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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. 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.