

## Constant Contact Survey Results

**Survey Name:** Smarter Balanced Assessment Feedback

**Response Status:** Partial & Completed

**Filter:** None

Jan 05, 2016 9:20:23 AM

**1. Compared to the time taken for the previous statewide assessments (CMT/CAPT), the Smarter Balanced Assessment took - - Comments**

### Answer

Honestly, I believe it took too much time. The combination of testing and prepping for the test. Basically all our curriculum is geared towards the test. Learning that doesn't tie in with the testing is getting lost. Social learning, cursive (which has numerous benefits), project and play based learning, recess, all are suffering, and children's learning is suffering as a result. Children raised to be American citizens need much more than standard curriculum and good test results.

My children's school has almost 500 students but 25 desktop computers and 25 Chromebooks for students in grades 3-5 to use for testing. Third grade took tests on desktops, 4-5 on chromebook. How does differing platforms affect performance? What about time of day? At least with CT testing there was parity as far as testing platform.

I would not know, at least I did not get enough information or a time table from the school regarding this matter neither about this exam or previous ones.

The spread of days and multi day testing was so disruptive and anxiety inducing teachers are adding "practice" time in an attempt to help the students perform better on the computerized tests. the tests didn't have a time restriction

Spending multiple days is not an effective use of school time.

It was only fractionally more but it did take slightly longer

We didn't previously live in CT.

So many more days are take to prepare and take the tests.

We have a limited number of computers at our school. Testing had to happen in shifts, and essentially closed the computer lab to other non-testing classes during the months it took to complete all grades 3-5 testing.

don't know anything about smarter balanced assessment

SBAC administration required excessive teaching of tools for test use as well as many instructional lessons veiled as everyday instruction aligned to types of questions to be expected, thereby preventing instruction following student individual learning needs as determined by teacher and/or students interest and motivation.

How would I know, I didn't take them.

My kids did not take the CMT, they were too young at the time.

Developmentally inappropriate.

Mostly because it required all computer use. No school I taught in, or that my children attended, had enough computers for a whole grade to take the test at once. This meant that when I taught, I had 2/3 of a class, for six days. Six wasted days- as each day it was a different 2/3. My kids watched a lot of movies, as there was no way a class could progress with half missing. classes had to share technology, so the test spanned many more days/ weeks than the CMT  
My older child was in third grade last year so it was his first experience with testing of this type.  
Its hard to say exactly since it is taken at different times but different kids (as opposed to everyone takes it at the same time on the same day) and the duration for each kid differs  
there are more variables to consider. teachers seem to struggle less when using a style of teaching that supports the SBA although the intent for any testing may not be to "Test to." some SBA testing was more relaxed in how presented...removed stress from student experience but more time consuming.  
I think less time overall but longer sessions.  
Because it's untimed  
My children said they did not have the attention span to sit for those tests. My older son, a 9th grader, said he started making guesses after a while just to finish quicker.  
It probably took more time given the scheduling of computers and the fact that it is not a timed test. Students have as much time as they require to complete it.  
The SBAC test took longer because of the time needed for computers.  
I think it took less time. CMT'S used to be for 2 or 3 week periods. I thought that the Smarter Balance was shorter, but not sure.  
My sons teacher had them practice math problems every week.  
How would we know? Teachers tell us little or nothing.

I am concerned, though, about time for test and time that is taken from classroom for testing preparation. Children receive no feedback from tests and I am not sure how they are HELPING them. Both of my children scored in top percentiles. I feel like it is a HUGE waste of time.  
The testing window is too long.  
Any assessment thing more than 1 day is too long.  
It takes more time away from actual teaching and learning. STOP COMMON CORE IN CT  
It is still too much time -- takes away from class time  
My daughter was one of the last to finish and that made her feel terrible about herself.  
i have 2 children, 1 who is dyslexic. It especially took my dyslexic child a long time (6 sessions) to take one of the SBAC tests.  
Absolutely no idea how long either take  
I feel that I heard less about prepping, hype, rallies, etc. with SBA.  
Way more time if you count all the practice to get young third graders "proficient" on a computer. NOT DEVELOPMENTALLY APPROPRIATE.  
They should have more recess/ physical activity and LESS screen time. They are children.  
It took almost 2 weeks. Which means that it took probably 1 week longer. Isn't that kind of obvious?

