some unit benchmark tests have more rigor than others. Unit 4 is too difficult	10/26/2015 3:02 PM
84	not useful! Benchmarks are too easy	10/26/2015 3:01 PM
85	n/a	10/26/2015 2:52 PM
86	useful-breaks up the test with results that can guide teaching.	10/26/2015 12:47 PM
87	currently not useful, students get frustrated that it is unfamiliar material.	10/26/2015 10:47 AM
88	These are useful because they correspond with the curriculum that we are using to teach.	10/26/2015 8:51 AM
89	Some questions are useful. Some are just chance guesses (1 of 3 in choosing sight words, for example).	10/26/2015 8:49 AM
90	These help teachers see if students are mastering a concept being taught in a unit or if re-teaching is needed.	10/26/2015 8:38 AM
91	Reading benchmark assessments are useful because they give information on who needs help and drives instruction.	10/26/2015 8:08 AM
92	Reading Series benchmarks are useful since all students in the district take them. Also, it provides information on what standards students have mastered and which ones they still struggle with.	10/26/2015 8:00 AM

## Assessment Inventory Uses

93	This is useful to the point that it shows if my entire class needs reteaching on certain topics. I do not feel that the self-scored writing portion serves a useful purpose. I already have a handle on where my students' strengths and weaknesses are in writing.	10/25/2015 6:19 PM
94	The reading series benchmark assessments are useful because they provide information on students' performance based on the skills taught. Kindergarten's assessment will need to be revised because it no longer follows the pacing guide.	10/25/2015 1:14 PM
95	Good for some, but way to long and skills that are taught don't necessarily align with the unit the students have just completed	10/23/2015 3:14 PM
96	The updated questions which reflect more "Smarter Balanced" like questions are helpful in preparing students for SB as well as helping teachers identify areas in need of reteaching	10/23/2015 2:41 PM
97	n/a	10/23/2015 9:11 AM
98	It identifies if the students mastered skills taught.	10/22/2015 4:00 PM
99	Not a homeroom teacher	10/22/2015 3:13 PM
100	They give good data on how the students are progressing.	10/22/2015 2:58 PM
101	they are too long....and the language used in the test can be confusing for students	10/22/2015 9:42 AM
102	NOT- poorly written, many typos, horrible questions	10/21/2015 9:39 AM
103	Specific feedback to skills taught	10/20/2015 4:02 PM
104	Useful in helping students to prepare for the types of questions on SBAC	10/20/2015 10:48 AM
105	Confusing questions. Does not look anything like SBAC. Too long.	10/20/2015 10:23 AM
106	helpful but not CCSS	10/19/2015 10:22 PM
107	These assessments offer some useful information but the curriculum progress monitoring tools don't really show how well students comprehended the story they worked on that week.	10/19/2015 9:13 AM
108	N/A	10/19/2015 8:19 AM
109	This is OK. Although many of the questions are asked in confusing ways and some questions do not align with the skills from the unit.	10/18/2015 5:30 PM
110	These are too long!! The baseline test in grade 2 was 16 pages long and is expected to be given the first week of school. Developmentally inappropriate!!	10/16/2015 4:21 PM
111	They are not useful, because the questions are not that well written. I see very little validity in the questions based on an analysis of what level student gets it right.	10/16/2015 4:05 PM
112	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM
113	Not very useful because they do not assess students on the skills they have been learning throughout the unit to a depth that is helpful. They will have one question for a particular skill, so it is impossible to say a student has/has not mastered a skill. They are too long and many questions are poorly written.	10/15/2015 8:52 PM

## Assessment Inventory Uses

### Q31 Explain why **FORMATIVE ASSESSMENT PROBES (MATHEMATICS)** are useful or not useful.

Answered: 67 Skipped: 538

#	Responses	Date
1	They are useful in determining student needs.	11/6/2015 3:11 PM
2	N/A	11/6/2015 11:20 AM
3	these have not been matched to the math series	11/6/2015 9:14 AM
4	Love it- gives me specific information	11/5/2015 6:48 PM
5	they are not common core aligned, not in order in which we have taught	11/5/2015 4:43 PM
6	The new probes are very useful! They truly assess the content that is being taught and applied in the classroom.	11/5/2015 4:43 PM
7	They directly correlate with classroom instruction and are helpful.	11/5/2015 4:39 PM
8	Gives insight into skill deficits and successes.	11/5/2015 4:07 PM
9	n/a	11/5/2015 3:58 PM
10	need more experience with them	11/5/2015 1:54 PM
11	To see student growth	11/5/2015 1:03 PM
12	good but I spent so much time scoring on a 2-3 point rubric that I prefer MAP Math assessments instead....but apparently, they are too costly.	11/5/2015 12:34 PM
13	n/a	11/5/2015 9:48 AM
14	N/A	11/5/2015 8:15 AM
15	We have math program and often to much time passes and too much is covered	11/4/2015 11:03 PM
16	They are not necessarily aligned to the CCSS and pacing guide.	11/4/2015 9:14 PM
17	Useful--Indicates students' abilities and areas needing scaffolding.	11/4/2015 12:15 PM
18	Easy to see growth.	11/4/2015 11:46 AM
19	N/A	11/3/2015 9:19 PM
20	na	11/3/2015 3:07 PM
21	Useful due to setting growth goals and providing information about academic needs	11/3/2015 10:44 AM
22	Our curriculum doesn't afford these regular common probes.	11/3/2015 8:47 AM
23	N/A	11/3/2015 5:28 AM
24	Gives teachers data to begin setting up groups for math Rtl.	11/3/2015 5:12 AM
25	This survey is ridiculously redundant. Similar to the entire assessment process.	11/2/2015 7:58 PM
26	Too difficult	11/2/2015 3:31 PM
27	N/A	10/31/2015 8:58 AM
28	Feels like busy work	10/30/2015 4:42 PM
29	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
30	N/A	10/30/2015 2:31 PM
31	Useful if we pick and choose the essential probes to use.	10/30/2015 12:58 PM
32	Once again, they were not what was being taught in the classroom	10/30/2015 12:34 PM
33	If we are talking about TB probes, they didn't give us much information. One question on one standard?..?	10/30/2015 9:01 AM

## Assessment Inventory Uses

34	I don't totally agree with all the formative assessments- it is a waste of time for the teacher to inpu.	10/29/2015 8:53 PM
35	NOT USEFUL- we do them together.	10/29/2015 12:19 PM
36	We don't do probes anymore because of new Math Expressions curriculum.	10/28/2015 6:48 PM
37	They are useful because they are easy quick checks for understanding and reteaching purposes.	10/28/2015 8:20 AM
38	n/a	10/28/2015 7:49 AM
39	N/a	10/27/2015 10:03 PM
40	not useful for special population in that difficult to show their individual growth.	10/27/2015 2:00 PM
41	n/a	10/27/2015 11:09 AM
42	Formative assessment probes were aligned with trailblazers. They were not aligned with the Common Core.	10/27/2015 11:00 AM
43	N/a	10/26/2015 8:04 PM
44	N/A	10/26/2015 7:18 PM
45	The new probes this year are very helpful to see where students are struggling.	10/26/2015 6:14 PM
46	N/A	10/26/2015 4:36 PM
47	Formative assessments are useful to show growth. They should not be weighted the same way as summative assessments. Students should be able to make mistakes as they learn. Their report card grade should reflect their overall success. Students should not lose points for a skill they did not know but mastered over time.	10/26/2015 3:27 PM
48	Not applicable	10/26/2015 3:17 PM
49	n/a	10/26/2015 3:07 PM
50	useful-good-good for report cards	10/26/2015 3:06 PM
51	fluency and mid unit quick quizzes are helpful to gage student understanding and to base small group reteaching off of.	10/26/2015 3:02 PM
52	Useful - gives a good glimpse of student progress	10/26/2015 3:01 PM
53	Useful. Measures if they comprehend the lessons taught and what needs to be re-taught.	10/26/2015 8:49 AM
54	N/A	10/26/2015 8:38 AM
55	Useful and needed to help drive instruction and see the needs of the students.	10/26/2015 8:08 AM
56	Some of the probes are well-chosen,while others do not give me much information as a formative assessment. I wish I could choose which assessments to give.	10/25/2015 6:19 PM
57	n/a	10/23/2015 9:11 AM
58	Not a homeroom teacher	10/22/2015 3:13 PM
59	NOT - sit in cumulative folders and are never looked at by anyone and then thrown out the next time the folder is cleaned out	10/21/2015 9:39 AM
60	Not aligned well to CCS	10/20/2015 10:23 AM
61	helpful but not CCSS	10/19/2015 10:22 PM
62	There is no connection between what is being taught in the classroom and what the assessments test.	10/19/2015 9:13 AM
63	N/A	10/19/2015 8:19 AM
64	This is just busy work. A random selection of questions that need to be given on random dates whether the students have had instruction on them or not???	10/18/2015 5:30 PM
65	We are just now assessing formative assessments for the new curriculum. They have been good indicators of student understanding.	10/16/2015 4:05 PM
66	I do not assess students using any of the listed tests.	10/16/2015 7:34 AM
67	The old probes were USELESS!!!!!! We are only on unit 1 of the Math Expressions, but so far I like them. They are showing me on a very regular basis what my students know, where misconceptions are and what needs to be retaught.	10/15/2015 8:52 PM

## Assessment Inventory Uses

### Q32 Explain why your school level assessments are useful or not useful. Name the assessment before your explanation.

Answered: 74 Skipped: 531

#	Responses	Date
1	Words their Way is useful in determining students phonics/spelling levels.	11/6/2015 3:11 PM
2	Yes. They assess whether or not my students learned what I taught them.	11/6/2015 1:16 PM
3	Generally speaking, I think excessive testing wastes valuable time that would be better spent on instructional activities in the classroom.	11/6/2015 11:20 AM
4	Useful for collecting data and sharing results	11/5/2015 6:48 PM
5	None available	11/5/2015 4:07 PM
6	useful for looking at data across the school to see areas of needs and strengths	11/5/2015 3:58 PM
7	Eighth grade English common assessments are useful because we get immediate feedback and can address issues.	11/5/2015 3:14 PM
8	Too many assessments	11/5/2015 1:54 PM
9	n/a	11/5/2015 9:48 AM
10	These assessments are very useful because they are helpful in monitoring students' learning on unit standards and concepts.	11/5/2015 8:15 AM
11	Many times district created assessments are not necessarily coordinated with text or series. Scott Forseman is not a challenging program for more able students. Teachers are required to teach that series to fidelity or will be written up even if it is not appropriate for all students.	11/4/2015 11:03 PM
12	Useful--Indicates students' abilities and areas needing scaffolding.	11/4/2015 12:15 PM
13	n/a	11/4/2015 11:46 AM
14	The give real time data - to date so I can change my course if necessary	11/3/2015 3:07 PM
15	Any assessment I give in my class is directly related to what the children are learning. If it is teacher/team/ school created, it is something that we have ACTUALLY TAUGHT!!!	11/3/2015 2:58 PM
16	The teachers have the highest buy-in at this level, since they are charged with creating the assessments and preparing students for the assessments. This was the format we used prior to state and district mandates around common assessments.	11/3/2015 8:47 AM
17	Look at the list of assessments. The amount of tests that are given should speak volumes enough.	11/3/2015 7:03 AM
18	School level assessments are helpful because we are able to assess what we taught and the data will help teachers know where students are still struggling and where teachers need to review.	11/3/2015 5:28 AM
19	Teacher/Team created materials ensures that all teachers are teaching similar concepts. They are often the best way to assess the children because they are the most age appropriate and can be modified/accommodated easily.	11/2/2015 9:36 PM
20	This survey is ridiculously redundant. Similar to the entire assessment process.	11/2/2015 7:58 PM
21	When we create an assessment we know it will test what we are teaching	10/30/2015 4:42 PM
22	They are only useful if the teacher uses data but out students are not usually placed based on data... So our class levels are all over the place. And a teacher can tell the students to fail in the begining and try in the spring	10/30/2015 4:31 PM
23	School data, lesson planning, curriculum updating.	10/30/2015 2:34 PM
24	N/A	10/30/2015 2:31 PM
25	SF (reading comp.) and new math program assessments (thus far)- meet the CCSS. The SF phonics unit assessment portion is not useful...too easy.	10/30/2015 2:06 PM
26	Neutral.	10/30/2015 1:55 PM



## Assessment Inventory Uses

27	School level assessments are useful because I can choose what I need to assess for my students. This allows for development of appropriate instruction for each of my students and to check who still needs instruction in a certain skill.	10/30/2015 10:51 AM
28	Useful - gauge state and common core standard attainment	10/30/2015 10:34 AM
29	Useful- show what the students understand and retain about the different standards	10/30/2015 10:05 AM
30	This lists of assessments says it all!,,,,,!!!!	10/30/2015 9:36 AM
31	Unique Learning Systems Benchmarks and Monthly Checkpoints. The assessments are computer-based and all data is recorded electronically. Teachers can pick benchmarks that would benefit individual students. Data from these benchmarks can be used to update IEPs. progr	10/30/2015 8:41 AM
32	useful on topic	10/30/2015 7:59 AM
33	We do not use these assessments.	10/29/2015 8:53 PM
34	Common Teacher Made Assessments and Common Formative Assessments play an integral part of my classroom instruction. They test students on material that is fresh in their minds and I get results almost instantly. I can see their mistakes and know exactly how to assist them in their thinking. Their is no trying to remember back 6 months ago about a particular lesson or skill.	10/29/2015 3:57 PM
35	Teacher created assessments that are timely and connected to what they are learning are, at this time, the only USEFUL information available to me. Standardized tests do what they have always done; Identify the high achievers from affluent backgrounds whose parents take an active role in their child's education.	10/29/2015 3:19 PM
36	Common Assessments are useful because they reflect the understanding of the student on material that is taught in the classroom.	10/29/2015 10:04 AM
37	To assess the students	10/28/2015 7:49 AM
38	N/a	10/27/2015 10:03 PM
39	the sheer length of time in test prep and test taking out weighs benefits of combined testing as currently administered.	10/27/2015 2:00 PM
40	Common exams between classes in core content areas-useful because they apply uniform, consistent grading practices to our courses and force teachers to be aligned with one another (and district curriculum) for common classes.	10/27/2015 1:55 PM
41	SRI SPI SMI DIBELS Scott Foresman reading assessments Component 5 assessments Smarter Balanced Words Their Way Some of the assessments are useful, and others are not. There is still a lot of assessments that need to be done, which take away from students instructional time.	10/27/2015 1:10 PM
42	State testing is not a fair chance to judge students learning. Because of testing, students learning doesn't seem to be enjoyable as much any more. The state requires everything to be based off of test scores verses the student actually being hands on and interactive learning. Also, the test are always shutting down, computers not working, logging students off during testing. How is that reliable when there are constant interruptions?	10/27/2015 12:30 PM
43	School level assessments are useful because they coincide with the curriculum that the students are responsible for learning daily,	10/27/2015 12:06 PM
44	n/a	10/27/2015 11:09 AM
45	School assessments are useful when teachers make them valid and reliable. They are tools that can help with reteaching and gauging instruction for the class.	10/27/2015 11:00 AM
46	N/a	10/26/2015 8:04 PM
47	N/A	10/26/2015 7:18 PM
48	School level assessments give us immediate feedback. We can wait weeks or in the case of smarter balance months, to see results.	10/26/2015 6:14 PM
49	The assessments are aligned to the grade level core materials and with the CCSS.	10/26/2015 4:36 PM
50	We use Words Their Way for all students above kindergarten. This assessment pinpoints letter/sound correspondence that has or has not been mastered at each grade level. We are able to use this test to fairly accurately determine where to start RTI intervention in the fall. Then we give the test again to determine growth and refocus skill needs in RTI.	10/26/2015 4:31 PM
51	They are useful to assess the effectiveness of lesson presentation. They are useful to discuss in PLC and collaborate to improve our teaching practices.	10/26/2015 3:27 PM
52	Assessments we create more closely align with our instruction which is being modified to meet NGSS	10/26/2015 3:17 PM

## Assessment Inventory Uses

53	n/a	10/26/2015 3:07 PM
54	Exploring Business Level 2 Pre-Test is not useful because I have to hold back information in seventh grade. I believe there should only be a Post-Test for content knowledge in business.	10/26/2015 1:31 PM
55	These are more useful because they are tailored to the population and can be created in the format that works best for the children we serve.	10/26/2015 12:04 PM
56	Teacher created assessments (formative & summative) are highly useful in assessing student standard attainment and generating the grades that determine GPA and thus college admittance.	10/26/2015 10:05 AM
57	Assessments are a learning tool for both students and teachers so that there is some idea of what the student has absorbed.	10/26/2015 9:09 AM
58	See #8	10/26/2015 8:38 AM
59	School level assessments such as teacher-created assessments for letter and number recognition, sight word recognition, counting, etc. are useful because they provide information on what students have learned which directly relates to what is taught.	10/25/2015 1:14 PM
60	School level assessments reflect continuity of curriculum within the department.	10/23/2015 3:33 PM
61	All good data	10/23/2015 3:14 PM
62	Not a homeroom teacher	10/22/2015 3:13 PM
63	Useful -they are directly related to what we are teaching and we can give students specific feedback and use it as a teaching tool.	10/22/2015 11:13 AM
64	Common Formative Assessments (CFA) are not useful. These assessments take up all of PLC time. These assessments, while addressing appropriate skills, do not offer any added value to traditional activities completed in class. The forms that are required to fill out in conjunction with these assessments are not used by anyone else but the teacher to assess growth so the act of providing it to administration is a pointless endeavor.	10/22/2015 7:40 AM
65	used in conjunction with skill being taught	10/20/2015 4:02 PM
66	They are useful because they are designed to measure student ability on a scale that works within our building. Lumping McKean in with charter schools and asking us to use the same assessments (preferred by the charters) forces us to fail so thoroughly the data isn't helpful. Our school assessments (rejected by district) give us actionable data.	10/20/2015 2:59 PM
67	PLC assessments are another assessment in areas we don't normally teach so it dilutes our efforts and consumes more time we don't have.	10/20/2015 12:11 PM
68	I am not in favor of them. They take too much time away from real learning.	10/20/2015 11:33 AM
69	These are developmentally appropriate and test what students are learning.	10/19/2015 9:13 AM
70	N/A	10/19/2015 8:19 AM
71	If created correctly, these pre- and post tests can be useful towards instruction.	10/18/2015 5:30 PM
72	We assess what has been taught.	10/16/2015 4:05 PM
73	I do not assess students using any of the listed tests. - However, looking at the amazingly long list of assessments, it's a wonder we can teach at all! An actual non-testing day must seem like such a change of pace for both students and teachers.	10/16/2015 7:34 AM
74	I have just moved to a new grade level. Overall, I think having common assessments in a grade level is important to gauge how my students are doing in comparison to all students in that grade level.	10/15/2015 8:52 PM



# Appendix E:

## Assessment in Red Clay Parent Flyers (front/back)

- Template.....pages 532-533
- English (front).....pages 534-546
- Spanish(front).....pages 547-560
- Korean(front).....pages 561-574
- Arabic(front).....pages 574-588



# ASSESSMENT IN RED CLAY GRADE

Summative and interim tests given to students in this grade across the district:

## **More information on assessment**

Assessment is a valuable part of Red Clay's educational program. This important component allows teachers to plan, document and evaluate student learning in an ongoing cycle. This teaching process is crucial to promote student achievement. Tests and other assessments provide evidence of student learning and help teachers identify next steps in their instruction.

