

## **Renee Lesser, Parent, PS116 - The Mary Lindley Murray School**

While I support the Common Core Learning Standards documents, I strongly believe there is a massive 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, it must 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. These represent the true tenets of the document, as they embody the foundations of learning and habits of mind that are necessary to develop in children in order for them to attain "College & Career Readiness."

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 never accurately measure any of the Standards for Mathematical Practices and Anchor Standards for Literacy. Further, 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. They are designed to "weed out" and rank students, not measure their proficiency with the standards, and therefore should be eliminated. This type of testing at such a young age promotes nothing other than stress for the children and their families.