**2. Smarter  
Balance  
Assessment  
uses  
computers and  
other electronic  
devices. This is-  
- Other  
responses**

**Answer**

inappropriate  
Tiring because of the constant looking at screens  
Fine  
Need more practice time  
Not any better than the old written test.  
don;t know  
Not consistent and equal across the state  
Both step forward and difficult for children  
Frustrating  
Expensive  
Don't know  
not yet best for everyone  
a factor that may skew the information further  
Inappropriate for younger children  
more screen time for our kids  
Not an equitable option  
Measures mostly typing skills  
ineffective  
not fully accessible  
Does not matter  
difficult for urban districts  
ok for some  
Don't know  
difficult for schools that have insufficient technology  
See comments  
unsure the value  
Not clear if a computer is an improvement  
nothing to do with the SBAC itself  
Lacking  
may not best for all students  
Testing should be administered and graded by teachers  
different  
Tech resources  
distracting from fundamental instruction  
see comment  
Please read comments  
no big deal  
difficult for some schools to administer  
mixed response - see comment  
Kids learn more about using computers every day  
Undetermined  
Not appropriate  
Helpful for some...others not  
helpful for the REAL world  
software is a problem

**2. Smarter  
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Assessment  
uses  
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devices. This is-  
- Comments**

**Answer**

BUT our school has few computers. Kids get some practice each week but the test ends up evaluating their computer skills as much as their reading/math skills.

1) Cost of computers is high; we don't have funds for musical instruments, infrastructure in our school, adequate crossing guards, safe walking conditions to school, etc yet we have computers in the classroom. Inappropriate choices what to spend \$ on

2) I don't believe exposure to screens is healthy for children's development (hasn't research shown this?) Screentime should be limited. Yet with proliferation of tech in class, kids' outdoor/active recess is being replaced by computer time.

Please see comment above.

Also, grades 3-5 are not fluid typists. Students are focusing on typing at the expense of actually thinking about answers to questions or crafting sentences and paragraphs.

Doesn't let the students show their full potential. Some Students don't have computers at home, or readily available in school, which leaves them at a disadvantage. Also, being the students don't do all learning on computers at school, their nerves are heightened being is it a different way of performing.

For my child because she is regular student, It would be wise to find out how the students with learning and developmental disabilities performed using a computer.

This is both a step forward in that kids need computer skills but SO very difficult for districts with few computers. Instead of teaching to the test you had teachers teaching to the test AND wasting valuable teaching minutes on typing skills. If you want schools to take tests on computers then GIVE everyone computers!

eye strain and fatigue lead to more erroneous answering (just guessing to finish the test), most 3rd graders simply do not have the physical capacity or experience to spend lengthy time on a computer screen for testing purposes.

It takes away from truly assessing kids understanding by complicating it with unnecessary technology

It can be very frustrating for elementary school students to have to type essay like answers. Clicking multiple choice questions is much easier. The children did have to be taught how to answer the questions on the computer and my children did say it was confusing learning how. By the time they took the test they were fine.

Children are not accustomed to using laptops, keyboards, typing, a mouse.

While children are savvy enough to use computers in the 21st century, it is still very difficult to conduct an exam that assesses mathematics (and asks the children to do math problems) while using a computer instead of a pencil and paper. There is a huge disconnect between the child's true knowledge and trying to get this accomplished by using a computer.

Problems with computers crashing or technical disruptions obscure how much of a step forward this was - plus you do not ask about adaptive assessments which is supposed to be the real breakthrough with these tests.

Computer skills affect the anxiety level of children, but at least you can read answers.

There are often technical issues making the test less fair and more stressful. The children need to have the same computers and they need to be comfortable using them.

Also lead to some inequities: some students tested on desktop computers while others tested on much smaller chrome books.

However, small children need basic computer learning time or the ability to get help from teachers in order to properly take the test.

High degree of variability in student comfort with technology creates unfair advantage for some over others; SBAC testing is an unproven practice which has never been independently verified as to psychometric properties, validity or reliability factors, let alone whether it actually measures college- and career- readiness as it claims, but never defined utilizing appropriate test development research practices.

HOWEVER, in a school system like ours, which is underfunded and has limited computer resources, this is a problem.