Red Clay is interested in your feedback. Please look for more information this fall regarding the Parent Assessment Feedback Survey.

## TYPES OF ASSESSMENTS

**FORMATIVE** assessments are used *during* instruction and provide feedback to adjust ongoing teaching and learning. An example is a class quiz where students explain their thinking.

**SUMMATIVE** assessments are generally given *after* instruction (end of a unit, course, or grade) to evaluate students' performance against a set of standards. Examples are the state SMARTER and DCAS tests, and class unit tests.

**INTERIM or BENCHMARK** assessments fall between formative and summative and are given to evaluate students' knowledge and skills relative to a specific set of standards. They are designed to inform decisions at the classroom level and school or district level. An example is a unit test from our reading or math series given to all students in the district at that grade level.

**Source: Achieve**

[http://www.achieve.org/files/Achieve\\_StudentAssessmentInventory\\_ListeningtoParents.pdf](http://www.achieve.org/files/Achieve_StudentAssessmentInventory_ListeningtoParents.pdf)

**Classroom** assessments are determined by individual teachers. Some examples are pre-tests, end of unit or chapter tests, quizzes, and informal assessments to gauge students' understanding, provide grades, and inform teaching.

**Schoolwide** assessments are determined at the school level. Teachers across a grade level or department give the same assessment. Common assessments provide information to identify students who may need additional assistance and to identify strengths and needs in the instructional program.

**Districtwide** assessments are determined at the district level. These assessments are given to all students across the district. Certain assessments are selected based on district need and other assessments are given to meet state or federal requirements, such as Response to Intervention (RTI) to identify students who need additional assistance. These common assessments show what students learned, monitor progress, and determine what professional development might be helpful for teachers.

**State and National** assessments are determined by the Delaware or U.S. Departments of Education. Delaware System of Student Assessment (DeSSA) includes Smarter testing in reading and mathematics (grades 3-8, 11), DCAS Science (grades 5, 8, 10), DCAS Social Studies (grades 4, 7), DCAS U.S. History (high school), PSAT (grade 10, Red Clay also tests grades 9 and 11), and SAT (grade 11). It also includes tests for specific groups: DCAS Alt-1 (alternative test) for students with severe cognitive disabilities, ACCESS (Assessing Comprehension and Communication in English State-to-State) for English Language Learners (taken until demonstrate proficiency in English). Students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses have an opportunity to take AP or IB exams. Every few years a sample of 4th, 8th, and 12th grade students take the National Assessment of Educational Progress (NAEP).



# ASSESSMENT IN RED CLAY

## KINDERGARTEN

Summative and interim tests given to students in this grade across the district:

Test	Time	Purpose(s)
<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</b>	3 times per year @ 20 minutes each test	<ul style="list-style-type: none"><li>• Fulfill federal requirement for Response to Intervention (RTI)</li><li>• Identify and monitor students who may be at risk for reading difficulties</li></ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"><li>• Fulfill state requirement for teacher evaluation (Component V)</li><li>• Measure growth</li></ul>
<b>Reading Series Benchmarks</b>	2 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"><li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li><li>• Determine progress toward meeting standards</li></ul>
<b>Mathematics Series Benchmarks</b>	5 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"><li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li><li>• Determine progress toward meeting standards</li></ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring 3 hours given over two sessions	<ul style="list-style-type: none"><li>• Measure growth in English language proficiency</li><li>• Determine qualifications for services</li></ul>

*Ask your child's teacher what, if any, additional tests are administered at the school and class level (such as sight words, numbers recognition). This list does not include every unit assessment or quiz. Some students receive additional testing based on need.*

## More information on assessment

Assessment is a valuable part of Red Clay's educational program. This important component allows teachers to plan, document and evaluate student learning in an ongoing cycle. This teaching process is crucial to promote student achievement. Tests and other assessments provide evidence of student learning and help teachers identify next steps in their instruction.

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# ASSESSMENT IN RED CLAY

## GRADE 1

Summative and interim tests given to students in this grade across the district:

Test	Time	Purpose(s)
<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</b>	3 times per year @ 20 minutes each test	<ul style="list-style-type: none"><li>• Fulfill federal requirement for Response to Intervention (RTI)</li><li>• Identify and monitor students who may be at risk for reading difficulties</li></ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"><li>• Fulfill state requirement for teacher evaluation (Component V)</li><li>• Measure growth</li></ul>
<b>Reading Series Benchmark Tests</b>	3 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"><li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li><li>• Determine progress toward meeting standards</li></ul>
<b>Mathematics Series Benchmark Tests</b>	3 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"><li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li><li>• Determine progress toward meeting standards</li></ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring @ 3 hours given over two sessions	<ul style="list-style-type: none"><li>• Measure growth in English language proficiency</li><li>• Determine qualifications for services</li></ul>

*Ask your child's teacher what, if any, additional tests are administered at the school level (such as STAR Reading or Accelerated Reader)  
This list does not include every unit assessment and quiz. Some students receive additional testing based on need.*

## More information on assessment

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# ASSESSMENT IN RED CLAY

## GRADE 2

Summative and interim tests given to students in this grade across the district:

Test	Time	Purpose(s)
<b>Scholastic Inventory</b> (Reading)	3 times per year @ 30 minutes each test	<ul style="list-style-type: none"><li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li><li>• Measure growth</li></ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"><li>• Fulfill state requirement for teacher evaluation (Component V)</li><li>• Measure growth</li></ul>
<b>Reading Series Benchmark Tests</b>	4 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"><li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li><li>• Determine progress toward meeting standards</li></ul>
<b>Mathematics Series Benchmark Tests</b>	4 unit assessments per year @ 30 minutes each test	<ul style="list-style-type: none"><li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li><li>• Determine progress toward meeting standards</li></ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring @ 3 hours given over two sessions	<ul style="list-style-type: none"><li>• Measure growth in English language proficiency</li><li>• Determine qualifications for services</li></ul>

*Ask your child's teacher what, if any, additional tests are administered at the school level (such as STAR Reading or Accelerated Reader)  
This list does not include every unit assessment and quiz. Some students receive additional testing based on need.*

## More information on assessment

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# ASSESSMENT IN RED CLAY

## GRADE 3

Summative and interim tests given to students in this grade across the district:

Test	Time	Purpose(s)
<b>Smarter Summative</b> (ELA & Mathematics)	1 time per year, Spring Untimed, @4 hours per subject over multiple days	<ul style="list-style-type: none"> <li>Meets federal requirement for school accountability</li> <li>Measures achievement and year-to-year growth on content standards</li> </ul>
<b>Scholastic Inventory</b> (Reading and Mathematics)	3 times per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Measure growth</li> </ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"> <li>Fulfill state requirement for teacher evaluation (Component V)</li> <li>Measure growth</li> </ul>
<b>Reading Series Benchmark Tests</b>	4 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>Mathematics Series Benchmark Tests</b>	5 unit assessments per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring Untimed, @ 3 hours	<ul style="list-style-type: none"> <li>Measure growth in English language proficiency</li> <li>Determine qualifications for services</li> </ul>

*Ask your child's teacher what, if any, additional tests are administered at the school level (such as STAR Reading or Accelerated Reader)  
This list does not include every unit assessment and quiz. Some students receive additional testing based on need.*

## More information on assessment

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# ASSESSMENT IN RED CLAY

## GRADE 4

Summative and interim tests given to students in this grade across the district:

Test	Time	Purpose(s)
<b>Smarter Summative</b> (ELA & Mathematics)	1 time per year, Spring Untimed, @4 hours per subject over multiple days	<ul style="list-style-type: none"> <li>Meets federal requirement for school accountability</li> <li>Measures achievement and year-to-year growth on content standards</li> </ul>
<b>DCAS</b> (Social Studies)	1 time per year, Spring Untimed, @ 60-90 minutes typically given in one day	<ul style="list-style-type: none"> <li>Measures achievement on content standards</li> <li>State requirement</li> </ul>
<b>Scholastic Inventory</b> (Reading and Mathematics)	3 times per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Measure growth</li> </ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"> <li>Fulfill state requirement for teacher evaluation (Component V)</li> <li>Measure growth</li> </ul>
<b>Reading Series Benchmark Tests</b>	4 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>Mathematics Series Benchmark Tests</b>	4 unit assessments per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring Untimed, @ 3 hours	<ul style="list-style-type: none"> <li>Measure growth in English language proficiency</li> <li>Determine qualifications for services</li> </ul>

*Ask your child's teacher what, if any, additional tests are administered at the school level (such as STAR Reading or Accelerated Reader). This list does not include every unit assessment and quiz. Some students receive additional testing based on need. Every few years select 4<sup>th</sup> graders take a National test (National Assessment of Educational Progress, NAEP); students do not get a score but nation and state data are reported in the "Nations Report Card". NAEP will not be given in 2015-16.*

## More information on assessment

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# ASSESSMENT IN RED CLAY

## GRADE 5

Summative and interim tests given to students in this grade across the district:

Test	Time	Purpose(s)
<b>Smarter Summative</b> (ELA & Mathematics)	1 time per year, Spring Untimed, @4 hours per subject over multiple days	<ul style="list-style-type: none"> <li>Meets federal requirement for school accountability</li> <li>Measures achievement and year-to-year growth on content standards</li> </ul>
<b>DCAS</b> (Science)	1 time per year, Spring Untimed, @ 2 hours typically given in one day	<ul style="list-style-type: none"> <li>Measures achievement on content standards</li> <li>State requirement</li> </ul>
<b>Scholastic Inventory</b> (Reading and Mathematics)	3 times per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Measure growth</li> </ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"> <li>Fulfill state requirement for teacher evaluation (Component V)</li> <li>Measure growth</li> </ul>
<b>Reading Series Benchmark Tests</b>	4 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>Mathematics Series Benchmark Tests</b>	3 unit assessments per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring @ 3 hours given over two sessions	<ul style="list-style-type: none"> <li>Measure growth in English language proficiency</li> <li>Determine qualifications for services</li> </ul>

*Ask your child's teacher what, if any, additional tests are administered at the school level (such as STAR Reading or Accelerated Reader)  
This list does not include every unit assessment and quiz. Some students receive additional testing based on need.*

## More information on assessment

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# ASSESSMENT IN RED CLAY

## GRADE 6

Summative and interim tests given to students in this grade across the district:

Test	Time	Purpose(s)
<b>Smarter Summative</b> (ELA & Mathematics)	1 time per year, Spring Untimed, @4 hours per subject over multiple days	<ul style="list-style-type: none"> <li>Meets federal requirement for school accountability</li> <li>Measures achievement and year-to-year growth on content standards</li> </ul>
<b>Scholastic Inventory</b> (Reading and Mathematics- through Algebra 1/ Integrated Math 1)	3 times per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Measure growth</li> </ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"> <li>Fulfill state requirement for teacher evaluation (Component V)</li> <li>Measure growth</li> </ul>
<b>English Language Arts</b> <b>(ELA) Interim Unit Tests</b>	2 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>Mathematics Benchmark Tests</b>	2 per course each year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring Untimed, @ 3 hours	<ul style="list-style-type: none"> <li>Measure growth in English language proficiency</li> <li>Determine qualifications for services</li> </ul>

*Ask your child's teacher what, if any, additional tests are administered at the school and class level (such as Achieve 3000 level set tests, STAR Reading and math assessments). This list does not include every unit assessment or quiz. Some students receive additional testing based on need.*

## More information on assessment

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# ASSESSMENT IN RED CLAY

## GRADE 7

Summative and interim tests given to students in this grade across the district:

Test	Time	Purpose(s)
<b>Smarter Summative</b> (ELA & Mathematics)	1 time per year, Spring Untimed, @4 hours per subject over multiple days	<ul style="list-style-type: none"> <li>Meets federal requirement for school accountability</li> <li>Measures achievement and year-to-year growth on content standards</li> </ul>
<b>DCAS</b> (Social Studies)	1 time per year, Spring Untimed, @ 60-90 minutes typically given in one day	<ul style="list-style-type: none"> <li>Measures achievement on content standards</li> <li>State requirement</li> </ul>
<b>Scholastic Inventory</b> (Reading and Mathematics- through Algebra 1/ Integrated Math 1)	3 times per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Measure growth</li> </ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"> <li>Fulfill state requirement for teacher evaluation (Component V)</li> <li>Measure growth</li> </ul>
<b>English Language Arts (ELA) Interim Unit Tests</b>	2 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>Mathematics Benchmark Tests</b>	2 per course each year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>Algebra I Final Exams (only for students taking Algebra I)</b>	1 time per year, @ 90 minutes	<ul style="list-style-type: none"> <li>Measures mastery of content standards</li> <li>Determine if student receives high school credit</li> </ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring Untimed, @ 3 hours	<ul style="list-style-type: none"> <li>Measure growth in English language proficiency</li> <li>Determine qualifications for services</li> </ul>

*Ask your child's teacher what, if any, additional tests are administered at the school and class level (such as Achieve 3000 level set tests, STAR Reading and math assessments). This list does not include every unit assessment or quiz. Some students receive additional testing based on need.*

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# ASSESSMENT IN RED CLAY

## GRADE 8

Summative and interim tests given to students in this grade across the district:

Test	Time	Purpose(s)
<b>Smarter Summative</b> (ELA & Mathematics)	1 time per year, Spring Untimed, @4 hours per subject over multiple days	<ul style="list-style-type: none"> <li>Meets federal requirement for school accountability</li> <li>Measures achievement and year-to-year growth on content standards</li> </ul>
<b>DCAS</b> (Science)	1 time per year, Spring Untimed, @ 2 hours typically given in one day	<ul style="list-style-type: none"> <li>Measures achievement on content standards</li> <li>State requirement</li> </ul>
<b>Scholastic Inventory</b> (Reading and Mathematics-through Algebra 1/ Integrated Math 1)	3 times per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Measure growth</li> </ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"> <li>Fulfill state requirement for teacher evaluation (Component V)</li> <li>Measure growth</li> </ul>
<b>English Language Arts (ELA) Interim Unit Tests</b>	2 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>Mathematics Benchmark Tests</b>	2 per course each year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>Algebra I Final Exams</b> (only for students taking Algebra I)	1 time per year, @ 90 minutes	<ul style="list-style-type: none"> <li>Measures mastery of content standards</li> <li>Determine if student receives high school credit</li> </ul>
<b>AAPPL- Assessment of Performance towards Proficiency in Languages</b> (for native speakers and students taking world language)	Once a year, @ 90 minutes.	<ul style="list-style-type: none"> <li>Measure proficiency towards awarding high school credit in world language (Spanish, French, Chinese)</li> </ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring @ 3 hours given over two sessions	<ul style="list-style-type: none"> <li>Measure growth in English language proficiency</li> <li>Determine qualifications for services</li> </ul>

*Ask your child's teacher what, if any, additional tests are administered at the school and class level (such as Achieve 3000 level set tests, STAR Reading and math assessments). This list does not include every unit assessment or quiz. Some students receive additional testing based on need. Every few years select 4<sup>th</sup> graders take a National test (National Assessment of Educational Progress, NAEP); students do not get a score but nation and state data are reported in the "Nations Report Card". NAEP will not be given in 2015-16.*

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# ASSESSMENT IN RED CLAY

## GRADE 9

Summative and interim tests given to students in this grade across the district:

Grade-level Test	Time	Purpose(s)
<b>PSAT</b>	Once a year, fall 2 hours 45 minutes	<ul style="list-style-type: none"> <li>• Measure student readiness for college</li> <li>• Identify potential success in AP courses</li> </ul>
<b>English Language Arts (ELA) Interim Unit Tests</b>	2 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"> <li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>• Determine progress toward meeting standards</li> </ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring Untimed, @ 3 hours	<ul style="list-style-type: none"> <li>• Measure growth in English language proficiency</li> <li>• Determine qualifications for services</li> </ul>

Course-specific Test (Students take the tests below ONLY if they are enrolled in the course)	Time	Purpose(s)
<b>DCAS</b> (U.S. History)	1 time per year, Spring Untimed, @ 60-90 minutes typically given in one day	<ul style="list-style-type: none"> <li>• Measures achievement on content standards</li> <li>• State requirement</li> </ul>
<b>Scholastic Math Inventory</b> (Algebra 1/ Integrated Math 1)	3 times per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>• Measure growth</li> </ul>
<b>Mathematics Benchmark Tests</b> (Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Algebra 2/ Integrated Math 3)	2 per course each year @ 30 minutes each test	<ul style="list-style-type: none"> <li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>• Determine progress toward meeting standards</li> </ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"> <li>• Fulfill state requirement for teacher evaluation (Component V)</li> <li>• Measure growth</li> </ul>
<b>Mid-term and Final Exams</b> (Various subjects)	1 time per year, @ 90 minutes	<ul style="list-style-type: none"> <li>• Measures mastery of standards in a given course of study</li> </ul>
<b>Advanced Placement (AP) or International Baccalaureate (IB) exams</b> (for students enrolled in an AP or IB course)	1 time per year, spring 2-3 hours each AP exam 1-3 hours each IB exam	<ul style="list-style-type: none"> <li>• Measure mastery of course content</li> <li>• Provide indicator for potential college credit</li> </ul>

*Ask your child's teacher what, if any, additional tests are administered at the school and class level (such as common quarterly assessments). This list does not include every unit assessment or quiz. Some students receive additional testing based on need.*

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# ASSESSMENT IN RED CLAY

## GRADE 10

Summative and interim tests given to students in this grade across the district:

Grade-level Test	Time	Purpose(s)
<b>PSAT</b>	Once a year, fall 2 hours 45 minutes	<ul style="list-style-type: none"> <li>• Measure student readiness for college</li> <li>• Identify potential success in AP courses</li> </ul>
<b>DCAS</b> (Science)	1 time per year, Spring Untimed, @ 2 hours typically given in one day	<ul style="list-style-type: none"> <li>• Measures achievement on content standards</li> <li>• State requirement</li> </ul>
<b>English Language Arts (ELA) Interim Unit Tests</b>	2 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"> <li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>• Determine progress toward meeting standards</li> </ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring Untimed, @ 3 hours	<ul style="list-style-type: none"> <li>• Measure growth in English language proficiency</li> <li>• Determine qualifications for services</li> </ul>
Course-specific Test (Students take the tests below ONLY if they are enrolled in the course)	Time	Purpose(s)
<b>DCAS</b> (U.S. History)	1 time per year, Spring Untimed, @ 60-90 minutes typically given in one day	<ul style="list-style-type: none"> <li>• Measures achievement on content standards</li> <li>• State requirement</li> </ul>
<b>Scholastic Math Inventory</b> (Algebra 1/ Integrated Math 1)	3 times per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>• Measure growth</li> </ul>
<b>Mathematics Benchmark Tests</b> (Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Algebra 2/ Integrated Math 3)	2 per course each year @ 30 minutes each test	<ul style="list-style-type: none"> <li>• Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>• Determine progress toward meeting standards</li> </ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"> <li>• Fulfill state requirement for teacher evaluation (Component V)</li> <li>• Measure growth</li> </ul>
<b>Mid-term and Final Exams</b> (Various subjects)	1 time per year, @ 90 minutes	<ul style="list-style-type: none"> <li>• Measures mastery of standards in a given course of study</li> </ul>
<b>Advanced Placement (AP) or International Baccalaureate (IB) exams</b> (for students enrolled in an AP or IB course)	1 time per year, spring 2-3 hours each AP exam 1-3 hours each IB exam	<ul style="list-style-type: none"> <li>• Measure mastery of course content</li> <li>• Provide indicator for potential college credit</li> </ul>

*Ask your child's teacher what, if any, additional tests are administered at the school and class level (such as common quarterly assessments). This list does not include every unit assessment or quiz. Some students receive additional testing based on need.*

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# ASSESSMENT IN RED CLAY

## GRADE 11

Summative and interim tests given to students in this grade across the district:

Grade-level Test	Time	Purpose(s)
<b>SAT</b>	Once a year, spring @3-4 hours	<ul style="list-style-type: none"> <li>Measure student readiness for college</li> </ul>
<b>Smarter Summative</b> (ELA & Mathematics)	1 time per year, Spring Untimed, @4 hours per subject over multiple days	<ul style="list-style-type: none"> <li>Meets federal requirement for school accountability</li> <li>Measures achievement and year-to-year growth on content standards</li> </ul>
<b>English Language Arts</b> (ELA) Interim Unit Tests	2 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring Untimed, @ 3 hours	<ul style="list-style-type: none"> <li>Measure growth in English language proficiency</li> <li>Determine qualifications for services</li> </ul>
<hr/>		
Course-specific Test (Students take the tests below ONLY if they are enrolled in the course)	Time	Purpose(s)
<b>DCAS</b> (U.S. History)	1 time per year, Spring Untimed, @ 60-90 minutes typically given in one day	<ul style="list-style-type: none"> <li>Measures achievement on content standards</li> <li>State requirement</li> </ul>
<b>Mathematics Benchmark Tests</b> (Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Algebra 2/ Integrated Math 3)	2 per course each year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"> <li>Fulfill state requirement for teacher evaluation (Component V)</li> <li>Measure growth</li> </ul>
<b>Mid-term and Final Exams</b> (Various subjects)	1 time per year, @ 90 minutes	<ul style="list-style-type: none"> <li>Measures mastery of standards in a given course of study</li> </ul>
<b>Advanced Placement (AP) or International Baccalaureate (IB) exams</b> (for students enrolled in an AP or IB course)	1 time per year, spring 2-3 hours each AP exam 1-3 hours each IB exam	<ul style="list-style-type: none"> <li>Measure mastery of course content</li> <li>Provide indicator for potential college credit</li> </ul>

*Ask your child's teacher what, if any, additional tests are administered at the school and class level (such as common quarterly assessments). This list does not include every unit assessment or quiz. Some students receive additional testing based on need.*

### More information on assessment

Assessment is a valuable part of Red Clay's educational program. This important component allows teachers to plan, document and evaluate student learning in an ongoing cycle. This teaching process is crucial to promote student achievement. Tests and other assessments provide evidence of student learning and help teachers identify next steps in their instruction.



# ASSESSMENT IN RED CLAY

## GRADE 12

Summative and interim tests given to students in this grade across the district:

Grade-level Test	Time	Purpose(s)
<b>English Language Arts (ELA) Interim Unit Tests</b>	2 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, spring Untimed, @ 3 hours	<ul style="list-style-type: none"> <li>Measure growth in English language proficiency</li> <li>Determine qualifications for services</li> </ul>

Course-specific Test (Students take the tests below ONLY if they are enrolled in the course)	Time	Purpose(s)
<b>DCAS</b> (U.S. History)	1 time per year, Spring Untimed, @ 60-90 minutes typically given in one day	<ul style="list-style-type: none"> <li>Measures achievement on content standards</li> <li>State requirement</li> </ul>
<b>Mathematics Benchmark Tests</b> (Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Algebra 2/ Integrated Math 3)	2 per course each year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"> <li>Fulfill state requirement for teacher evaluation (Component V)</li> <li>Measure growth</li> </ul>
<b>Mid-term and Final Exams</b> (Various subjects)	1 time per year, @ 90 minutes	<ul style="list-style-type: none"> <li>Measures mastery of standards in a given course of study</li> </ul>
<b>Advanced Placement (AP) or International Baccalaureate (IB) exams</b> (for students enrolled in an AP or IB course)	1 time per year, spring 2-3 hours each AP exam 1-3 hours each IB exam	<ul style="list-style-type: none"> <li>Measure mastery of course content</li> <li>Provide indicator for potential college credit</li> </ul>

*Ask your child's teacher what, if any, additional tests are administered at the school and class level (such as common quarterly assessments). This list does not include every unit assessment or quiz. Some students receive additional testing based on need.*

### More information on assessment

Assessment is a valuable part of Red Clay's educational program. This important component allows teachers to plan, document and evaluate student learning in an ongoing cycle. This teaching process is crucial to promote student achievement. Tests and other assessments provide evidence of student learning and help teachers identify next steps in their instruction.



# LA EVALUACIÓN EN RED CLAY

## GRADO KINDERGARTEN

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

Examen	Veces	Propósito(s)
<b>Indicadores Dinámicos de Destrezas Básicas de Lectoescritura Temprana (DIBELS)</b>	3 veces por año Aprox. 20 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI)</li><li>• Identificar y monitorear a los alumnos que puedan tener riesgo de presentar dificultades en lectura</li></ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito estatal para la evaluación docente (Componente V)</li><li>• Medir el progreso</li></ul>
<b>Pruebas de Referencia de la Serie de Lectura</b>	2 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li><li>• Determinar el progreso respecto a los estándares</li></ul>
<b>Pruebas de Referencia de la Serie de Matemáticas</b>	5 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li><li>• Determinar el progreso respecto a los estándares</li></ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera 3 horas repartidas en dos sesiones	<ul style="list-style-type: none"><li>• Medir el progreso en el dominio del idioma inglés</li><li>• Determinar elegibilidad para recibir servicios</li></ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela y clase (tales como palabras que los alumnos deben reconocer a simple vista, identificación de números). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad.*

## Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.

Red Clay está interesado en conocer su opinión. Este otoño recibirá más información relacionada con la Encuesta a los Padres sobre las Evaluaciones.

## TIPOS DE EVALUACIONES

Las evaluaciones **FORMATIVAS** son usadas *durante* la instrucción y brindan información para adaptar la enseñanza a fin de favorecer el aprendizaje en curso. Un ejemplo de este tipo de evaluaciones es una prueba corta en clase en la cual los alumnos explican su razonamiento.

Las evaluaciones **SUMATIVAS** generalmente se usan *después* de la instrucción (al final de una unidad, curso, o grado) para evaluar el desempeño de los alumnos respecto a un conjunto de estándares. Como ejemplos tenemos los exámenes estatales *SMARTER* y *DCAS* y los exámenes de unidades de clase.

Las evaluaciones **PERIÓDICAS o DE REFERENCIA** se encuentran entre las evaluaciones formativas y las sumativas y son usadas para evaluar el conocimiento y las destrezas de los alumnos relacionadas con un conjunto específico de estándares. Están diseñadas para brindar información que se usa para orientar la toma de decisiones a nivel del aula y de la escuela o distrito. Un ejemplo de este tipo de evaluaciones es una prueba de unidad de nuestra serie de lectura o matemáticas rendida por todos los alumnos de ese grado del distrito.

**Fuente: Achieve**

[http://www.achieve.org/files/Achieve\\_StudentAssessmentInventory\\_ListeningtoParents.pdf](http://www.achieve.org/files/Achieve_StudentAssessmentInventory_ListeningtoParents.pdf)

Las evaluaciones **de clase** son determinadas por cada maestro. Algunos ejemplos son las pruebas preliminares, pruebas de fin de una unidad o capítulo, pruebas cortas y evaluaciones informales para medir la comprensión de los alumnos, obtener calificaciones y obtener información que retroalimente la enseñanza.

Las evaluaciones **de toda la escuela** son determinadas a nivel de la escuela. Todos los maestros de un grado o departamento administran la misma evaluación. Estas evaluaciones brindan información para identificar alumnos que pueden necesitar ayuda adicional y para identificar los puntos fuertes y débiles del programa de instrucción.

Las evaluaciones **de todo el distrito** son determinadas a nivel del distrito. Estas evaluaciones son administradas a todos los alumnos del distrito. Algunas evaluaciones son escogidas en base a las necesidades del distrito y otras son administradas para cumplir con requisitos estatales o federales, tal como Respuesta a la Intervención (RTI) para identificar a alumnos que necesitan ayuda adicional. Estas evaluaciones comunes a todo el distrito muestran lo que los alumnos han aprendido, controlan el progreso y determinan qué tipo de capacitación profesional podría ser útil para los maestros.

Las evaluaciones **estatales y nacionales** son determinadas por el Ministerio de Educación de Delaware o por el Ministerio de Educación de los Estados Unidos. El Sistema de Evaluación de Alumnos de Delaware (DeSSA) incluye los exámenes *Smarter* de lectura y matemáticas (3<sup>o</sup>-8<sup>o</sup>, 11<sup>o</sup> grados), el examen DCAS de Ciencia (5<sup>o</sup>, 8<sup>o</sup>, 10<sup>o</sup> grados), el examen DCAS de Estudios Sociales (4<sup>o</sup> y 7<sup>o</sup> grados), el examen DCAS de Historia de los Estados Unidos (escuela secundaria), el examen PSAT (10<sup>o</sup> grado, Red Clay también se lo hace rendir a los alumnos de 9<sup>o</sup> y 11<sup>o</sup> grados), y el examen SAT (11<sup>o</sup> grado). También incluye exámenes para grupos específicos: DCAS Alt-1 (examen alternativo) para alumnos con discapacidades cognitivas severas, ACCESS (Evaluación de la Comprensión y Comunicación en Inglés de Estado a Estado) para los alumnos que están aprendiendo inglés (rinden el examen hasta que demuestran dominio del inglés). Los alumnos matriculados en cursos Avanzados (AP) o en cursos del Bachillerato Internacional (IB) tienen la oportunidad de rendir exámenes AP o IB. Cada tantos años un grupo de alumnos de 4<sup>o</sup>, 8<sup>o</sup> y 12<sup>o</sup> grados rinden la Evaluación Nacional de Progreso Educativo (NAEP):



# LA EVALUACIÓN EN RED CLAY

## 1º Grado

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

Examen	Veces	Propósito(s)
<b>Indicadores Dinámicos de Destrezas Básicas de Lectoescritura Temprana (DIBELS)</b>	3 veces por año Aprox. 20 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI)</li><li>• Identificar y monitorear a los alumnos que puedan tener riesgo de presentar dificultades en lectura</li></ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito estatal para la evaluación docente (Componente V)</li><li>• Medir el progreso</li></ul>
<b>Pruebas de Referencia de la Serie de Lectura</b>	3 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li><li>• Determinar el progreso respecto a los estándares</li></ul>
<b>Pruebas de Referencia de la Serie de Matemáticas</b>	3 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li><li>• Determinar el progreso respecto a los estándares</li></ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera 3 horas repartidas en dos sesiones	<ul style="list-style-type: none"><li>• Medir el progreso en el dominio del idioma inglés</li><li>• Determinar elegibilidad para recibir servicios</li></ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela (tales como Prueba de Lectura STAR o Accelerated Reader). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad.*

## Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.

Red Clay está interesado en conocer su opinión. Este otoño recibirá más información relacionada con la Encuesta a los Padres sobre las Evaluaciones.



# LA EVALUACIÓN EN RED CLAY

## 2º GRADO

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

Examen	Veces	Propósito(s)
<b>Inventario Scholastic</b> (Lectura)	3 veces por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li><li>• Medir el progreso</li></ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito estatal para la evaluación docente (Componente V)</li><li>• Medir el progreso</li></ul>
<b>Pruebas de Referencia de la Serie de Lectura</b>	4 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li><li>• Determinar el progreso respecto a los estándares</li></ul>
<b>Pruebas de Referencia de la Serie de Matemáticas</b>	4 evaluaciones de unidad por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li><li>• Determinar el progreso respecto a los estándares</li></ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera 3 horas repartidas en dos sesiones	<ul style="list-style-type: none"><li>• Medir el progreso en el dominio del idioma inglés</li><li>• Determinar elegibilidad para recibir servicios</li></ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela (tales como Prueba de Lectura STAR o Accelerated Reader). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad.*

## Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.

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# LA EVALUACIÓN EN RED CLAY

## 3º GRADO

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

Examen	Veces	Propósito(s)
<b>Evaluación Sumativa Smarter</b> (Inglés y Matemáticas)	1 vez por año, en la primavera Sin tiempo, aproximadamente 4 horas por materia repartidas en varios días	<ul style="list-style-type: none"> <li>Cumple con el requisito federal sobre responsabilidad de las escuelas</li> <li>Mide el rendimiento y el progreso año a año respecto a los estándares de contenido</li> </ul>
<b>Inventario Scholastic</b> (Lectura y Matemáticas)	3 veces por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Medir el progreso</li> </ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito estatal para la evaluación docente (Componente V)</li> <li>Medir el progreso</li> </ul>
<b>Pruebas de Referencia de la Serie de Lectura</b>	4 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>Pruebas de Referencia de la Serie de Matemáticas</b>	5 evaluaciones de unidad por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera Sin tiempo, Aprox. 3 horas	<ul style="list-style-type: none"> <li>Medir el progreso en el dominio del idioma inglés</li> <li>Determinar elegibilidad para recibir servicios</li> </ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela (tales como Prueba de Lectura STAR o Accelerated Reader). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad.*

## Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.

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# LA EVALUACIÓN EN RED CLAY

## 4° GRADO

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

Examen	Veces	Propósito(s)
<b>Evaluación Sumativa Smarter</b> (Inglés y Matemáticas)	1 vez por año, en la primavera Sin tiempo, aproximadamente 4 horas por materia repartidas en varios días	<ul style="list-style-type: none"> <li>Cumple con el requisito federal sobre responsabilidad de las escuelas</li> <li>Mide el rendimiento y el progreso año a año respecto a los estándares de contenido</li> </ul>
<b>DCAS</b> (Estudios Sociales)	1 vez por año, en la primavera Sin tiempo, aprox. 60-90 minutos generalmente en un solo día	<ul style="list-style-type: none"> <li>Mide el rendimiento respecto a los estándares de contenido</li> <li>Requisito estatal</li> </ul>
<b>Inventario Scholastic</b> (Lectura y Matemáticas)	3 veces por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Medir el progreso</li> </ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito estatal para la evaluación docente (Componente V)</li> <li>Medir el progreso</li> </ul>
<b>Pruebas de Referencia de la Serie de Lectura</b>	4 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>Pruebas de Referencia de la Serie de Matemáticas</b>	4 evaluaciones de unidad por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera Aprox. 3 horas repartidas en dos sesiones	<ul style="list-style-type: none"> <li>Medir el progreso en el dominio del idioma inglés</li> <li>Determinar elegibilidad para recibir servicios</li> </ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela (tales como Prueba de Lectura STAR o Accelerated Reader). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad.*

### Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.

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# LA EVALUACIÓN EN RED CLAY

## 5° GRADO

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

Examen	Veces	Propósito(s)
<b>Evaluación Sumativa Smarter</b> (Inglés y Matemáticas)	1 vez por año, en la primavera Sin tiempo, aproximadamente 4 horas por materia repartidas en varios días	<ul style="list-style-type: none"> <li>Cumple con el requisito federal sobre responsabilidad de las escuelas</li> <li>Mide el rendimiento y el progreso año a año respecto a los estándares de contenido</li> </ul>
<b>DCAS</b> (Ciencia)	1 vez por año, en la primavera Sin tiempo, Aprox. 2 horas generalmente en un solo día	<ul style="list-style-type: none"> <li>Mide el rendimiento respecto a los estándares de contenido</li> <li>Requisito estatal</li> </ul>
<b>Inventario Scholastic</b> (Lectura y Matemáticas)	3 veces por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Medir el progreso</li> </ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito estatal para la evaluación docente (Componente V)</li> <li>Medir el progreso</li> </ul>
<b>Pruebas de Referencia de la Serie de Lectura</b>	4 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>Pruebas de Referencia de la Serie de Matemáticas</b>	3 evaluaciones de unidad por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera Aprox. 3 horas repartidas en dos sesiones	<ul style="list-style-type: none"> <li>Medir el progreso en el dominio del idioma inglés</li> <li>Determinar elegibilidad para recibir servicios</li> </ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela (tales como Prueba de Lectura STAR o Accelerated Reader). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad.*

### Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.

Red Clay está interesado en conocer su opinión. Este otoño recibirá más información relacionada con la Encuesta a los Padres sobre las Evaluaciones.



# LA EVALUACIÓN EN RED CLAY

## 6° GRADO

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

<b>Examen</b>	<b>Veces</b>	<b>Propósito(s)</b>
<b>Evaluación Sumativa Smarter</b> (Inglés y Matemáticas)	1 vez por año, en la primavera Sin tiempo, aproximadamente 4 horas por materia repartidas en varios días	<ul style="list-style-type: none"><li>• Cumple con el requisito federal sobre responsabilidad de las escuelas</li><li>• Mide el rendimiento y el progreso año a año respecto a los estándares de contenido</li></ul>
<b>Inventario Scholastic</b> (Lectura y Matemáticas- hasta Álgebra 1/Matemática Integrada 1)	3 veces por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li><li>• Medir el progreso</li></ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito estatal para la evaluación docente(Componente V)</li><li>• Medir el progreso</li></ul>
<b>Pruebas periódicas de unidad de Inglés/Lengua (ELA)</b>	2 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li><li>• Determinar el progreso respecto a los estándares</li></ul>
<b>Pruebas de Referencia de Matemáticas</b>	2 por curso cada año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"><li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li><li>• Determinar el progreso respecto a los estándares</li></ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera Sin tiempo, aprox. 3 horas	<ul style="list-style-type: none"><li>• Medir el progreso en el dominio del idioma inglés</li><li>• Determinar elegibilidad para recibir servicios</li></ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela y clase (tales como la Prueba Achieve 3000, la Prueba STAR de lectura y exámenes de matemáticas). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad.*

## Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.

