

Sarah Browne, Parent

Though I support the common core learning standards in principle, I believe there is a disconnect between what is written in the Common Core Learning Standards and how they are assessed by the New York State Testing Program. If the state is to use testing as a way to measure students' progress on the Common Core Learning Standards, they should move away from testing discrete, minute details from the content standards, and put a greater emphasis on the Standards for Mathematical Practices and the Anchor Standards for Literacy. Multiple-choice questions that allow for no flexibility of thinking, constructed response questions that discard student work and only consider the answer, or short answer questions where only one interpretation of a text is acceptable, can not accurately measure any of the Standards for Mathematical Practices and Anchor Standards for Literacy. Also, test questions that are designed to trick students (i.e., multiple-choice answers based on commonly-made mistakes, or reading passages where the level of text is far beyond the level expected of the grade level) embody the antitheses of what a standards-based exam should be. These exams are designed to rank students, not measure their proficiency with the standards. Because of this, they should be eliminated as they are now.