A step forward - easier for students to move at their own pace. Difficult for children - some have not had enough keyboarding experience and this slows them down for taking the test.

Counterproductive

The schools did not have the technology to meet the needs of the test.

My child's school does not have good access to technology. I feel this posed a significant disadvantage for my child.

Making the achievement gap worse.

does not allow children time to review responses before submitted/ doesn't allow time to go over work and make changes before submitting; technology freezes and glitches causing increased anxiety and a hassle

Some students took tests on tablets while others used computers. This does not afford a fair testing environment and adds challenges in typing information when on tablets.

My third grader does not have adequate typing skills and he was instructed to write a multi-paragraph essay. It took him 3 days to finish it. I'm not kidding. Totally inappropriate. He worked on the same essay over a period of three days.

Kids are on the computers at school now anyway and it is where they are headed - plus, the adaptive nature makes it a good test. This assumes, though, that the computers are in working order and the protocol is effectively set up so that if there is a technical issue during the test, the test taker knows who to talk to and they know what to do without impacting the test results

younger students are not all ready for this kind of testing and length of time before a screen. unfair to ask of them and to this results resemble what they have learned. break up to very small segments throughout the year. no need to cause stress and fatigue in a multiple of ways...such as with very bright but high energy students....or for those who learned how to find strategies to cope in the classroom with learning where losing focus due to boredom but cannot apply to computer.

Sometimes this is testing computer skills not content. The tools on SBAC are so difficult to use that it is sometimes challenging for even an adult. My son complained about this when testing.

a factor that may skew the information further - based on a child's knowledge and familiarity with a given device; and the availability and use of the same devices across all schools in the state must also be considered

Kids don't have the stamina or dexterity required. The fact that it requires typing has a direct, negative impact on their performance.

When equipment works

Students are digital natives, and technology is a big part of education these days. From a pragmatic perspective, though, younger children aren't yet proficient at keyboarding to work at the speed they need to on these computer based tests, and there are greater opportunities for eye strain.

I do think, however, that the adaptive ability of computer based testing provides more accurate assessment.

Expensive for the tax payer

I HATE that it is on the computer, especially for Language Arts.

My child complained about eye strain/headache sometimes.

Honestly this is just inappropriate at the ages it begins, results in undue focus on technology at early ages (I agree students should learn to use technology, but lower elementary students need interactive experiences and play more than computer time!), and therefore consumes way too much time.

- 1) total waste of time and resources
- 2) dilutes efficacy of results and the test

the test is not fully accessible for the special needs population. for example, the blind/visually impaired population. Even with the expectation that the state will purchase costly technology solely to make this test accessible to each child, it is still awkward and cumbersome and VERY time consuming.

Third graders do not have the ability to scroll, type, book mark, etc while trying to take a very difficult test!

For some this is fine, but I have a child with epilepsy. The light could be a trigger. Plus sitting at a computer and reading is not ideal.

Because there aren't many computers computer labs were tied up for a long time which means students have less time to work in the lab.

Although this is a step forward, there is also no support in teaching these children how to type in schools.

Not a valid test measure- if children don't have computer skills

Not good for all

Computers didn't always work. If kids aren't expert typists by 3rd grade then they shouldn't be writing on computers for tests.

While this is a step forward in terms of accessibility and sure if it truly measures effectiveness with accuracy. Doesn't take into account different styles of learning.

Helpful and step forward b/c of the use of technology, but time consuming and counter-productive if certain students aren't up to speed with the technology. They stress over shift focus to how to take the test vs. focusing on responding to the test itself. From what I read and administrators I talk to, that's largely been the case.

Most of the kids probably do alright, but this will be a detriment to some kids who do not have keyboarding skills.

They need to sit silently while waiting for end of the test. CAN THEY PLEASE BE ALLOWED TO READ??

Not all children have the same aptitude with computers and May nor be able to perform to the best of their ability using this medium.

Difficult because the computers don't work and the students don't have the computer skills that they need to take such an assessment.

Very challenging to schools as it locks up computer use for test for a significant of time rather than allowing computer use for learning

If the test is such that the student cannot review problems once the answer is submitted, it would appear that the computer eliminates the potential for a student to rethink his work, and check for careless mistakes as well.