Red Clay está interesado en conocer su opinión. Este otoño recibirá más información relacionada con la Encuesta a los Padres sobre las Evaluaciones.



# LA EVALUACIÓN EN RED CLAY

## 7° Grado

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

Examen	Veces	Propósito(s)
<b>Evaluación Sumativa Smarter</b> (Inglés y Matemáticas)	1 vez por año, en la primavera Sin tiempo, aproximadamente 4 horas por materia repartidas en varios días	<ul style="list-style-type: none"> <li>Cumple con el requisito federal sobre responsabilidad de las escuelas</li> <li>Mide el rendimiento y el progreso año a año respecto a los estándares de contenido</li> </ul>
<b>DCAS</b> (Estudios Sociales)	1 vez por año, en la primavera Sin tiempo, aprox. 60-90 minutos generalmente en un solo día	<ul style="list-style-type: none"> <li>Mide el rendimiento respecto a los estándares de contenido</li> <li>Requisito estatal</li> </ul>
<b>Inventario Scholastic I</b> (Lectura y Matemáticas- hasta Álgebra 1/Matemática Integrada 1)	3 veces por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Medir el progreso</li> </ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito estatal para la evaluación docente (Componente V)</li> <li>Medir el progreso</li> </ul>
<b>Pruebas periódicas de unidad de Inglés/Lengua (ELA)</b>	2 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>Pruebas de Referencia de Matemáticas</b>	2 por curso cada año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>Exámenes finales de Álgebra I</b> (solo para los alumnos que cursan Álgebra I)	1 vez por año, aprox. 90 minutos	<ul style="list-style-type: none"> <li>Medir el dominio de los estándares de contenido</li> <li>Determinar si el alumno recibe crédito de escuela secundaria</li> </ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera Sin tiempo, aprox. 3 horas	<ul style="list-style-type: none"> <li>Medir el progreso en el dominio del idioma inglés</li> <li>Determinar elegibilidad para recibir servicios</li> </ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela y clase (tales como la Prueba Achieve 3000, la Prueba STAR de lectura y exámenes de matemáticas). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad.*

### Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.

Red Clay está interesado en conocer su opinión. Este otoño recibirá más información relacionada con la Encuesta a los Padres sobre las Evaluaciones.



# LA EVALUACIÓN EN RED CLAY

## 8° Grado

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

Examen	Veces	Propósito(s)
<b>Evaluación Sumativa Smarter</b> (Inglés y Matemáticas)	1 vez por año, en la primavera Sin tiempo, aproximadamente 4 horas por materia repartidas en varios días	<ul style="list-style-type: none"> <li>Cumple con el requisito federal sobre responsabilidad de las escuelas</li> <li>Mide el rendimiento y el progreso año a año respecto a los estándares de contenido</li> </ul>
<b>DCAS</b> (Ciencia)	1 vez por año, en la primavera Sin tiempo, 2 horas generalmente en un solo día	<ul style="list-style-type: none"> <li>Mide el rendimiento respecto a los estándares de contenido</li> <li>Requisito estatal</li> </ul>
<b>Inventario Scholastic I</b> (Lectura y Matemáticas-hasta Álgebra 1/Matemática Integrada 1)	3 veces por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Medir el progreso</li> </ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito estatal para la evaluación docente (Componente V)</li> <li>Medir el progreso</li> </ul>
<b>Pruebas periódicas de unidad de Inglés/Lengua (ELA)</b>	2 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>Pruebas de Referencia de Matemáticas</b>	2 por curso cada año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>Exámenes finales de Álgebra I</b> (solo para los alumnos que cursan Álgebra I)	1 vez por año, aprox. 90 minutos	<ul style="list-style-type: none"> <li>Medir el dominio de los estándares de contenido</li> <li>Determinar si el alumno recibe crédito de escuela secundaria</li> </ul>
<b>AAPPL- Evaluación de desempeño respecto al Dominio de Idiomas</b> (alumnos para los que el idioma es su lengua madre y alumnos que cursan un idioma extranjero)	Una vez por año, aprox. 90 minutos.	<ul style="list-style-type: none"> <li>Medir el conocimiento para otorgar crédito de escuela secundaria en idioma extranjero (Español, Francés, Chino)</li> </ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera Aprox. 3 horas repartidas en dos sesiones	<ul style="list-style-type: none"> <li>Medir el progreso en el dominio del idioma inglés</li> <li>Determinar elegibilidad para recibir servicios</li> </ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela y clase (tales como la Prueba Achieve 3000, la Prueba STAR de lectura y exámenes de matemáticas). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad. Cada tantos años un grupo de alumnos de 4º, 8º y 12º grados rinden la Evaluación Nacional de Progreso Educativo (NAEP), los alumnos no obtienen un puntaje, los datos nacionales y estatales son informados en el "Boletín de Calificaciones de la Nación". NAEP no se rendirá en 2015-16.*

### Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.

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# LA EVALUACIÓN EN RED CLAY

## 9° Grado

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

Examen	Veces	Propósito(s)
<b>PSAT</b>	Una vez por año, en el otoño 2 horas 45 minutos	<ul style="list-style-type: none"> <li>• Medir la preparación del alumno para college</li> <li>• Identificar el éxito potencial en cursos avanzados (AP)</li> </ul>
<b>Pruebas periódicas de unidad de Inglés/Lengua (ELA)</b>	2 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"> <li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>• Determinar el progreso respecto a los estándares</li> </ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera Sin tiempo, aprox. 3 horas	<ul style="list-style-type: none"> <li>• Medir el progreso en el dominio del idioma inglés</li> <li>• Determinar elegibilidad para recibir servicios</li> </ul>

Examen específico de un curso	Veces	Propósito(s)
(Los alumnos rinden los exámenes SOLO si están matriculados en el curso)		
<b>DCAS</b> (Historia de los Estados Unidos)	1 vez por año, en la primavera Sin tiempo, aprox. 60-90 minutos generalmente en un día	<ul style="list-style-type: none"> <li>• Mide el rendimiento respecto a los estándares de contenido Requisito estatal</li> </ul>
<b>Inventario Scholastic de Matemáticas</b> (Álgebra 1/Matemática Integrada 1)	3 veces por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>• Medir el progreso</li> </ul>
<b>Pruebas de Referencia de Matemáticas</b> (Álgebra 1/Matemática Integrada 1 Geometría/Mat. Integrada 2 Álgebra 2/Matemática Integrada 3)	2 por curso cada año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>• Determinar el progreso respecto a los estándares</li> </ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"> <li>• Cumplir con el requisito estatal para la evaluación docente (Componente V)</li> <li>• Medir el progreso</li> </ul>
<b>Exámenes trimestrales y finales</b> (Distintas materias)	1 vez por año, aprox. 90 minutos	<ul style="list-style-type: none"> <li>• Medir el dominio de los estándares en un curso de estudio determinado</li> </ul>
<b>Exámenes de Cursos Avanzados (AP) o del Bachillerato Internacional (IB)</b> (para los alumnos matriculados en cursos AP o IB)	1 vez por año, en la primavera 2-3 horas cada examen AP 1-3 horas cada examen IB	<ul style="list-style-type: none"> <li>• Medir el dominio del contenido del curso</li> <li>• Brindar indicador de potencial crédito de college</li> </ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela y clase (tales como exámenes trimestrales comunes). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad.*

### Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.





# LA EVALUACIÓN EN RED CLAY

## 10° Grado

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

Examen	Veces	Propósito(s)
<b>PSAT</b>	Una vez por año, en el otoño 2 horas 45 minutos	<ul style="list-style-type: none"> <li>• Medir la preparación del alumno para college</li> <li>• Identificar el éxito potencial en cursos avanzados (AP)</li> </ul>
<b>DCAS</b> (Ciencia)	1 vez por año, en la primavera Sin tiempo, aprox. 2 horas generalmente en un solo día	<ul style="list-style-type: none"> <li>• Mide el rendimiento respecto a los estándares de contenido</li> <li>• Requisito estatal</li> </ul>
<b>Pruebas periódicas de unidad de Inglés/Lengua (ELA)</b>	2 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"> <li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>• Determinar el progreso respecto a los estándares</li> </ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera Sin tiempo, aprox. 3 horas	<ul style="list-style-type: none"> <li>• Medir el progreso en el dominio del idioma inglés</li> <li>• Determinar elegibilidad para recibir servicios</li> </ul>

Examen específico de un curso (Los alumnos rinden los exámenes SOLO si están matriculados en el curso)	Veces	Propósito(s)
<b>DCAS</b> (Historia de los Estados Unidos)	1 vez por año, en la primavera Sin tiempo, aprox. 60-90 minutos generalmente en un día	<ul style="list-style-type: none"> <li>• Mide el rendimiento respecto a los estándares de contenido</li> <li>• Requisito estatal</li> </ul>
<b>Inventario Scholastic de Matemáticas</b> (Álgebra 1/Matemáticas Integrada 1)	3 veces por año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>• Medir el progreso</li> </ul>
<b>Pruebas de Referencia de Matemáticas</b> (Álgebra 1/Matemática Integrada 1 Geometría/Mat. Integrada 2 Álgebra 2/Matemática Integrada 3)	2 por curso cada año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>• Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>• Determinar el progreso respecto a los estándares</li> </ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"> <li>• Cumplir con el requisito estatal para la evaluación docente (Componente V)</li> <li>• Medir el progreso</li> </ul>
<b>Exámenes trimestrales y finales</b> (Distintas materias)	1 vez por año, aprox. 90 minutos	<ul style="list-style-type: none"> <li>• Medir el dominio de los estándares en un curso de estudio determinado</li> </ul>
<b>Exámenes de Cursos Avanzados (AP) o del Bachillerato Internacional (IB)</b> (para los alumnos matriculados en cursos AP o IB)	1 vez por año, en la primavera 2-3 horas cada examen AP 1-3 horas cada examen IB	<ul style="list-style-type: none"> <li>• Medir el dominio del contenido del curso</li> <li>• Brindar indicador de potencial crédito de college</li> </ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela y clase (tales como exámenes trimestrales comunes). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad.*

### Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.



# LA EVALUACIÓN EN RED CLAY

## 11° Grado

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

Examen	Veces	Propósito(s)
<b>SAT</b>	Una vez por año, en la primavera Aprox. 3-4 horas	<ul style="list-style-type: none"> <li>Medir la preparación del alumno para college</li> </ul>
<b>Evaluación Sumativa Smarter</b> (Inglés y Matemáticas)	1 vez por año, en la primavera Sin tiempo, aprox. 4 horas por materia en varios días	<ul style="list-style-type: none"> <li>Cumple con el requisito federal sobre responsabilidad de las escuelas</li> <li>Mide el rendimiento y el progreso año a año respecto a los estándares de contenido</li> </ul>
<b>Pruebas periódicas de unidad de Inglés/Lengua (ELA)</b>	2 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera Sin tiempo, aprox. 3 horas	<ul style="list-style-type: none"> <li>Medir el progreso en el dominio del idioma inglés</li> <li>Determinar elegibilidad para recibir servicios</li> </ul>
Examen específico de un curso (Los alumnos rinden los exámenes SOLO si están matriculados en el curso)	Veces	Propósito(s)
<b>DCAS</b> (Historia de los Estados Unidos)	1 vez por año, en la primavera Sin tiempo, aprox. 60-90 minutos generalmente en un día	<ul style="list-style-type: none"> <li>Mide el rendimiento respecto a los estándares de contenido Requisito estatal</li> </ul>
<b>Pruebas de Referencia de Matemáticas</b> (Álgebra 1/Matemática Integrada 1 Geometría/Mat. Integrada 2 Álgebra 2/Matemática Integrada 3)	2 por curso cada año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito estatal para la evaluación docente (Componente V)</li> <li>Medir el progreso</li> </ul>
<b>Exámenes trimestrales y finales</b> (Distintas materias)	1 vez por año, aprox. 90 minutos	<ul style="list-style-type: none"> <li>Medir el dominio de los estándares en un curso de estudio determinado</li> </ul>
<b>Exámenes de Cursos Avanzados (AP) o del Bachillerato Internacional (IB)</b> (para los alumnos matriculados en cursos AP o IB)	1 vez por año, en la primavera 2-3 horas cada examen AP 1-3 horas cada examen IB	<ul style="list-style-type: none"> <li>Medir el dominio del contenido del curso</li> <li>Brindar indicador de potencial crédito de college</li> </ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela y clase (tales como exámenes trimestrales comunes). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad.*

### Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.



# LA EVALUACIÓN EN RED CLAY

## 12° Grado

Exámenes sumativos y periódicos administrados a los alumnos de este grado en todo el distrito:

Examen	Veces	Propósito(s)
<b>Pruebas periódicas de unidad de Inglés/Lengua (ELA)</b>	2 evaluaciones de unidad por año Aprox. 60 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>ACCESS (Solo los alumnos que están aprendiendo inglés)</b>	Una vez por año, en la primavera Sin tiempo, aprox. 3 horas	<ul style="list-style-type: none"> <li>Medir el progreso en el dominio del idioma inglés</li> <li>Determinar elegibilidad para recibir servicios</li> </ul>

Examen específico de un curso (Los alumnos rinden los exámenes SOLO si están matriculados en el curso)	Veces	Propósito(s)
<b>DCAS</b> (Historia de los Estados Unidos)	1 vez por año, en la primavera Sin tiempo, aprox. 60-90 minutos generalmente en un día	<ul style="list-style-type: none"> <li>Mide el rendimiento respecto a los estándares de contenido Requisito estatal</li> </ul>
<b>Pruebas de Referencia de Matemáticas</b> (Álgebra 1/Matemática Integrada 1 Geometría/Mat. Integrada 2 Álgebra 2//Matemática Integrada 3)	2 por curso cada año Aprox. 30 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito federal para el Programa Respuesta a la Intervención (RTI), identificar alumnos en riesgo</li> <li>Determinar el progreso respecto a los estándares</li> </ul>
<b>Exámenes preliminares y posteriores</b> (Distintas materias)	2 veces por año Aprox. 30-50 minutos cada examen	<ul style="list-style-type: none"> <li>Cumplir con el requisito estatal para la evaluación docente (Componente V)</li> <li>Medir el progreso</li> </ul>
<b>Exámenes trimestrales y finales</b> (Distintas materias)	1 vez por año, aprox. 90 minutos	<ul style="list-style-type: none"> <li>Medir el dominio de los estándares en un curso de estudio determinado</li> </ul>
<b>Exámenes de Cursos Avanzados (AP) o del Bachillerato Internacional (IB)</b> (para los alumnos matriculados en cursos AP o IB)	1 vez por año, en la primavera 2-3 horas cada examen AP 1-3 horas cada examen IB	<ul style="list-style-type: none"> <li>Medir el dominio del contenido del curso</li> <li>Brindar indicador de potencial crédito de college</li> </ul>

*Preguntarle a la maestra de su hijo si hay otras pruebas adicionales a nivel de la escuela y clase (tales como exámenes trimestrales comunes). Esta lista no incluye todas las evaluaciones o pruebas de unidad. Algunos alumnos rinden más evaluaciones dependiendo de la necesidad.*

### Más información sobre la evaluación

La evaluación es una parte valiosa del programa educativo de Red Clay. Este importante componente permite que los maestros planifiquen, documenten y evalúen el aprendizaje de los alumnos en un ciclo continuo. Este proceso de enseñanza es vital para promover el rendimiento de los alumnos. Los exámenes y otras evaluaciones brindan evidencia del aprendizaje de los alumnos y ayudan a los maestros a identificar los pasos siguientes en la instrucción.





# RED CLAY 학군 학력평가 안내

## 유치원 (KINDERGARTEN)

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

시험	시행 방식	목적
기본 조기 독서작문력의 동적 인디케이터 (DIBELS)	1 년에 3 회, 20 분에 걸친 시험	<ul style="list-style-type: none"> <li>RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족</li> <li>읽기능력이 떨어지는 학생 파악 및 지속적인 점검</li> </ul>
수업전/수업후 시험 (여러 과목)	1 년에 2 회, 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>교사 평가 (Component V)에 대한 주정부 요구사항 충족</li> <li>학습능력 신장 측정</li> </ul>
독해 기준시험	1 년에 2 회, 시험당 60 분	<ul style="list-style-type: none"> <li>RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족 및 위험군 파악</li> <li>기준에 맞추어가는 진척사항 측정</li> </ul>
수학 기준시험	1 년에 5 회, 시험당 60 분	<ul style="list-style-type: none"> <li>RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족 및 위험군 파악</li> <li>기준에 맞추어가는 진척사항 측정</li> </ul>
ACCESS (ESL 학생 대상)	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>영어능력 신장 측정</li> <li>추가적인 도움에 대한 필요 파악</li> </ul>

*교내 및 수업 도중 추가적인 평가시험이 시행되는지의 여부는 교사에게 직접 문의하시면 됩니다. 본 리스트에는 단원시험 또는 퀴즈가 포함되어 있지 않습니다. 일부 학생은 필요에 따라 추가적인 시험을 치를 수도 있습니다.*

### 학력평가에 대한 추가 정보

학력평가는 Red Clay 학군 교육 프로그램에 있어 중요한 부분입니다. 교사에게는 지속적으로 학업과정을 계획하고 기록하며 평가를 위한 필수적인 요소입니다. 교육과정의 일환으로 치루어지는 학력평가는 학생들의 성취를 촉진하는 데에도 중요합니다. 시험과 각종 평가는 학습 성취의 증거를 제공하고 교사들로 하여금 미리 지도계획을 세울수 있도록 돕습니다.

Red Clay 학군에서는 학부모님들의 건의사항을 듣고자 합니다. 오는 가을학기에 각 가정으로 발송되는 "학력평가 의견 설문지"를 참조해 주시기 바랍니다.

## 학력평가의 종류

**구성적** 학력평가는 수업 도중에 시행되며, 교수 및 학습 방식을 조정할수 있도록 합니다. 예를 들어 수업 도중 퀴즈를 출제해서 학생들이 자신의 생각을 설명하도록 하는 것이 이에 해당됩니다.

**총괄적** 학력평가는 일반적으로 교육과정을 수료한 직후에 치뤄지며 (단원/과목/학년별 시험) 정해진 기준에 대해 학생의 능력을 측정하게 됩니다. 이에 해당되는 시험으로 델라웨어주에서 시행되는 SMARTER 및 DCAS 시험과 학기중 수업에서 단원별 시험 등이 있습니다.

**중간 또는 기준** 학력평가는 구성적/총괄적 학력평가의 중간에 위치하며, 특정한 기준들을 가지고 학생의 지식과 능력을 측정합니다. 중간/기준 학력평가의 결과는 개별 수업 또는 학군 전체의 정책을 결정하는데 사용됩니다. 예를 들어 학군내 같은 학년의 모든 학생이 치르는 독해 및 수학 단원 시험이 이에 해당됩니다.