I feel it's important for children, especially in elementary school, to have the eye-hand-paper-pencil connection when writing and solving math problems. A lot of children get very stressed taking tests on computers, including mine. Have you ever changed your mind on an answer? Too late! It's gone! What does that do to an eight year old's focus for the next few questions?

This is especially difficult for students with disabilities and/or anxiety.

It adds unnecessary anxiety and stress for young children.

Especially when a teacher is unable to help them understand how to even navigate the system.

Testing students on a computer is different than the tasks they are being asked to do in class.

Requires a lot of technology resources and to have those devoted to testing for a significant period of time

A lot of children don't use computers to complete everyday schoolwork. Adding a technology piece can make the test intimidating for students.

Not all kids are computer savvy. Computers have glitches.

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unnecessary and open to technological troubles and pushes low-resourced schools to spend on tech versus supplies for teaching, teachers and students, and on critical "specials."

Should not be the case. We talk about balancing electronics and manual interaction, however, it seems that we talk a good talk but are moving kids more and more into technology...no wonder they don't listen to parents!

Limited data provided to teachers and awkward format for math test

Since there are not enough computers for everyone

If computers need to take the assessment/test, you need to give computers or laptops to the class and also students need to use it regularly to practice typing or to use to use it.

I don't understand how you can test math on a computer; computations have to be written down, and there will always be transcription errors. Plus, there were so many glitches with the computers it was ridiculous.

Allotments need to be made to ensure students are computer-savy however.

Technical

our school does not have the computers or internet capacity to handle this test.

Can make economic hardship, which may translate into less experience with computers (especially in kindergarten) look like lack of achievement.

Helpful for some - quicker input/scoring and feedback available, easier for some w/ difficulties writing and tracking hand written data, but also difficult for those not used to computer testing - w/out good keyboarding and navigation skills

It is a step forward but so many children don't have keyboarding/mouse skills.

Some younger students don't know how to use a mouse on a computer. Touch screen devices are so popular many families don't have computers with a mouse for their kids. As a result the test can be a challenge for these kids. Are we testing technology or are we testing reading and math?

The computerized version allows some questions to be "read aloud" which eliminates some of the difficulty accessing information.

This is so much better considering common core is teaching how to write letters on paper. Hello! This is the 21st century, where nobody writes letters. What about emails? This is the first step towards the right education.

Most children are not used to using computers with a mouse as opposed to a touch screen. In addition, typing answers can be tedious for 8, 9, 10 year olds with slower typing skills.

It is a problem that a student can only move forward while taking this test. There is no ability to skip a question to return to it later on, to answer it or to change an answer. How can this software be so unfriendly and still be an 'appropriate' measurement of a child's ability?

**3. Statewide assessments are an appropriate way to assess student mastery of material - Comments**

**Answer**

However they should be given every few years, not every year.

Not every child tests well

BUT only if it a good assessment that assesses the skill.

No! Mastery should be assessed by teachers, using appropriate assessments that reflect what they have reviewed. Statewide A's undermine individualized and differentiated learning. Teacher's have no time for socio-emotional teaching, for project based learning.

Statewide A's should be limited; they should NOT be done on a yearly basis. My 3 & 6 grader are BORED and often say they hate school... ever since intro of Common Core and SBAC. They are both very bright. SBAC made my son anxious!

I really don't know how effective the assessments are at assessing mastery.

Every child is different, every teacher is different. Students learn at their own pace, and in their own time. Education isn't something that should be measured in masses, rather individually.

Because the learning process (multiple intelligences theory) is different for each student the educational system must find more creative ways to assess students and maybe use this kind of standardized test as baseline.

would rather use a national test and a test that is adaptive. there is a "ceiling" so that this is not a useful test (or useful use of time) for the strongest students

These dumb down high performing districts and set impossible goals for the weakest.

Should be left up to the schools where they know the children and work with them every day.

As long as the test is appropriate. Some tests are written terribly.

Standardized tests measure knowledge of facts and rote memorization - this is not mastery. Mastery is a student's ability to work with the facts, to utilize and apply them in order to problem solve. What a student does with their knowledge is how one determines mastery - not choosing A, B, C, or D.

Student mastery is completely different to what these tests are trying to achieve. These tests want to see what base level of knowledge children have. It has no room for nuance or exploration. If you really want to know how well children are doing in Language Arts you would ask them to write a timed essay on the same question.

one of many ways to assess a student's mastery of material

Again, for some kids yes, for others no.

My son is dyslexic and it does differentiate for it to be able to assess his understanding!

There does need to be some sort of standardized evaluation.

Individual teachers are always the best assessors of children.

There has to be some way - nothing will ever be perfect.

Psychological and educational research demonstrates repeatedly the assessments like the SBAC measures a very narrow band of what students actually learn in school and, as a result, should not take up the educational "space" that they require nor are they worth the cost at taxpayer expense. The return for this mandated expense is negligible and the majority of parents and teachers know it.

All you're doing is teaching to the test. Not all children are good test takers. It's unfair and put undue stress on the students and teachers. Let the teachers teach and utilize all ways possible to teach the material. So many students are being left behind now because the teachers don't have time to spend to teach!

They are a way to assess how poorly a school is teaching a specific curriculum.

If they are comprised by local and state educators..

A "one size fits all" assessment is not developmentally appropriate before the 9th grade.

The former CMT/CAPT testing was appropriate - the SBAC IS NOT!!!!

If the tests mirror the standards, which at this time they do not

difficult to comment. needs to be considered with style of teaching...if teachers are knowledgeable enough not to shift to the test. also different for each child. i am aware that my child has not been provoked to think beyond what is taking place in the classroom on a general level while he is highly capable and this would inspire him and build on his creative repertoire. creativity is too underestimated and too often poorly assessed/evaluated/understood.

Standardized testing inhibits the teachers abilities to teach material that the students need rather than teaching for a test,

Local assessments can be equally as accurate in assessing mastery. Certain standards would need to be established to make sure all local assessments were used in the same way and measured in the same way.

Not only are they helpful within our towns and state but give us a national and now international perspective on our progress.

With statewide assessments, teachers teach to the test. It limits creativity and the teachers are nothing more than machines.

Teachers end up teaching for the test, and students miss valuable curriculum.

When using an appropriate and valid test, they can be ONE method of information.

Not the SBAC. The CMT's were better for measuring actual abilities.

This does not show what they children are taught at all!

I am not convinced that curriculum is consistent across districts, or even within districts!

but they take up too much time and teachers take up too much class time preparing for them

What about the children who do not test well but who know the information?

I don't know enough to comment

It's just one of many ways to assess mastery - ongoing, regular assessments like STAR testing much more effective way to assess. Ongoing assessments, teacher feedback, and in school grades should carry much more weight than a one-time state assessment.

Children have a very hard time when it comes to testing

Statewide assessments may or may not provide a window of information. They -- in NO WAY -- give information about mastery of material by the students. They are a tool for use of understanding how students are processing information and remembering. They should be used as such.

We have lost sight of what is important to our children and teachers. I still believe teachers are the best gauge of student mastery in elementary schools.

I don't know if these tests do that, though.

They are not needed yearly to assess progress. Every few years would suffice

Remained concerned that there may be too much teaching to the test, and that other important material--e.g. penmanship, writing on paper, etc.- is being crowded out.

It also measures how much time the teacher focused on how to master the test versus the concepts. I am not a fan of standardized tests. They always indicated I was intellectually just below average, but I graduated at the top of my class from good schools right through graduate school.

They are disruptive to the learning process, discourage hands-on, interactive learning, stifle creativity, and create a climate of negativity and stress. Essential life skills, such as legible penmanship, abstract thinking, exploration, and a joy of learning have disappeared with this program. There is no research-based, empirical evidence that supports the claim that the current form of standardized testing is capable of assessing student mastery. Performance Assessment is widely supported and it has been successfully used for more than a decade in NY consortium schools.

ALL kids are different, they learn different test different should be tested & graded as individuals

I strongly believe teachers teach to the test. To me, that's wasted class time.

This is true for some students but no all.

However, I feel the test need to be developmentally appropriate and much of smarter balance is not

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good teachers can appropriately assess mastery of each child

Let teachers teach. A good teacher know each student's progress and mastery of the material, without needing to resort to expensive tests...

Statewide assessments don't work for every child. My child has trouble with time pressure and therefore a test like SBAC doesn't accurately measure what she actually knows and can do.