출처: Achieve

[http://www.achieve.org/files/Achieve\\_StudentAssessmentInventory\\_ListeningtoParents.pdf](http://www.achieve.org/files/Achieve_StudentAssessmentInventory_ListeningtoParents.pdf)

**수업별** 학력평가는 개별 교사에 의해 진행됩니다. 수업전 시험, 단원별 시험, 퀴즈, 비공식적 평가가 이에 해당되며, 학생의 이해도를 측정하고 성적을 매기며 교수방식을 조정하는데 사용됩니다.

**교내** 학력평가는 해당 학교의 재량에 따라 시행됩니다. 같은 학년 또는 같은 과목을 가르치는 교사들은 모두 동일한 시험을 시행하게 됩니다. 이러한 동일한 학력평가의 시행은 추가적인 도움이 필요한 학생을 파악하는 동시에 해당 수업의 장단점에 대한 정보를 제공합니다.

**학군내** 학력평가는 해당 학군의 결정에 달려 있으며, 학군에 속한 모든 학생이 동일한 시험을 치르게 됩니다. 일부 시험이 학군의 필요에 의해 시행되고 추가적으로 주정부 및 연방정부의 요구사항을 충족시키기 위한 시험도 있습니다. 예를 들어 추가적인 지원이 필요한 학생을 파악하기 위한 조기개입 반응 측정 시험 (RTI)이 이에 해당됩니다. 이러한 공통 학력평가를 통해 학생의 학습 내용 및 학습 진척도를 점검하고 교사들에게 도움을 줄 수 있는 연수 내용을 결정하게 됩니다.

**델라웨어주 및 전국** 학력평가는 델라웨어주 및 미국 교육부에서 주관합니다. 델라웨어주 학력평가 (DeSSA)에는 Smarter 독해 및 수학시험 (3-8, 11 학년) DCAS 과학시험 (5, 8, 10 학년), DCAS 사회시험 (4,7 학년), DCAS 미국사 시험 (고등학교), PSAT (10 학년. Red Clay 학군에서는 9 학년과 11 학년 학생들도 해당됨), SAT (11 학년) 등이 있습니다. 특정한 분류에 속하는 학생들을 위한 시험 또한 이에 포함됩니다. DCAS Alt-1 (대체 시험)은 심각한 인지장애를 지닌 학생들을 위해 시행되며, ACCESS (영어 이해 및 의사전달 능력 전국평가시험)은 ESL 학생들이 치르게 되며 영어능력을 입증하기 전 까지 시행됩니다. AP (고교 심화학습 과정) 및 IB (국제바칼로레아) 과목을 듣는 학생은 해당되는 AP/IB 시험을 치를 수 있습니다. 수년에 한번씩 4, 8, 12 학년에서 선발된 일부 학생이 NAEP (전국 학습진척도 평가시험)을 치릅니다.



# RED CLAY 학군 학력평가 안내

## 1 학년 (Grade 1)

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

시험	시행 방식	목적
기본 조기 독서작문력의 동적 인디케이터 (DIBELS)	1 년에 3 회, 20 분에 걸친 시험	<ul style="list-style-type: none"> <li>RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족</li> <li>읽기능력이 떨어지는 학생 파악 및 지속적인 점검</li> </ul>
수업전/수업후 시험 (여러 과목)	1 년에 2 회, 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>교사 평가 (Component V)에 대한 주정부 요구사항 충족</li> <li>학습능력 신장 측정</li> </ul>
독해 기준시험	1 년에 2 회, 시험당 60 분	<ul style="list-style-type: none"> <li>RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족 및 위험군 파악</li> <li>기준에 맞추어가는 진척사항 측정</li> </ul>
수학 기준시험	1 년에 3 회, 시험당 60 분	<ul style="list-style-type: none"> <li>RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족 및 위험군 파악</li> <li>기준에 맞추어가는 진척사항 측정</li> </ul>
ACCESS (ESL 학생 대상)	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>영어능력 신장 측정</li> <li>추가적인 도움에 대한 필요 파악</li> </ul>

교내 및 수업 도중 추가적인 평가시험(Star Reading 또는 Accelerated Reader) 이 시행되는지의 여부는 교사에게 직접 문의하시면 됩니다. 본 리스트에는 단원시험 또는 퀴즈가 포함되어 있지 않습니다. 일부 학생은 필요에 따라 추가적인 시험을 치를 수도 있습니다.

### 학력평가에 대한 추가 정보

학력평가는 Red Clay 학군 교육 프로그램에 있어 중요한 부분입니다. 교사에게는 지속적으로 학업과정을 계획하고 기록하며 평가를 위한 필수적인 요소입니다. 교육과정의 일환으로 치루어지는 학력평가는 학생들의 성취를 촉진하는 데에도 중요합니다. 시험과 각종 평가는 학습 성취의 증거를 제공하고 교사들로 하여금 미리 지도계획을 세울수 있도록 돕습니다.

Red Clay 학군에서는 학부모님들의 건의사항을 듣고자 합니다. 오는 가을학기에 각 가정으로 발송되는 "학력평가 의견 설문지"를 참조해 주시기 바랍니다.



# RED CLAY 학군 학력평가 안내

## 2 학년 (GRADE 2)

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

시험	시행 방식	목적
학업 인벤토리 (독해)	1 년에 3 회, 30 분에 걸친 시험	<ul style="list-style-type: none"> <li>• RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족</li> <li>• 학습능력 신장 측정</li> </ul>
수업전/수업후 시험 (여러 과목)	1 년에 2 회, 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>• 교사 평가 (Component V)에 대한 주정부 요구사항 충족</li> <li>• 학습능력 신장 측정</li> </ul>
독해 기준시험	1 년에 4 회, 시험당 60 분	<ul style="list-style-type: none"> <li>• RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준에 맞추어가는 진척사항 측정</li> </ul>
수학 기준시험	1 년에 4 회, 시험당 60 분	<ul style="list-style-type: none"> <li>• RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준에 맞추어가는 진척사항 측정</li> </ul>
ACCESS (ESL 학생 대상)	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>• 영어능력 신장 측정</li> <li>• 추가적인 도움에 대한 필요 파악</li> </ul>

*교내 및 수업 도중 추가적인 평가시험(Star Reading 또는 Accelerated Reader) 이 시행되는지의 여부는 교사에게 직접 문의하시면 됩니다. 본 리스트에는 단원시험 또는 퀴즈가 포함되어 있지 않습니다. 일부 학생은 필요에 따라 추가적인 시험을 치를 수도 있습니다.*

### 학력평가에 대한 추가 정보

학력평가는 Red Clay 학군 교육 프로그램에 있어 중요한 부분입니다. 교사에게는 지속적으로 학업과정을 계획하고 기록하며 평가를 위한 필수적인 요소입니다. 교육과정의 일환으로 치루어지는 학력평가는 학생들의 성취를 촉진하는 데에도 중요합니다. 시험과 각종 평가는 학습 성취의 증거를 제공하고 교사들로 하여금 미리 지도계획을 세울수 있도록 돕습니다.

Red Clay 학군에서는 학부모님들의 건의사항을 듣고자 합니다. 오는 가을학기에 각 가정으로 발송되는 "학력평가 의견 설문지"를 참조해 주시기 바랍니다.



# RED CLAY 학군 학력평가 안내

## 3 학년 (GRADE 3)

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

시험	시행 방식	목적
<b>Smarter 총괄평가</b> (영어 및 수학)	1 년에 1 회, 봄학기 시간제한 없이 수일에 걸쳐 진행되며 과목별로 최대 4 시간 주어짐	<ul style="list-style-type: none"> <li>• 학교별 연방정부 요구사항 충족</li> <li>• 성취 측정 및 연도별 내용 기준에 따른 신장 측정</li> </ul>
<b>학업 인벤토리</b> (독해)	1 년에 3 회, 30 분에 걸친 시험	<ul style="list-style-type: none"> <li>• RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족</li> <li>• 학습능력 신장 측정</li> </ul>
<b>수업전/수업후 시험</b> (여러 과목)	1 년에 2 회, 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>• 교사 평가 (Component V)에 대한 주정부 요구사항 충족</li> <li>• 학습능력 신장 측정</li> </ul>
<b>독해 기준시험</b>	1 년에 4 회, 시험당 60 분	<ul style="list-style-type: none"> <li>• RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준에 맞추어가는 진척사항 측정</li> </ul>
<b>수학 기준시험</b>	1 년에 5 회, 시험당 60 분	<ul style="list-style-type: none"> <li>• RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준에 맞추어가는 진척사항 측정</li> </ul>
<b>ACCESS (ESL 학생 대상)</b>	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>• 영어능력 신장 측정</li> <li>• 추가적인 도움에 대한 필요 파악</li> </ul>

교내 및 수업 도중 추가적인 평가시험(Star Reading 또는 Accelerated Reader) 이 시행되는지의 여부는 교사에게 직접 문의하시면 됩니다. 본 리스트에는 단원시험 또는 퀴즈가 포함되어 있지 않습니다. 일부 학생은 필요에 따라 추가적인 시험을 치를 수도 있습니다.

### 학력평가에 대한 추가 정보

학력평가는 Red Clay 학군 교육 프로그램에 있어 중요한 부분입니다. 교사에게는 지속적으로 학업과정을 계획하고 기록하며 평가를 위한 필수적인 요소입니다. 교육과정의 일환으로 치루어지는 학력평가는 학생들의 성취를 촉진하는 데에도 중요합니다. 시험과 각종 평가는 학습 성취의 증거를 제공하고 교사들로 하여금 미리 지도계획을 세울수 있도록 돕습니다.

Red Clay 학군에서는 학부모님들의 건의사항을 듣고자 합니다. 오는 가을학기에 각 가정으로 발송되는 "학력평가 의견 설문지"를 참조해 주시기 바랍니다.



# RED CLAY 학군 학력평가 안내

## 4 학년 (GRADE 4)

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

시험	시행 방식	목적
<b>Smarter 총괄평가</b> (영어 및 수학)	1 년에 1 회, 봄학기 시간제한 없이 수일에 걸쳐 진행되며 과목별로 최대 4 시간 주어짐	<ul style="list-style-type: none"> <li>• 학교별 연방정부 요구사항 충족</li> <li>• 성취 측정 및 연도별 내용 기준에 따른 신장 측정</li> </ul>
<b>DCAS</b> (사회)	1 년에 1 회, 봄학기 시간제한 없이 1 일 60- 90 분동안 시행	<ul style="list-style-type: none"> <li>• 내용 기준에 따른 신장 측정</li> <li>• 주정부 요구사항</li> </ul>
<b>학업 인벤토리</b> (독해)	1 년에 3 회, 30 분에 걸친 시험	<ul style="list-style-type: none"> <li>• RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족</li> <li>• 학습능력 신장 측정</li> </ul>
<b>수업전/수업후 시험</b> (여러 과목)	1 년에 2 회, 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>• 교사 평가 (Component V)에 대한 주정부 요구사항 충족</li> <li>• 학습능력 신장 측정</li> </ul>
<b>독해 기준시험</b>	1 년에 4 회, 시험당 60 분	<ul style="list-style-type: none"> <li>• RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준에 맞추어가는 진척사항 측정</li> </ul>
<b>수학 기준시험</b>	1 년에 4 회, 시험당 30 분	<ul style="list-style-type: none"> <li>• RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준에 맞추어가는 진척사항 측정</li> </ul>
<b>ACCESS (ESL 학생 대상)</b>	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>• 영어능력 신장 측정</li> <li>• 추가적인 도움에 대한 필요 파악</li> </ul>

교내 및 수업 도중 추가적인 평가시험(Star Reading 또는 Accelerated Reader) 이 시행되는지의 여부는 교사에게 직접 문의하시면 됩니다. 본 리스트에는 단원시험 또는 퀴즈가 포함되어 있지 않습니다. 일부 학생은 필요에 따라 추가적인 시험을 치를 수도 있습니다.

### 학력평가에 대한 추가 정보

학력평가는 Red Clay 학군 교육 프로그램에 있어 중요한 부분입니다. 교사에게는 지속적으로 학업과정을 계획하고 기록하며 평가를 위한 필수적인 요소입니다. 교육과정의 일환으로 치루어지는 학력평가는 학생들의 성취를 촉진하는 데에도 중요합니다. 시험과 각종 평가는 학습 성취의 증거를 제공하고 교사들로 하여금 미리 지도계획을 세울수 있도록 돕습니다.

Red Clay 학군에서는 학부모님들의 건의사항을 듣고자 합니다. 오는 가을학기에 각 가정으로 발송되는 "학력평가 의견 설문지"를 참조해 주시기 바랍니다.



# RED CLAY 학군 학력평가 안내

## 5 학년(GRADE 5)

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

시험	시행 방식	목적
<b>Smarter 총괄평가</b> (영어 및 수학)	1 년에 1 회, 봄학기 시간제한 없이 수일에 걸쳐 진행되며 과목별로 최대 4 시간 주어짐	<ul style="list-style-type: none"> <li>• 학교별 연방정부 요구사항 충족</li> <li>• 성취 측정 및 연도별 내용 기준에 따른 신장 측정</li> </ul>
<b>DCAS</b> (사회)	1 년에 1 회, 봄학기 시간제한 없이 1 일 60- 90 분동안 시행	<ul style="list-style-type: none"> <li>• 내용 기준에 따른 신장 측정</li> <li>• 주정부 요구사항</li> </ul>
<b>학업 인벤토리</b> (독해)	1 년에 3 회, 30 분에 걸친 시험	<ul style="list-style-type: none"> <li>• RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족</li> <li>• 학습능력 신장 측정</li> </ul>
<b>수업전/수업후 시험</b> (여러 과목)	1 년에 2 회, 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>• 교사 평가 (Component V)에 대한 주정부 요구사항 충족</li> <li>• 학습능력 신장 측정</li> </ul>
<b>독해 기준시험</b>	1 년에 2 회, 시험당 60 분	<ul style="list-style-type: none"> <li>• RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준에 맞추어가는 진척사항 측정</li> </ul>
<b>수학 기준시험</b>	1 년에 5 회, 시험당 30 분	<ul style="list-style-type: none"> <li>• RTI (조기개입 반응 측정 시험) 시행에 대한 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준에 맞추어가는 진척사항 측정</li> </ul>
<b>ACCESS (ESL 학생 대상)</b>	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>• 영어능력 신장 측정</li> <li>• 추가적인 도움에 대한 필요 파악</li> </ul>

교내 및 수업 도중 추가적인 평가시험(Star Reading 또는 Accelerated Reader) 이 시행되는지의 여부는 교사에게 직접 문의하시면 됩니다. 본 리스트에는 단원시험 또는 퀴즈가 포함되어 있지 않습니다. 일부 학생은 필요에 따라 추가적인 시험을 치를 수도

### 학력평가에 대한 추가 정보

학력평가는 Red Clay 학군 교육 프로그램에 있어 중요한 부분입니다. 교사에게는 지속적으로 학업과정을 계획하고 기록하며 평가를 위한 필수적인 요소입니다. 교육과정의 일환으로 치루어지는 학력평가는 학생들의 성취를 촉진하는 데에도 중요합니다. 시험과 각종 평가는 학습 성취의 증거를 제공하고 교사들로 하여금 미리 지도계획을 세울수 있도록 돕습니다.

Red Clay 학군에서는 학부모님들의 건의사항을 듣고자 합니다. 오는 가을학기에 각 가정으로 발송되는 "학력평가 의견 설문지"를 참조해 주시기 바랍니다.



# RED CLAY 학군 학력평가 안내

## 6 학년

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

시험	시행 방식	목적
<b>Smarter 총괄평가</b> (영어 및 수학)	1 년에 1 회, 봄학기 시간제한 없이 수일에 걸쳐 진행되며 과목별로 최대 4 시간 주어짐	<ul style="list-style-type: none"> <li>• 학교별 연방정부 요구사항 충족</li> <li>• 성취 측정 및 연도별 내용 기준에 따른 학습능력 향상 여부 측정</li> </ul>
<b>학업 인벤토리</b> (독해 및 수학 - 시험범위는 Algebra I/Integrated Math I 까지)	1 년에 3 회 시험당 30 분	<ul style="list-style-type: none"> <li>• 조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족</li> <li>• 학습능력 향상 여부 측정</li> </ul>
<b>수업전/수업후 시험</b> (여러 과목)	1 년에 2 회 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>• 교사 평가 (Component V) 관련 주정부 요구사항 충족</li> <li>• 학습능력 향상 여부 측정</li> </ul>
<b>영어 (ELA) 중간 단원 시험</b>	1 년에 2 회의 단원시험 시험당 60 분	<ul style="list-style-type: none"> <li>• 조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준 충족을 위한진척사항 측정</li> </ul>
<b>수학 기준시험</b>	1 년에 2 회 시험당 30 분	<ul style="list-style-type: none"> <li>• 조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준 충족을 위한진척사항 측정</li> </ul>
<b>ACCESS (ESL 학생 대상)</b>	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>• 영어능력 향상 여부 측정</li> <li>• 추가적인 도움에 대한 필요 파악</li> </ul>

*교내 및 수업 도중 추가적인 평가시험 (Achieve 3000 단계별 시험, Star 독해/수학 시험 등) 이 시행되는지의 여부는 교사에게 직접 문의하시면 됩니다. 본 리스트에는 단원시험 또는 퀴즈가 포함되어 있지 않습니다. 일부 학생은 필요에 따라 추가적인 시험을 치를 수도 있습니다.*

### 학력평가에 대한 추가 정보

학력평가는 Red Clay 학군 교육 프로그램에 있어 중요한 부분입니다. 교사에게는 지속적으로 학업과정을 계획하고 기록하며 평가를 위한 필수적인 요소입니다. 교육과정의 일환으로 치루어지는 학력평가는 학생들의 성취를 촉진하는 데에도 중요합니다. 시험과 각종 평가는 학습 성취의 증거를 제공하고 교사들로 하여금 미리 지도계획을 세울수 있도록 돕습니다.

Red Clay 학군에서는 학부모님들의 건의사항을 듣고자 합니다. 오는 가을학기에 각 가정으로 발송되는 "학력평가 의견 설문지"를 참조해 주시기 바랍니다.





# RED CLAY 학군 학력평가 안내

## 7 학년

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

시험	시행 방식	목적
<b>Smarter 총괄평가</b> (영어 및 수학)	1 년에 1 회, 봄학기 시간제한 없이 수일에 걸쳐 진행되며 과목별로 최대 4 시간 주어짐	<ul style="list-style-type: none"> <li>• 학교별 연방정부 요구사항 충족</li> <li>• 성취 측정 및 연도별 내용 기준에 따른 향상 측정</li> </ul>
<b>델라웨어주 총괄평가 시스템 (DCAS)</b> (사회)	1 년에 1 회, 봄학기 시간제한 없이 1 일 60- 90 분동안 시행	<ul style="list-style-type: none"> <li>• 내용 기준에 따른 성취 측정</li> <li>• 주정부 요구사항</li> </ul>
<b>학업 인벤토리</b> (독해 및 수학 - 시험범위는 Algebra I/Integrated Math I 까지)	1 년에 3 회, 시험당 30 분	<ul style="list-style-type: none"> <li>• 조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족</li> <li>• 학습능력 향상 여부 측정</li> </ul>
<b>수업전/수업후 시험</b> (여러 과목)	1 년에 2 회 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>• 교사 평가 (Component V) 에 대한 주정부 요구사항 충족</li> <li>• 학습능력 향상 여부 측정</li> </ul>
<b>영어 (ELA) 중간 단원 시험</b>	1 년에 2 회 시험당 60 분	<ul style="list-style-type: none"> <li>• 조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준 충족을 위한 진척사항 측정</li> </ul>
<b>수학 기준시험</b>	1 년에 과목당 2 회 시험당 30 분	<ul style="list-style-type: none"> <li>• 조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준 충족을 위한 진척사항 측정</li> </ul>
<b>대수학 (Algebra) I 기말시험 (과목을 들은 학생만 해당)</b>	1 년에 1 회 시험당 90 분	<ul style="list-style-type: none"> <li>• 내용 기준에 대한 숙련도 측정</li> <li>• 고등학교 학점 부여 여부 결정</li> </ul>
<b>ACCESS (ESL 학생 대상)</b>	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>• 영어능력 향상 측정</li> <li>• 추가적인 도움에 대한 필요 파악</li> </ul>

교내 및 수업 도중 추가적인 평가시험(Achieve 3000 단계별 시험, Star 독해 또는 수학 시험 등) 이 시행되는지의 여부는 교사에게 직접 문의하시면 됩니다. 본 리스트에는 단원시험 또는 퀴즈가 포함되어 있지 않습니다. 일부 학생은 필요에 따라 추가적인 시험을 치를 수도 있습니다.

### 학력평가에 대한 추가 정보

학력평가는 Red Clay 학군 교육 프로그램에 있어 중요한 부분입니다. 교사에게는 지속적으로 학업과정을 계획하고 기록하며 평가를 위한 필수적인 요소입니다. 교육과정의 일환으로 치루어지는 학력평가는 학생들의 성취를 촉진하는 데에도 중요합니다. 시험과 각종 평가는 학습 성취의 증거를 제공하고 교사들로 하여금 미리 지도계획을 세울수 있도록 돕습니다.

Red Clay 학군에서는 학부모님들의 건의사항을 듣고자 합니다. 오는 가을학기에 각 가정으로 발송되는 "학력평가 의견 설문지"를 참조해 주시기 바랍니다.



# RED CLAY 학군 학력평가 안내

## 8 학년

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

시험	시행 방식	목적
<b>Smarter 총괄평가</b> (영어 및 수학)	1 년에 1 회, 봄학기 시간제한 없이 수일에 걸쳐 진행되며 과목별로 최대 4 시간 주어짐	<ul style="list-style-type: none"> <li>• 학교별 연방정부 요구사항 충족</li> <li>• 성취 측정 및 연도별 내용 기준에 따른 향상 측정</li> </ul>
<b>델라웨어주 총괄평가 시스템 (DCAS) (과학)</b>	1 년에 1 회, 봄학기 시간제한 없이 1 일 2 시간 동안 시행	<ul style="list-style-type: none"> <li>• 내용 기준에 따른 향상 측정</li> <li>• 주정부 요구사항</li> </ul>
<b>학업 인벤토리</b> (독해 및 수학 - 시험범위는 Algebra I/Integrated Math I 까지)	1 년에 3 회, 시험당 30 분	<ul style="list-style-type: none"> <li>• 조기개입 반응 측정 시험 (RTI)시행 관련 연방정부 요구사항 충족</li> <li>• 학습능력 향상 여부 측정</li> </ul>
<b>수업전/수업후 시험</b> (여러 과목)	1 년에 2 회 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>• 교사 평가 (Component V) 관련 주정부 요구사항 충족</li> <li>• 학습능력 향상 여부 측정</li> </ul>
<b>영어 (ELA) 중간 단원 시험</b>	1 년에 2 회의 단원시험 시험당 60 분	<ul style="list-style-type: none"> <li>• 조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준 충족을 위한 진척사항 측정</li> </ul>
<b>수학 기준시험</b>	1 년에 과목당 2 회 시험당 30 분	<ul style="list-style-type: none"> <li>• 조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>• 기준 충족을 위한 진척사항 측정</li> </ul>
<b>대수학 (Algebra) I 기말시험</b> (과목을 들은 학생만 해당)	1 년에 1 회 시험당 90 분	<ul style="list-style-type: none"> <li>• 내용 기준에 대한 숙련도 측정</li> <li>• 고등학교 학점 부여 여부 결정</li> </ul>
<b>언어구사능력평가시험 (AAPPL)</b> (원어민 학생 및 외국어 수업을 듣는 학생 대상)	1 년에 1 회 시험당 90 분	<ul style="list-style-type: none"> <li>• 고교과정 외국어 과목 학점 부여를 위한 숙련도 측정 (스페인어, 프랑스어, 중국어)</li> </ul>
<b>ACCESS (ESL 학생 대상)</b>	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>• 영어능력 향상 측정</li> <li>• 추가적인 도움에 대한 필요 파악</li> </ul>

교내 및 수업 도중 추가적인 평가시험(Achieve 3000 단계별 시험, Star 독해 또는 수학 시험 등) 이 시행되는지의 여부는 교사에게 직접 문의하시면 됩니다. 본 리스트에는 단원시험 또는 퀴즈가 포함되어 있지 않습니다. 일부 학생은 필요에 따라 추가적인 시험을 치를 수도 있습니다. 수년마다 한번씩 선발된 소수의 4 학년 학생들이 전국단위의 평가시험 (전국교육성취평가, NAEP) 을 치르게 됩니다. 개별 학생에게는 점수가 매겨지지 않지만 전국 및 주 단위의 데이터는 "전국 성적표 (National Report Card)" 로 발간됩니다. NAEP 는 2015-16 년에는 시행되지 않습니다.

### 학력평가에 대한 추가 정보

학력평가는 Red Clay 학군 교육 프로그램에 있어 중요한 부분입니다. 교사에게는 지속적으로 학업과정을 계획하고 기록하며 평가를 위한 필수적인 요소입니다. 교육과정의 일환으로 치루어지는 학력평가는 학생들의 성취를 촉진하는 데에도 중요합니다. 시험과 각종 평가는 학습 성취의 증거를 제공하고 교사들로 하여금 미리 지도계획을 세울수 있도록 돕습니다.

Red Clay 학군에서는 학부모님들의 건의사항을 듣고자 합니다. 오는 가을학기에 각 가정으로 발송되는 "학력평가 의견 설문지" 를 참조해 주시기 바랍니다.



# RED CLAY 학군 학력평가 안내

## 9 학년

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

학년별 시험	시행 방식	목적
<b>PSAT</b>	1 년에 1 회, 가을학기 2 시간 45 분	<ul style="list-style-type: none"> <li>대학 진학 준비도 측정</li> <li>AP 과목을 수강할 준비가 되어 있는지를 판단</li> </ul>
<b>영어 (ELA) 중간 단원 시험</b>	1 년에 2 회의 단원시험, 시험당 60 분	<ul style="list-style-type: none"> <li>조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>기준 충족을 위한 진척사항 측정</li> </ul>
<b>ACCESS (ESL 학생 대상)</b>	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>영어능력 향상 측정</li> <li>추가적인 도움에 대한 필요 파악</li> </ul>

과목별 시험 (명시된 과목을 수강한 학생들에게만 해당)	시행 방식	목적
<b>델라웨어주 총괄평가 시스템 (DCAS)</b> (미국사)	1 년에 1 회, 봄학기 시간제한 없이 일반적으로 1 일 60-90 분동안 시행	<ul style="list-style-type: none"> <li>내용 기준에 따른 향상 측정</li> <li>주정부 요구사항</li> </ul>
<b>학업 수학 인벤토리</b> (Algebra 1/ Integrated Math 1)	1 년에 3 회 시험당 30 분	<ul style="list-style-type: none"> <li>조기개입 반응 측정 시험 (RTI)시행 관련 연방정부 요구사항 충족</li> <li>학습능력 향상 여부 측정</li> </ul>
<b>수학 기준시험</b> (Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Algebra 2/ Integrated Math 3)	1 년에 과목별 2 회 시험당 30 분	<ul style="list-style-type: none"> <li>조기개입 반응 측정 시험 (RTI)시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>기준 충족을 위한진척사항 측정</li> </ul>
<b>수업전/수업후 시험</b> (여러 과목)	1 년에 2 회 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>교사 평가 (Component V) 관련 주정부 요구사항 충족</li> <li>학습능력 향상 여부 측정</li> </ul>
<b>중간/기말고사</b> (여러 과목)	1 년에 1 회 시험당 90 분	<ul style="list-style-type: none"> <li>과목별로 기준에 대한 숙련도 측정</li> </ul>
<b>대학 학점 선이수제도 (AP) 및 인터내셔널 바칼로레아 (IB) 시험</b> (AP/IB 과목 수강 학생 대상)	1 년에 1 회, 봄학기 AP: 2~3 시간 IB: 1~3 시간	<ul style="list-style-type: none"> <li>과목 내용 숙련도 측정</li> <li>대학교 학점 부여 여부 결정</li> </ul>

교내 및 수업 도중 추가적인 평가시험 (공통 분기별 평가 등) 이 시행되는지의 여부는 교사에게 직접 문의하시면 됩니다. 본 리스트에는 단원시험 또는 퀴즈가 포함되어 있지 않습니다. 일부 학생은 필요에 따라 추가적인 시험을 치를 수도 있습니다.

### 학력평가에 대한 추가 정보

학력평가는 Red Clay 학군 교육 프로그램에 있어 중요한 부분입니다. 교사에게는 지속적으로 학업과정을 계획하고 기록하며 평가를 위한 필수적인 요소입니다. 교육과정의 일환으로 치루어지는 학력평가는 학생들의 성취를 촉진하는 데에도 중요합니다. 시험과 각종 평가는 학습 성취의 증거를 제공하고 교사들로 하여금 미리 지도계획을 세울수 있도록 돕습니다.



# RED CLAY 학군 학력평가 안내

## 10 학년

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

학년별 시험	시행 방식	목적
PSAT	1 년에 1 회, 가을학기 2 시간 45 분	<ul style="list-style-type: none"> <li>대학 진학 준비여부 측정</li> <li>AP 과목을 수강할 준비가 되어 있는지를 판단</li> </ul>
델라웨어주 총괄평가 시스템 (DCAS) (과학)	1 년에 1 회, 봄학기 시간제한 없이 1 일 2 시간동안 시행	<ul style="list-style-type: none"> <li>내용 기준에 따른 향상 측정</li> <li>주정부 요구사항</li> </ul>
영어 (ELA) 중간 단원 시험	1 년에 2 회의 단원시험, 시험당 60 분	<ul style="list-style-type: none"> <li>조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>기준 충족을 위한 진척사항 측정</li> </ul>
ACCESS (ESL 학생 대상)	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>영어능력 향상 측정</li> <li>추가적인 도움에 대한 필요 파악</li> </ul>

과목별 시험 (명시된 과목을 수강한 학생들에게만 해당)	시행 방식	목적
델라웨어주 총괄평가 시스템 (DCAS) (미국사)	1 년에 1 회, 봄학기 시간제한 없이 1 일 60-90 분동안 시행	<ul style="list-style-type: none"> <li>내용 기준에 따른 향상 측정</li> <li>주정부 요구사항</li> </ul>
학업 수학 인벤토리 (Algebra 1/ Integrated Math 1)	1 년에 3 회 시험당 30 분	<ul style="list-style-type: none"> <li>조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족</li> <li>학습능력 향상 여부 측정</li> </ul>
수학 기준시험 (Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Algebra 2/ Integrated Math 3)	1 년에 과목별 2 회 시험당 30 분	<ul style="list-style-type: none"> <li>조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>기준 충족을 위한 진척사항 측정</li> </ul>
수업전/수업후 시험 (여러 과목)	1 년에 2 회 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>교사 평가 (Component V) 관련 주정부 요구사항 충족</li> <li>학습능력 향상 여부 측정</li> </ul>
중간/기말고사 (여러 과목)	1 년에 1 회 시험당 90 분	<ul style="list-style-type: none"> <li>과목별로 기준에 대한 숙련도 측정</li> </ul>
대학 학점 선이수제도 (AP) 및 인터내셔널 바칼로레아 (IB) 시험 (AP/IB 과목 수강 학생 대상)	1 년에 1 회, 봄학기 AP: 2~3 시간 IB: 1~3 시간	<ul style="list-style-type: none"> <li>과목 내용 숙련도 측정</li> <li>대학교 학점 부여 여부 결정</li> </ul>

교내 및 수업 도중 추가적인 평가시험 (공통 분기별 평가 등) 이 시행되는지의 여부는 교사에게 직접 문의하시면 됩니다. 본 리스트에는 단원시험 또는 퀴즈가 포함되어 있지 않습니다. 일부 학생은 필요에 따라 추가적인 시험을 치를 수도 있습니다.

### 학력평가에 대한 추가 정보

학력평가는 Red Clay 학군 교육 프로그램에 있어 중요한 부분입니다. 교사에게는 지속적으로 학업과정을 계획하고 기록하며 평가를 위한 필수적인 요소입니다. 교육과정의 일환으로 치루어지는 학력평가는 학생들의 성취를 촉진하는 데에도 중요합니다. 시험과 각종 평가는 학습 성취의 증거를 제공하고 교사들로 하여금 미리 지도계획을 세울수 있도록 돕습니다.



# RED CLAY 학군 학력평가 안내

## 11 학년

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

학년별 시험	시행 방식	목적
<b>SAT</b>	1 년에 1 회, 봄학기 3-4 시간	<ul style="list-style-type: none"> <li>대학 진학 준비여부 측정</li> </ul>
<b>Smarter 총괄평가</b> (영어 및 수학)	1 년에 1 회, 봄학기 시간제한 없이 수일에 걸쳐 진행되며 과목별로 최대 4 시간 주어짐	<ul style="list-style-type: none"> <li>학교별 연방정부 요구사항 충족</li> <li>성취 측정 및 연도별 내용 기준에 따른 향상 측정</li> </ul>
<b>영어 (ELA) 중간 단원 시험</b>	1 년에 2 회의 단원시험, 시험당 60 분	<ul style="list-style-type: none"> <li>조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>기준 충족을 위한 진척사항 측정</li> </ul>
<b>ACCESS (ESL 학생 대상)</b>	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>영어능력 향상 측정</li> <li>추가적인 도움에 대한 필요 파악</li> </ul>
과목별 시험 (명시된 과목을 수강한 학생들에게만 해당)	시행 방식	목적
<b>델라웨어주 총괄평가 시스템 (DCAS)</b> (미국사)	1 년에 1 회, 봄학기 시간제한 없이 1 일 60-90 분동안 시행	<ul style="list-style-type: none"> <li>내용 기준에 따른 향상 측정</li> <li>주정부 요구사항</li> </ul>
<b>수학 기준시험</b> (Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Algebra 2/ Integrated Math 3)	1 년에 과목별 2 회 시험당 30 분	<ul style="list-style-type: none"> <li>조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>기준 충족을 위한 진척사항 측정</li> </ul>
<b>수업전/수업후 시험</b> (여러 과목)	1 년에 2 회, 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>교사 평가 (Component V) 관련 주정부 요구사항 충족</li> <li>학습능력 향상 여부 측정</li> </ul>
<b>중간/기말고사</b> (여러 과목)	1 년에 1 회 시험당 90 분	<ul style="list-style-type: none"> <li>과목별로 기준에 대한 숙련도 측정</li> </ul>
<b>대학 학점 선이수제도 (AP) 및 인터내셔널 바칼로레아 (IB) 시험</b> (AP/IB 과목 수강 학생 대상)	1 년에 1 회, 봄학기 AP: 2~3 시간 IB: 1~3 시간	<ul style="list-style-type: none"> <li>과목 내용 숙련도 측정</li> <li>대학교 학점 부여 여부 결정</li> </ul>

교내 및 수업 도중 추가적인 평가시험 (공통 분기별 평가 등) 이 시행되는지의 여부는 교사에게 직접 문의하시면 됩니다. 본 리스트에는 단원시험 또는 퀴즈가 포함되어 있지 않습니다. 일부 학생은 필요에 따라 추가적인 시험을 치를 수도 있습니다.

### 학력평가에 대한 추가 정보

학력평가는 Red Clay 학군 교육 프로그램에 있어 중요한 부분입니다. 교사에게는 지속적으로 학업과정을 계획하고 기록하며 평가를 위한 필수적인 요소입니다. 교육과정의 일환으로 치루어지는 학력평가는 학생들의 성취를 촉진하는 데에도 중요합니다. 시험과 각종 평가는 학습 성취의 증거를 제공하고 교사들로 하여금 미리 지도계획을 세울수 있도록 돕습니다.