This issue is too complex for me to wrap my head around. I am opposed to any form of "teaching to a test" or overly prescribed curricula that take creativity and freedom out of the classroom. I also think that test results will depend on test design - and I'm not sure we know enough about quality test design to safely use this tool.

I would say yes, however the amount of time spent preparing for and actually taking the testing was so insane that I'm not sure how they had time to actually learn anything.

These tests tend to be too broad strokes and can therefore wrongly score a student.

Assesses general retention of knowledge over long-term, NOT useful for daily teaching. Intermittent, local assessments that provide immediate feedback to teachers re: knowledge and skills is MOST useful in education

Not all students are good test takers. I think this should only be one way of assessing them. I also think that having students take the test in a small group rather than a large group would be helpful.

Teachers will always have to teach to the exam, as long as standardized tests are here. Class materials that the teachers are interested to teach the children have to be put aside.

I think I am against the grain on this. Still, I can't strongly agree until it is clear that the tests are being used as constructively as possible to help schools and teachers do better, not to punish. I am guardedly optimistic about how it had ben going in CT and with SBA. Standardized testing is only one way to assess student's mastery of materials. I think there is too much importance being put on it. It is a way to collect formal data and document trends in learning across different student cohorts and sub-groups. It doesn't necessarily show mastery.

Children learn and develop differently. A test that is not stastically standardized correctly is s big waste of time. And this test could not have been properly norm-referenced in the time and manner in which it was rolled out. I would like to read the standardized research it uses. This is another step in the right direction. One big test during the year is good, now if only we could take away the other tests. My daughter in 4th grade comes home at least 2 times a week and says that she had a test. At least 1 day a week she has 2 tests per day. They are not human lab rats. Testing them everyday is not healthy, and is causing much stress on the children. Some students are terrible test takers. I don't think it's particularly good at assessing students' mastery of material.

**4. Statewide assessments help inform teachers of student progress and mastery of material - Comments**

**Answer**

Data is not available/released quickly enough to inform teachers.

Too many factors that impact the scores

Teachers are not given easy access to results. No one is training them on how to look at or interpret results. Nor would they have the time or the expertise to do so. SBAC isn't even a validated study. What useful info would they really get? My teacher is using direct knowledge of her students through the assessments that she gives them. Not through statewide SBAC. I've been at a governance council meeting to review results... it was a joke. Very little useful info.

Teachers know where their students stand through everyday teachings and intersections with a their students. They do not need a mass test to tell them how students are doing

As baseline, then administrators and staff must find the correct way of assess progress using individualized hands on assessments.

except that for the strongest students, the test has a "ceiling" -- it should be adaptive or those students should take a different (maybe out of level) test

Having ample small group time is the best way to measure a student's progress

These tests and the information given to teachers is useless and such past data that it is not useful for instruction

Too many variables. Teachers work with the children every day. They know their progress.

Teachers know their students. Veterans teachers know what students should be able to accomplish and how to rate students. It was amazing to see how poorly some students did on the SBAC exam last year, when these students in class would perform much better.

See above. Mastery is the application of knowledge to problem solve and firther explore. It is not rote memorization and regurgitation. Nor is mastery the selection of A,B, C, or D.

If a teacher doesn't know how their students are progressing they should not be in front of a class. This is for district and state purposes. I agree as long as the schools get relevant information to help them modify or strengthen the curriculum to meet the standards.

As a teacher, I already know who is not making adequate progress and is not mastering material. I do not need an statewide assessment to tell me this info.

When in the jammed packed day do they have time to review and remediate????

Classroom teachers should have enough information based on classroom work and in-class evaluations. There are also district evaluations. Yes, statewide tests often help teacher see what is lacking in their students' knowledge so that they can alter instruction and better address student need.

Since the SBAC test results are so controversial, they cannot be trusted to provide any value as a measurement tool for teachers who are just beginning to know their students when they receive the results. More than anything, SBAC test results are likely to provide a pre-conceived and flawed portrait of their new students as learners. This is a gross misuse of such narrow and inadequate measures of student learning. They may help, but there are far too many assessments required and they require far too much time for preparation and time spent away from valuable teaching.

Teachers should know in their own classrooms how their students are performing

Teachers know how their students are doing from their day-to-day interactions with them.