# RED CLAY 학군 학력평가 안내

## 12 학년

해당 학군에서 학생에게 주어지는 총괄적 평가 및 중간 평가:

학년별 시험	시행 방식	목적
<b>영어 (ELA) 중간 단원 시험</b>	1 년에 2 회의 단원시험 시험당 60 분	<ul style="list-style-type: none"> <li>조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>기준 충족을 위한 진척사항 측정</li> </ul>
<b>ACCESS (ESL 학생 대상)</b>	1 년에 1 회, 봄학기 두번의 기간에 걸쳐 총 3 시간	<ul style="list-style-type: none"> <li>영어능력 향상 측정</li> <li>추가적인 도움에 대한 필요 파악</li> </ul>

과목별 시험 (명시된 과목을 수강한 학생들에게만 해당)	시행 방식	목적
<b>델라웨어주 총괄평가 시스템 (DCAS)</b> (미국사)	1 년에 1 회, 봄학기 시간제한 없이 1 일 60-90 분동안 시행	<ul style="list-style-type: none"> <li>내용 기준에 따른 향상 측정</li> <li>주정부 요구사항</li> </ul>
<b>수학 기준시험</b> (Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Algebra 2/ Integrated Math 3)	1 년에 과목별 2 회 시험당 30 분	<ul style="list-style-type: none"> <li>조기개입 반응 측정 시험 (RTI) 시행 관련 연방정부 요구사항 충족 및 위험군 파악</li> <li>기준 충족을 위한 진척사항 측정</li> </ul>
<b>수업전/수업후 시험</b> (여러 과목)	1 년에 2 회 시험당 30 분에서 50 분	<ul style="list-style-type: none"> <li>교사 평가 (Component V) 관련 주정부 요구사항 충족</li> <li>학습능력 향상 여부 측정</li> </ul>
<b>중간/기말고사</b> (여러 과목)	1 년에 1 회 시험당 90 분	<ul style="list-style-type: none"> <li>과목별로 기준에 대한 숙련도 측정</li> </ul>
<b>대학 학점 선이수제도 (AP) 및 인터내셔널 바칼로레아 (IB) 시험</b> (AP/IB 과목 수강 학생 대상)	1 년에 1 회, 봄학기 AP: 2~3 시간 IB: 1~3 시간	<ul style="list-style-type: none"> <li>과목 내용 숙련도 측정</li> <li>대학교 학점 부여 여부 결정</li> </ul>

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# التقييم في مدرسة ريد كلاي



## KINDERGARTEN (ARABIC)

الاختبارات التحصيلية و المرحلية المعطاة للطلبة في هذا الصف في جميع انحاء المنطقة التعليمية:

### الروضة (البستاني)

الغرض	الوقت	الاختبار
<ul style="list-style-type: none"><li>تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل</li><li>تحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li></ul>	3 مرات في السنة 20 دقيقة لكل اختبار	مؤشرات حيوية على تعلم المهارات الاساسية
<ul style="list-style-type: none"><li>تحقيق متطلبات الولاية لتقييم المعلم</li><li>قياس التطور</li></ul>	مرتين في السنة 30 الى 50 دقيقة للاختبار	اختبارات قبل و بعد (في العديد من المواد)
<ul style="list-style-type: none"><li>تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li><li>قياس التطور نحو تحقيق المعايير</li></ul>	اختباران في السنة 60 دقيقة لكل اختبار	اختبارات مؤشر في سلسلة القراءة
<ul style="list-style-type: none"><li>تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li><li>قياس التطور نحو تحقيق المعايير</li></ul>	5 اختبارات في السنة 60 دقيقة لكل اختبار	اختبارات مؤشر في سلسلة الرياضيات
<ul style="list-style-type: none"><li>تقيس التطور في اللغة الانجليزية</li><li>تقيس المؤهلات للخدمة</li></ul>	مرة واحدة في السنة في الفصل الثاني 3 ساعات تغطي على جلستين	اختبار اللغة لغير الناطقين

فم بسؤال مدرس طفاك اذا ما كان هناك اختبارات اضافية على مستوى المدرسة او الصف. هذه القائمة لا تحوي على جميع اختبارات الوحدات و الاختبارات القصيرة. بعض الطلبة يتلقون اختبارات اضافية حسب الحاجة.

### مزيد من المعلومات عن التقييم

التقييم جزء اساسي من النظام التعليمي في ريد كلاي. هذا الجزء الاساسي يساعد المعلمين على التخطيط و التوثيق و التقييم لتعلم الطلبة بشكل مستمر. هذه الطريقة التعليمية مهمة لمساعدة الطلبة على الانجاز. الاختبارات التقييمية تقدم دليلا على تعلم الطلبة و تساعد المدرسين على تحديد الخطوات التالية في تدريسهم.

ريد كلاي يهتما رأيك. انتظروا المزيد من المعلومات هذا الخريف بخصوص استبيان اراء اولياء الامور عن التقييم

## انواع التقييم

**التقييم التكويني** و يستخدم خلال العملية التدريسية و يساعد على اعطاء المدرسين فكرة عن عملية التدريس و التعلم. مثال على ذلك هو الاختبارات القصيره

**التقييم التحصيلي** يعطي بعد انتهاء عملية التدريس (سواء في نهاية الوحدة او الفصل الدراسي) لتقييم اداء الطلبة العام بناء على معايير معينة. مثال على ذلك اختبار الولاية "سمارتر" و الاختبارات النهائية.

**التقييم المرحلي او الموقت** و هو يقع بين التقييم التكويني و التقييم التحصيلي و يستخدم لفحص معرفة الطلبة ببعض المهارات المتعلقة بمعايير معينة . يساعد هذا التقييم في قرارات تتخذ على مستوى الصف او او المدرسة او المنطقة التعليمية. مثال على ذلك اختبار الرياضيات او القراءه الذي يعطي لجميع الطلبة في المنطقة التعليمية.

المصدر:

[http://www.achieve.org/files/Achieve\\_StudentAssessmentInventory\\_ListeningtoParents.pdf](http://www.achieve.org/files/Achieve_StudentAssessmentInventory_ListeningtoParents.pdf)

**التقييم الصفي** يتم تحديده عن طريق المعلمين. و مثال على ذلك الاختبارات الاولية و الاختبارات القصيرة التي تقيس مدى فهم الطلبة و تساعد المدرسين على تحسين اداءهم.

**التقييم المدرسي** و يتم تحديده على مستوى المدرسة ككل. جميع المدرسين الذين يدرسون مستوى معين يعطون نفس الاختبار. هذه الاختبارات تساعد على التعرف على الطلاب الذين قد يحتاجو الى تقويه كما و تساعد على التعرف على نقاط القوه و الضعف في التدريس.

**التقييم على مستوى المنطقة التعليمية** يتم تحديده لجميع المدارس في هذه المنطقة و تعطى الاختبارات لجميع الطلبة في المنطقة. بعض الاختبارات تعتمد على حاجات المنطقة و البعض الاخر تعطى للتماشي مع متطلبات الولاية او الدولة. مثال على ذلك اختبار الاستجابة للتدخل (RTI). هذه الختبارات تبين ماتعلمه الطلبة و تقيس مدى التطور و ما اذا كان هناك برامج لتطوير الاداء التدريسي.

**التقييم على مستوى الولاية او الدولة** يتم تحديده من ادارة التعليم في ديلاوير او وزارة التعليم الامريكية. برنامج اختبارات النظام التقييمي لولاية ديلاوير (DeSSA) يضم اختبارات "سمارتر" في القراءه و الرياضيات للصفوف (3 و 4 و 8 و 11). يعطى امتحان ديلاوير التقييمي الشامل (DCAS) في العلوم (لصفوف 5 و 8 و 10) و العلوم الاجتماعية (لصفوف 4 و 7) و في نهاية ماده التاريخ الامريكي في المدرسة الثانوية. امتحان الكفاءة العلمية الابتدائي (PSAT) في الفصل الاول لطلاب الصف العاشر. طلاب مدارس منطقة ريد كلاي ايضا يأخذون امتحان الكفاءة العلمية الابتدائي (PSAT) في الصفوف التاسع و الحادي عشر. امتحان ديلاوير التقييمي الشامل البديل (DCAS Alt1) سيبقى الامتحان البديل للطلبة ذوو الاحتياجات الخاصة. متعلمو اللغة الانجليزية سيأخذون امتحان تقييم الاستيعاب و التواصل بالانجليزية (ACCESS) الى ان يظهروا اتقان للغة الانجليزية. بالاضافة الى ما سبق تدعم الولاية تنظيم العديد من اختبارات الاستعداد للجامعة مثل امتحان الكفاءة العلمية (SAT) في الفصل الثاني لطلاب الحادي عشر. الطلبة اللذين يدرسون ضمن برنامج التقييم المتقدم او البكالوريا الدولية يمكنهم اخذ امتحاناتها. في بعض السنوات يتم اعطاء امتحان الدولة للتطور التعليمي (NAEP) لبعض صفوف الرابع و الثامن و الثاني عشر.





الاختبارات التحصيلية و المرحلة المعطاة للطلبة في هذا الصف في جميع أنحاء المنطقة التعليمية:

## الصف الاول

الغرض	الوقت	الاختبار
<ul style="list-style-type: none"> <li>تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل</li> <li>تحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> </ul>	3 مرات في السنة 20 دقيقة لكل اختبار	مؤشرات حيوية على تعلم المهارات الأساسية
<ul style="list-style-type: none"> <li>تحقيق متطلبات الولاية لتقييم المعلم</li> <li>قياس التطور</li> </ul>	مرتين في السنة 30 الى 50 دقيقة للاختبار	اختبارات قبل و بعد (في العديد من المواد)
<ul style="list-style-type: none"> <li>تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>قياس التطور نحو تحقيق المعايير</li> </ul>	اختباران في السنة 60 دقيقة لكل اختبار	اختبارات مؤشرة في سلسلة القراءة
<ul style="list-style-type: none"> <li>تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>قياس التطور نحو تحقيق المعايير</li> </ul>	5 اختبارات في السنة 60 دقيقة لكل اختبار	اختبارات مؤشرة في سلسلة الرياضيات
<ul style="list-style-type: none"> <li>تقيس التطور في اللغة الإنجليزية</li> <li>تقيس المؤهلات للخدمة</li> </ul>	مرة واحدة في السنة في الفصل الثاني 3 ساعات تعطى على جلسين	اختبار اللغة لغير الناطقين

قم بسؤال مدرس طفلك إذا ما كان هناك اختبارات إضافية على مستوى المدرسة أو الصف. هذه القائمة لا تحوي على جميع اختبارات الوحدات و الاختبارات القصيرة. بعض الطلبة يتلقون اختبارات إضافية حسب الحاجة.

### مزيد من المعلومات عن التقييم

التقييم جزء أساسي من النظام التعليمي في ريد كلاي. هذا الجزء الأساسي يساعد المعلمين على التخطيط و التوثيق و التقييم لتعلم الطلبة بشكل مستمر. هذه الطريقة التعليمية مهمة لمساعدة الطلبة على الانجاز. الاختبارات التقييمية تقدم دليلاً على تعلم الطلبة و تساعد المدرسين على تحديد الخطوات التالية في تدريسهم.

ريد كلاي يهتمها رأيك. انتظروا المزيد من المعلومات هذا الخريف بخصوص استبيان آراء أولياء الأمور عن التقييم



الاختبارات التحصيلية و المرحلية المعطاة للطلبة في هذا الصف في جميع انحاء المنطقة التعليمية:

## الصف الثاني

الغرض	الوقت	الاختبار
<ul style="list-style-type: none"> <li>تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>قياس التطور</li> </ul>	3 مرات بالسنة @30 دقيقة لكل اختبار	المخزون العمى (القراءة)
<ul style="list-style-type: none"> <li>تحقيق متطلبات الولاية لتقييم المعلم</li> <li>قياس التطور</li> </ul>	مرتين في السنة 30 الى 50 دقيقة للاختبار	اختبارات قبل و بعد (في العديد من المواد)
<ul style="list-style-type: none"> <li>تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>قياس التطور نحو تحقيق المعايير</li> </ul>	4 اختبارات في السنة 60 دقيقة لكل اختبار	اختبارات مؤشرة في سلسلة القراءة
<ul style="list-style-type: none"> <li>تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>قياس التطور نحو تحقيق المعايير</li> </ul>	4 اختبارات في السنة 30 دقيقة لكل اختبار	اختبارات مؤشرة في سلسلة الرياضيات
<ul style="list-style-type: none"> <li>تقيس التطور في اللغة الانجليزية</li> <li>تقيس المؤهلات للخدمة</li> </ul>	مرة واحدة في السنة في الفصل الثاني 3 ساعات تعطى على جلستين	اختبار اللغة لغير الناطقين

فم بمؤال مدرس طفلك اذا ما كان هناك اختبارات اضافية على مستوى المدرسة او الصف. هذه القائمة لا تحوي على جميع اختبارات الوحدات و الاختبارات القصيرة. بعض الطلبة يتلقون اختبارات اضافية حسب الحاجة.

### مزيد من المعلومات عن التقييم

التقييم جزء اساسي من النظام التعليمي في ريد كلاي. هذا الجزء الاساسي يساعد المعلمين على التخطيط و التوثيق و التقييم لتعلم الطلبة بشكل مستمر. هذه الطريقة التعليمية مهمة لمساعدة الطلبة على الانجاز. الاختبارات التقييمية تقدم دليلا على تعلم الطلبة و تساعد المدرسين على تحديد الخطوات التالية في تدريسهم.

ريد كلاي يهتمها رأيك. انتظروا المزيد من المعلومات هذا الخريف بخصوص استبيان اراء اولياء الامور عن التقييم



الاختبارات التحصيلية و المرحلية المعطاة للطلبة في هذا الصف في جميع انحاء المنطقة التعليمية:

## الصف الثالث

الغرض	الوقت	الاختبار
<ul style="list-style-type: none"> <li>• يحقق متطلبات الدولة بخصوص مسؤولية المدرسة</li> <li>• يقيس الانجاز و التقدم سنة بعد سنة في المواد المعنية</li> </ul>	3 مرات بالسنة @30 دقيقة لكل اختبار	اختبار "سماتر" التحصيلي (مهارات اللغة و الرياضيات)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور</li> </ul>	مرتين في السنة 30 الى 50 دقيقة للاختبار	المخزون العلمي (القراءة)
<ul style="list-style-type: none"> <li>• تحقيق متطلبات الولاية لتقييم المعلم</li> <li>• قياس التطور</li> </ul>	4 اختبارات في السنة 60 دقيقة لكل اختبار	اختبارات قبل و بعد (في العديد من المواد)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	5 اختبارات في السنة 30 دقيقة لكل اختبار	اختبارات مؤشر في سلسلة الرياضيات
<ul style="list-style-type: none"> <li>• تقيس التطور في اللغة الانجليزية</li> <li>• تقيس المؤهلات للخدمة</li> </ul>	مرة واحدة في السنة في الفصل الثاني 3 ساعات تعطى على جلستين	اختبار اللغة لغير الناطقين

قم بسؤال مدرس طفلك اذا ما كان هناك اختبارات اضافية على مستوى المدرسة او الصف. هذه القائمة لا تحوي على جميع اختبارات الوحدات و الاختبارات القصيرة. بعض الطلبة يتلقون اختبارات اضافية حسب الحاجة.

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ريد كلاي يهتمها رأيك. انتظروا المزيد من المعلومات هذا الخريف بخصوص استبيان اراء اولياء الامور عن التقييم



## الاختبارات التحصيلية و المرحلية المعطاة للطلبة في هذا الصف في جميع انحاء المنطقة التعليمية:

الغرض	الوقت	الاختبار
<ul style="list-style-type: none"> <li>• يحقق متطلبات الدولة بخصوص مسؤولية المدرسة</li> <li>• يقيس الانجاز و التقدم سنة بعد سنة في المواد المعنية</li> </ul>	مرة في السنة الفصل الثاني غير محدد 4 ساعات لكل مادة في اكثر من جلسة	اختبار "سماتر" التحصيلي (مهارات اللغة و الرياضيات)
<ul style="list-style-type: none"> <li>• يقيس الانجاز بناء على معايير المادة</li> <li>• متطلب ولاية</li> </ul>	مرة واحدة في السنة الفصل الثاني غير محدد من 60 الى 90 دقيقة و يعطى في يوم واحد	امتحان ديلاوير التقييمي الشامل (DCAS) (العلوم الاجتماعية)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور</li> </ul>	3 مرات بالسنة @30 دقيقة لكل اختبار	المخزون العلمي (القراءة)
<ul style="list-style-type: none"> <li>• تحقيق متطلبات الولاية لتقييم المعلم</li> <li>• قياس التطور</li> </ul>	مرتين في السنة 30 الى 50 دقيقة للاختبار	اختبارات قبل و بعد (في العديد من المواد)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	4 اختبارات في السنة 60 دقيقة لكل اختبار	اختبارات مؤشرة في سلسلة القراءة
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	4 اختبارات في السنة 30 دقيقة لكل اختبار	اختبارات مؤشرة في سلسلة الرياضيات
<ul style="list-style-type: none"> <li>• تقيس التطور في اللغة الانجليزية</li> <li>• تقيس المؤهلات للخدمة</li> </ul>	مرة واحدة في السنة في الفصل الثاني 3 ساعات تعطى على جلستين	اختبار اللغة لغير الناطقين

فم بسؤال مدرس طفلك اذا ما كان هناك اختبارات اضافية على مستوى المدرسة او الصف. هذه القائمة لا تحوي على جميع اختبارات الوحدات و الاختبارات القصيرة. بعض الطلبة يتلقون اختبارات اضافية حسب الحاجة.

## مزيد من المعلومات عن التقييم

التقييم جزء اساسي من النظام التعليمي في ريد كلاي. هذا الجزء الاساسي يساعد المعلمين على التخطيط و التوثيق و التقييم لتعلم الطلبة بشكل مستمر. هذه الطريقة التعليمية مهمة لمساعدة الطلبة على الانجاز. الاختبارات التقييمية تقدم دليلا على تعلم الطلبة و تساعد المدرسين على تحديد الخطوات التالية في تدريسهم.

ريد كلاي يهتمها رأيك. انتظروا المزيد من المعلومات هذا الخريف بخصوص استبيان اراء اولياء الامور عن التقييم



### الاختبارات التحصيلية و المرحلية المعطاة للطلبة في هذا الصف في جميع انحاء المنطقة التعليمية:

الغرض	الوقت	الاختبار
<ul style="list-style-type: none"> <li>• يحقق متطلبات الدولة بخصوص مسؤولية المدرسة</li> <li>• يقيس الانجاز و التقدم سنة بعد سنة في المواد المعنية</li> </ul>	مرة في السنة الفصل الثاني غير محدد 4 ساعات لكل مادة في اكثر من جلسة	اختبار "سمارتر" التحصيلي (مهارات اللغة و الرياضيات)
<ul style="list-style-type: none"> <li>• يقيس الانجاز بناء على معايير المادة</li> <li>• متطلب ولاية</li> </ul>	مرة واحدة في السنة الفصل الثاني ساعتين و يعطى في يوم واحد	امتحان ديلاوير التقييمي الشامل(DCAS) (العلوم)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور</li> </ul>	3 مرات بالسنة @30 دقيقة لكل اختبار	المخزون العلمي (القراءة)
<ul style="list-style-type: none"> <li>• تحقيق متطلبات الولاية لتقييم المعلم</li> <li>• قياس التطور</li> </ul>	مرتين في السنة 30 الى 50 دقيقة للاختبار	اختبارات قبل و بعد (في العديد من المواد)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	4 اختبارات في السنة 60 دقيقة لكل اختبار	اختبارات مؤشر في سلسلة القراءة
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	3 اختبارات في السنة 30 دقيقة لكل اختبار	اختبارات مؤشر في سلسلة الرياضيات
<ul style="list-style-type: none"> <li>• تقيس التطور في اللغة الانجليزية</li> <li>• تقيس المؤهلات للخدمة</li> </ul>	مرة واحدة في السنة في الفصل الثاني 3 ساعات تعطى على جلستين	اختبار اللغة لغير الناطقين

فم بسؤال مدرس طفاك اذا ما كان هناك اختبارات اضافية على مستوى المدرسة او الصف. هذه القائمة لا تحوي على جميع اختبارات الوحدات و الاختبارات القصيرة. بعض الطلبة يتلقون اختبارات اضافية حسب الحاجة.

### مزيد من المعلومات عن التقييم

التقييم جزء اساسي من النظام التعليمي في ريد كلاي. هذا الجزء الاساسي يساعد المعلمين على التخطيط و التوثيق و التقييم لتعلم الطلبة بشكل مستمر. هذه الطريقة التعليمية مهمة لمساعدة الطلبة على الانجاز. الاختبارات التقييمية تقدم دليلا على تعلم الطلبة و تساعد المدرسين على تحديد الخطوات التالية في تدريسهم.