Teachers know how their students are performing, they do not need State assessments to tell them who needs help and who needs challenge

If the tests mirror the standards, which at this time they do not

difficult to comment. overlapping variables...more important is perhaps teacher's ability to manage time, motivate children, include differences as learning material, develop healthy dialogue, ability to incorporate an ingrain style to teaching that is joyful and authentic. its always a red flag to walk into a school and see adults yelling and frowning. my question is why? statewide assessment in this environment is probably more stressful for all. changes are needed for a caring community.

Individualized tests would accomplish this with less cost and time.

When used appropriately they are helpful. I haven't yet seen that in Newtown yet though.

Results don't come in until after kids are out of school and with another teacher. They are also adaptable so it is not a valid comparison student to student. All the questions should be the same from student to student.

Again, local assessments can do this, too. And, with local assessments, faculty do not have to wait months for reports to view assessment results of students

The reality is one test in March or April doesn't help instruction. Teachers need much more immediate forms of feedback to know whether students are mastering material.

Teachers should not need a mastery test to determine their students progress. Class coursework, homework, and test and quiz results should be how they determine progress.

of the specific material that is on the test

To some extent, but it requires the test to be valid. SBAC is not.

It takes too long for teachers to get the results therefor they are looking at results that are no longer relevant.

but they take up too much time and teachers take up too much class time preparing for them

Teachers should be able to track the progress of their own students and decide what their students have mastered.

Teachers know better than anyone how, why, what their students learn and where strengths/weaknesses are. One-time state assessments give virtually no true indication. Countless educators I've talked to have indicated this to me.

Most teachers do not need these tests to know if their students are mastering the material. They know.

However, I am sure they have their own assessments by working with the kids every day to "inform" them.

The SBA test provide little usable information and has no direct impact on day o day instruction.

A good teacher could design his own test to evaluate mastery. Education functioned long before the State and Federal govt poked their noses in.

Not one teacher knew my daughter's assessment scores and she is in the highest possible level on all subjects. It may be helpful for placement for teachers who don't know the students, but I would think grades are a better measure of that.

The results aren't given until after the students have moved onto the next grade level.

Assessments of this nature only measure what is on the test, and classroom learning has shifted to only teach what is on the test. Entire valuable and interactive curriculums have been discontinued as a direct result of these assessments, much to the detriment of the children and teachers.

Taking a test in April/May and getting the results in September is absolutely not helpful to teachers.

A test is a test not everyone test well... shouldn't school work be enough for staff to know if a child is getting it or not

I strongly believe teachers teach to the test. To me, that's wasted class time.

The length of time it takes from taking the test to getting the results mean that students have moved to a different grade by the time the results are in. Not useful at all.

This is true for students who put forth their best effort on the tests.

I believe this can be the case, depending on the test utilized. I do not feel this is accurate as pertains to the SBAC

Only on tested subjects and they give a limited view of students overall abilities

I think teachers have a good idea of a students's mastery of material based on the everyday work a student does.

STOP COMMON CORE IN CT

see above

They should. What info of value do teachers get from SBAC?

There are many ways for teachers to assess student progress and mastery of material. Statewide tests are one way, but as I say, for many children they are a measure of how well a child can test, not necessarily a measure of the student's ability to do the work.

Again, same comments as question #3.

The tests are too standardized and while aiding perhaps districts really don't tell teachers how students are doing, Only teachers interacting with students can accurately report on this.

see above - NO! Teachers need intermittent, useful assessments to provide feedback and guide instructional needs. An overall assessment may be useful to test general levels, long-term retrieval and application of skills, and to make comparisons across districts within states and among the U.S.)- and should NOT use up days of valuable instructional time.

It is helpful at times. See above answer.

Teachers know their kids' capabilities, and standardized tests to not necessarily inform them differently than their own class assessments/exams would. In fact, interrupts their rhythm of class teaching

Material is not shared with teachers in a way that it can be used holistically.

Statewide assessments should not supplant efforts to develop more comprehensive, individualized assessments that are relevant to what is happening in each school.

puts too much pressure on teachers to teach to the test

I am assuming that teachers get detailed results. As I said in my previous comment, this is about the only thing the tests \*should\* do.

The CMT gave teachers and parents a better breakdown of our students performed on different strands. The SBAC breakdown is too broad.

The data from these formal assessments is not released in a timely manner. Statewide assessments have NEVER shown student progress.