**ريد كلاي يهتما رأيك. انتظروا المزيد من المعلومات هذا الخريف بخصوص استبيان اراء اولياء الامور عن التقييم**



### الاختبارات التحصيلية و المرحلية المعطاة للطلبة في هذا الصف في جميع انحاء المنطقة التعليمية:

الاختبار	الوقت	الغرض
اختبار "سماتر" التحصيلي (مهارات اللغة و الرياضيات)	مرة في السنة الفصل الثاني غير محدد 4 ساعات لكل مادة في أكثر من جلسة	<ul style="list-style-type: none"> <li>• يحقق متطلبات الدولة بخصوص مسؤولية المدرسة</li> <li>• يقيس الانجاز و التقدم سنة بعد سنة في المواد المعنية</li> </ul>
المخزون العلمي (القراءة و الرياضيات لغاية الجبر 1/ و الرياضيات المتكاملة 1)	3 مرات بالسنة @30 دقيقة لكل اختبار	<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور</li> </ul>
اختبارات قبل و بعد (في العديد من المواد)	مرتين في السنة 30 الى 50 دقيقة للاختبار	<ul style="list-style-type: none"> <li>• تحقيق متطلبات الولاية لتقييم المعلم</li> <li>• قياس التطور</li> </ul>
مهارات اللغة الانجليزية	2 اختبار وحدة في السنة 60 دقيقة لكل اختبار	<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>
اختبارات مؤشرة في سلسلة الرياضيات	اختباران في السنة 30 دقيقة لكل اختبار	<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>
اختبار اللغة لغير الناطقين	مرة واحدة في السنة في الفصل الثاني 3 ساعات تعطى على جلستين	<ul style="list-style-type: none"> <li>• تقيس التطور في اللغة الانجليزية</li> <li>• تقيس المؤهلات للخدمة</li> </ul>

قم بسؤال مدرس ابنك اذا ما كان هناك اختبارات اضافية على مستوى المدرسة او الصف. هذه القائمة لا تحوي على جميع اختبارات الوحدات و الاختبارات القصيرة. بعض الطلبة يتلقون اختبارات اضافية حسب الحاجة.

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الاختبارات التحصيلية و المرحلية المعطاة للطلبة في هذا الصف في جميع انحاء المنطقة التعليمية:

الغرض	الوقت	الاختبار
<ul style="list-style-type: none"> <li>• يحقق متطلبات الدولة بخصوص مسؤولية المدرسة</li> <li>• يقيس الانجاز و التقدم سنة بعد سنة في المواد المعنية</li> </ul>	<p>مرة في السنة الفصل الثاني غير محدد 4 ساعات لكل مادة في اكثر من جلسة</p>	<p>اختبار "سماتر" التحصيلي (مهارات اللغة و الرياضيات)</p>
<ul style="list-style-type: none"> <li>• يقيس الانجاز بناء على معايير المادة</li> <li>• متطلب ولاية</li> </ul>	<p>مرة واحدة في السنة الفصل الثاني غير محدد من 60 الى 90 دقيقة و يعطى في يوم واحد</p>	<p>امتحان ديلاوير التقييمي الشامل (DCAS) (العلوم الاجتماعية)</p>
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد</li> <li>• الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور</li> </ul>	<p>3 مرات بالسنة @30 دقيقة لكل اختبار</p>	<p>المخزون العلمي (القراءة و الرياضيات لغاية الجبر 1/ و الرياضيات المتكاملة 1)</p>
<ul style="list-style-type: none"> <li>• تحقيق متطلبات الولاية لتقييم المعلم</li> <li>• قياس التطور</li> </ul>	<p>مرتين في السنة 30 الى 50 دقيقة للاختبار</p>	<p>اختبارات قبل و بعد (في العديد من المواد)</p>
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد</li> <li>• الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	<p>2 اختبار وحدة في السنة 60 دقيقة لكل اختبار</p>	<p>مهارات اللغة الانجليزية</p>
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد</li> <li>• الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	<p>اختباران في السنة 30 دقيقة لكل اختبار</p>	<p>اختبارات مؤشرة في سلسلة الرياضيات</p>
<ul style="list-style-type: none"> <li>• يقيس التمكن من معايير المقرر</li> <li>• يحدد اذا ما كان الطالب سيحسب له ذلك في المدرسة الثانوية.</li> </ul>	<p>مرة واحدة في السنة لمدة 90 دقيقة</p>	<p>الامتحانات النهائية في مادة الجبر 1 (فقط للطلاب الذين يدرسون مادة الجبر 1)</p>
<ul style="list-style-type: none"> <li>• تقيس التطور في اللغة الانجليزية</li> <li>• تقيس المؤهلات للخدمة</li> </ul>	<p>مرة واحدة في السنة في الفصل الثاني 3 ساعات تعطى على جلستين</p>	<p>اختبار اللغة لغير الناطقين</p>

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الاختبارات التحصيلية و المرحلية المعطاة للطلبة في هذا الصف في جميع انحاء المنطقة التعليمية:

الغرض	الوقت	الاختبار
<ul style="list-style-type: none"> <li>• يحقق متطلبات الدولة بخصوص مسؤولية المدرسة</li> <li>• يقيس الانجاز و التقدم سنة بعد سنة في المواد المعنية</li> </ul>	مرة في السنة الفصل الثاني غير محدد 4 ساعات لكل مادة في اكثر من جلسة	اختبار "سماتر" التحصيلي (مهارات اللغة و الرياضيات)
<ul style="list-style-type: none"> <li>• يقيس الانجاز بناء على معايير المادة</li> <li>• متطلب ولاية</li> </ul>	مرة واحدة في السنة الفصل الثاني غير محدد من 60 الى 90 دقيقة و يعطى في يوم واحد	امتحان ديلاوير التقييمي الشامل (DCAS) (العلوم)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور</li> </ul>	3 مرات بالسنة 30@ دقيقة لكل اختبار	المخزون العلمي (القراءة و الرياضيات لغاية الجبر 1/ و الرياضيات المتكاملة 1)
<ul style="list-style-type: none"> <li>• تحقيق متطلبات الولاية لتقييم المعلم</li> <li>• قياس التطور</li> </ul>	مرتين في السنة 30 الى 50 دقيقة للاختبار	اختبارات قبل و بعد (في العديد من المواد)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	2 اختبار وحدة في السنة 60 دقيقة لكل اختبار	مهارات اللغة الانجليزية
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	اختباران في السنة 30 دقيقة لكل اختبار	اختبارات مؤشرة في سلسلة الرياضيات
<ul style="list-style-type: none"> <li>• يقيس التمكن من معايير المقرر</li> <li>• يحدد اذا ما كان الطالب سيحسب له ذلك في المدرسة الثانوية.</li> </ul>	مرة واحدة في السنة لمدة 90 دقيقة	الامتحانات النهائية في مادة الجبر 1 (فقط للطلاب الذين يدرسون مادة الجبر 1)
<ul style="list-style-type: none"> <li>• تقيس كفاءة الطالب في اللغة و ما اذا كانت ستحسب له في المدرسة الثانوية (اللغة الصينية و الاسبانية و الفرنسية)</li> </ul>	مرة واحدة في السنة لمدة 90 دقيقة	(AAPPL) تقييم تطور متعلمي اللغات نحو اتقانها (للطلبة غير الناطقين و الطلبة الذين يدرسون اللغات العالمية)
<ul style="list-style-type: none"> <li>• تقيس التطور في اللغة الانجليزية</li> <li>• تقيس المؤهلات للخدمة</li> </ul>	مرة واحدة في السنة في الفصل الثاني 3 ساعات تعطى على جلستين	اختبار اللغة لغير الناطقين

قم بسؤال مدرس ابنك اذا ما كان هناك اختبارات اضافية على مستوى المدرسة او الصف. هذه القائمة لا تحوي على جميع اختبارات الوحدات و الاختبارات القصيرة. بعض الطلبة يتلقون اختبارات اضافية حسب الحاجة.

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### الاختبارات التحصيلية و المرحلية المعطاة للطلبة في هذا الصف في جميع انحاء المنطقة التعليمية:

الغرض	الوقت	الاختبار
<ul style="list-style-type: none"> <li>• يقيس جاهزية الطالب للجامعة</li> <li>• يقيس قدرة الطالب على النجاح في المواد التي تحسب في الجامعة.</li> </ul>	مرة واحدة في السنة (الفصل الاول) لمدة ساعتين و 45 دقيقة	امتحان الكفاءة العلمية الابتدائي (PSAT)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	2 اختبار وحدة في السنة 60 دقيقة لكل اختبار	مهارات اللغة الانجليزية
<ul style="list-style-type: none"> <li>• تقيس التطور في اللغة الانجليزية</li> <li>• تقيس المؤهلات للخدمة</li> </ul>	مرة واحدة في السنة في الفصل الثاني 3 ساعات تعطى على جلستين	اختبار اللغة لغير الناطقين

الغرض	الوقت	امتحانات المواد المحددة
<ul style="list-style-type: none"> <li>• يقيس الانجاز بناء على معايير المادة</li> <li>• متطلب ولاية</li> </ul>	مرة واحدة في السنة الفصل الثاني غير محدد من 60 الى 90 دقيقة و يعطى في يوم واحد	امتحانات المواد المحددة (يجب على الطالب اخذ هذه الامتحانات فقط اذا كانوا يدرسون المادة)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور</li> </ul>	3 مرات بالسنة @30 دقيقة لكل اختبار	امتحان ديلاوير التقييمي الشمالي (DCAS) (التاريخ الامريكي)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	اختباران في السنة 30 دقيقة لكل اختبار	المخزون العلمي (القراءة و الرياضيات لغاية الجبر 1/ و الرياضيات المتكاملة 1)
<ul style="list-style-type: none"> <li>• تحقيق متطلبات الولاية لتقييم المعلم</li> <li>• قياس التطور</li> </ul>	مرتين في السنة 30 الى 50 دقيقة للاختبار	اختبارات مؤشرة في سلسلة الرياضيات (الجبر 1/ و الرياضيات المتكاملة 1 الهندسة / و الرياضيات المتكاملة 2, الجبر 2/ و الرياضيات المتكاملة 3) اختبارات قبل و بعد (في العديد من المواد)
<ul style="list-style-type: none"> <li>• تقيس تمكن الطالب من مهارات مادة معينة</li> </ul>	مرة في السنة لمدة 90 دقيقة	الامتحانات النصف فصلية و الامتحانات النهائية في العديد من المواد

### مزيد من المعلومات عن التقييم

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### الاختبارات التحصيلية و المرحلية المعطاة للطلبة في هذا الصف في جميع انحاء المنطقة التعليمية:

الغرض	الوقت	الاختبار
<ul style="list-style-type: none"> <li>• يقيس جاهزية الطالب للجامعة</li> <li>• يقيس قدرة الطالب على النجاح في المواد التي تحسب في الجامعة.</li> </ul>	مرة واحدة في السنة (الفصل الاول) لمدة ساعتين و 45 دقيقة	امتحان الكفاءة العلمية الابتدائي (PSAT)
<ul style="list-style-type: none"> <li>• يقيس الانجاز بناء على معايير المادة</li> <li>• متطلب ولاية</li> </ul>	مرة واحدة في السنة الفصل الثاني غير محدد لمدة ساعتين و يعطى في يوم واحد	امتحان ديلاوير التقييمي الشامل (DCAS) (العلوم)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	2 اختبار وحدة في السنة 60 دقيقة لكل اختبار	مهارات اللغة الانجليزية
<ul style="list-style-type: none"> <li>• تقيس التطور في اللغة الانجليزية</li> <li>• تقيس المؤهلات للخدمة</li> </ul>	مرة واحدة في السنة في الفصل الثاني 3 ساعات تعطى على جاستين	اختبار اللغة لغير الناطقين

الغرض	الوقت	امتحانات المواد المحددة
<ul style="list-style-type: none"> <li>• يقيس الانجاز بناء على معايير المادة</li> <li>• متطلب ولاية</li> </ul>	مرة واحدة في السنة الفصل الثاني غير محدد من 60 الى 90 دقيقة و يعطى في يوم واحد	امتحان ديلاوير التقييمي الشامل (DCAS) (التاريخ الامريكي) المخزون العلمي (القراءة و الرياضيات لغاية الجبر 1/ و الرياضيات المتكاملة 1)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور</li> </ul>	3 مرات بالسنة @30 30 دقيقة لكل اختبار	اختبارات مؤشرة في سلسلة الرياضيات (الجبر 1/ و الرياضيات المتكاملة 1 الهندسة / و الرياضيات المتكاملة 2, الجبر 2/ و الرياضيات المتكاملة 3)
<ul style="list-style-type: none"> <li>• تحقيق متطلبات الولاية لتقييم المعلم</li> <li>• قياس التطور</li> </ul>	مرتين في السنة 30 الى 50 دقيقة للاختبار	اختبارات قبل و بعد (في العديد من المواد)
<ul style="list-style-type: none"> <li>• تقيس تمكن الطالب من مهارات مادة معينة</li> </ul>	مرة في السنة لمدة 90 دقيقة	الامتحانات النصف فصلية و الامتحانات النهائية في العديد من المواد
<ul style="list-style-type: none"> <li>• تقيس التمكن من مهارات المادة</li> <li>• تقدم مؤشر على النجاح في مواد تحسب في الجامعة</li> </ul>	مرة واحدة في السنة في الفصل الثاني 2 الى 3 ساعات لامتحان المواد التي تحسب في الجامعة و ساعة الى 3 ساعات لامتحان البكالوريا الدولية	امتحانات المواد التي تحسب للجامعة و امتحان البكالوريا الدولية (فقط للطلبة المشتركين في هذه البرامج)

قم بسؤال مدرس ابنك اذا ما كان هناك اختبارات اضافية على مستوى المدرسة او الصف. هذه القائمة لا تحوي على جميع اختبارات الوحدات و الاختبارات القصيرة. بعض الطلبة يتلقون اختبارات اضافية حسب الحاجة.

### مزيد من المعلومات عن التقييم

التقييم جزء اساسي من النظام التعليمي في ريد كلاي. هذا الجزء الاساسي يساعد المعلمين على التخطيط و التوثيق و التقييم لتعلم الطلبة بشكل مستمر. هذه الطريقة التعليمية مهمة لمساعدة الطلبة على الانجاز. الاختبارات التقييمية تقدم دليلا على تعلم الطلبة و تساعد المدرسين على تحديد الخطوات التالية في تدريسهم.



### الاختبارات التحصيلية و المرحلية المعطاة للطلبة في هذا الصف في جميع انحاء المنطقة التعليمية:

الغرض	الوقت	الاختبار
<ul style="list-style-type: none"> <li>• يقيس استعداد الطلبة للجامعة</li> </ul>	مرة واحدة في السنة (الفصل الثاني) لمدة 3 الى 4 ساعات	امتحان الكفاءة العلمية (SAT)
<ul style="list-style-type: none"> <li>• يحقق متطلبات الدولة بخصوص مسؤولية المدرسة</li> <li>• يقيس الانجاز و التقدم سنة بعد سنة في المواد المعنية</li> </ul>	مرة في السنة الفصل الثاني غير محدد 4 ساعات لكل مادة في أكثر من جلسة	اختبار "سمارتر" التحصيلي (مهارات اللغة و الرياضيات)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	2 اختبار وحدة في السنة 60 دقيقة لكل اختبار	مهارات اللغة الانجليزية
<ul style="list-style-type: none"> <li>• تقيس التطور في اللغة الانجليزية</li> <li>• تقيس الموهلات للخدمة</li> </ul>	مرة واحدة في السنة في الفصل الثاني 3 ساعات تعطى على جلستين	اختبار اللغة لغير الناطقين

الغرض	الوقت	امتحانات المواد المحددة
<ul style="list-style-type: none"> <li>• يقيس الانجاز بناء على معايير المادة</li> <li>• متطلب ولاية</li> </ul>	مرة واحدة في السنة الفصل الثاني غير محدد من 60 الى 90 دقيقة و يعطى في يوم واحد	امتحان ديلاوير التقييمي الشامل (DCAS) (التاريخ الامريكى)
<ul style="list-style-type: none"> <li>• تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>• قياس التطور نحو تحقيق المعايير</li> </ul>	اختباران في السنة 30 دقيقة لكل اختبار	اختبارات مؤشرة في سلسلة الرياضيات (الجبر 1 و الرياضيات المتكاملة 1 الهندسة / الرياضيات المتكاملة 2, الجبر 2 و الرياضيات المتكاملة 3)
<ul style="list-style-type: none"> <li>• تحقيق متطلبات الولاية لتقييم المعلم</li> <li>• قياس التطور</li> </ul>	مرتين في السنة 30 الى 50 دقيقة للاختبار	اختبارات قبل و بعد (في العديد من المواد)
<ul style="list-style-type: none"> <li>• تقيس تمكن الطالب من مهارات مادة معينة</li> </ul>	مرة في السنة لمدة 90 دقيقة	الامتحانات النصف فصلية و الامتحانات النهائية في العديد من المواد
<ul style="list-style-type: none"> <li>• تقيس التمكن من مهارات المادة</li> <li>• تقدم مؤشر على النجاح في مواد تحسب في الجامعة</li> </ul>	مرة واحدة في السنة في الفصل الثاني 2 الى 3 ساعات لامتحان المواد التي تحسب في الجامعة و ساعة الى 3 ساعات لامتحان البكالوريا الدولية	امتحانات المواد التي تحسب للجامعة و امتحان البكالوريا الدولية (فقط للطلبة المشتركين في هذه البرامج)

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## الاختبارات التحصيلية و المرحلية المعطاة للطلبة في هذا الصف في جميع انحاء المنطقة التعليمية:

الغرض	الوقت	الاختبار
<ul style="list-style-type: none"> <li>تحقيق المتطلبات الحكومية لاختبار الاستجابة للتدخل وتحديد الطلبة الذين قد تكون لديهم مشاكل في التعلم</li> <li>قياس التطور نحو تحقيق المعايير</li> </ul>	2 اختبار وحدة في السنة 60 دقيقة لكل اختبار	مهارات اللغة الانجليزية
<ul style="list-style-type: none"> <li>تقيس التطور في اللغة الانجليزية</li> <li>تقيس المؤهلات للخدمة</li> </ul>	مرة واحدة في السنة في الفصل الثاني 3 ساعات تعطى على جلستين	اختبار اللغة لغير الناطقين

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<ul style="list-style-type: none"> <li>تقيس تمكن الطالب من مهارات مادة معينة</li> </ul>	مرة في السنة لمدة 90 دقيقة	الامتحانات النصف فصلية و الامتحانات النهائية في العديد من المواد)
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