Teachers don't need these tests to know their students.

This, as I said previously, is a step in the right direction. It is a good way to allow teachers to know their students' mastery. Once again, though, if we could only take away the other tests...

Not really. Teachers know their own students' weaknesses and strengths.

**5. The Smarter  
Balanced  
Assessment  
offers  
accommodatio  
ns for students  
with disabilities  
and English  
Language  
Learners -  
Comments**

**Answer**

Not all easy to use

I don't know.

Do not know, my daughter although bilingual/bicultural is proficient in the English language, but I expect that it does.

don't know

It is too hard even with accommodations

ELL's should be exempt from testing until their 3rd or 4th year here.

Every student is an individual. About 80% of the population are visual learners. These tests cater to the auditory learner. Never mind children with disabilities that can range from ADHD to autism to dyslexia to the twice exceptional. These tests fail to measure knowledge, potential, understanding, and creativity of the majority of students - with disabilities or not - because they favor only one kind of learner - the one who fits in a nice, little box.

I am not sure but assume so.

I do not know.

Unless the child is severely disabled, all of our students had to take the test. It did not adjust to their levels of achievement as I expected (start easier, get harder). It went right to harder then got easier which was awful for LD kids.

Dyslexic children are not even identified so how can the test be accommodated for them?

I do not know the answer to this.

Don't know

don't know anything about it

Although certain accommodations are provided, they are woefully inadequate for vulnerable learners who are already known to be performing below grade-level and are likely to suffer a wide range of stress from tests purposely designed as rigorous at an elevated expectation level.

Some students with disabilities and English language learners are likely to give up when presented with overly-difficult tasks while others feel anger, frustration, and anxiety above and beyond their school experience..

I don't know.

Not sure if SBAC accommodates students with disabilities.

LOL...Surely this question is a red herring.

Although there is a way to select that a child is ELL or Sped, I do not know if those children are actually given different questions to answer or not... Are they simply tagged as ELL or Sped?

My son receives a visual accommodation.

I agree from what I've been told (I don't have a child in this group) - the read aloud function, adaptive test, flexible timing

this is complex to comment on. all children have different needs while too often not understood. i think better to test the para on abilities than the student with special needs given what i have observed. students with special needs need more trained support before they need testing. would be useful to see one special ed teacher and one regular teacher in ever classroom. how many people are aware of the bil that was signed a few days ago...and when signed in the early 90ies?

The technology is so challenging that it must be even more so for students with disabilities.

Again, see above comment. This is NOT an accessible test.

but not enough. The test should truly by in the child's language if you want an accurate result.

Don't know

ELL accommodations did not work reliably. i had Spanish speaking students who were never able to see the Spanish version of directions even though they were correctly coded in TIDE

My child with ADHD is offered accommodations. I do not know if they are appropriate or if they help.

I teach grade 1, unsure of this

It is read aloud etc.

This information has not been shared with me.

To an extent, there are accommodations offered, however, they are canned accommodations that don't address specific individual needs.

Furthermore, the students are often assessed at a reading and writing level that is beyond their ability.

honestly not sure...but in an English speaking country one would think learn English FIRST

don't know

Absolutely not. The new law forcing kids with intellectual disabilities to actually sit the test is beyond ridiculous.

This has to end. STOP COMMON CORE IN CT

sbac is designed to fail most special ed students, despite accommodations. what crap.

Not sure

Though students may have more time, etc. the testing is very hard on these students. They are singled out and often separated. Because my child took longer, teachers felt they had to use various rewards and motivators for her, like giving her candy. This is not the way a teacher should have to be in order to monitor progress and mastery. Teachers can and do use so many more ways to assess students in ways that support, not undermine, them.

I don't know

They are dependent on students learning a subject a specific way, if they have different means to an answer the test does not tend to allow for that. Adding more time so they can properly answer questions is not an adequate solution.

yes, they offer extra time, but it needs to be SHORTENED for Learning Disabled (LD) kids! as stated above, it took my LD child 6 sessions to complete one test. Her classmates had finished, so she was taken out of class to complete the test.

I have no idea. As a parent, I was given no information about the Smarter Balanced Assessment.

So I am told, the test accommodates for individual needs so all can take "grade level" tests except for the extremely disabled - don't know this for a fact. I am also assuming when scored these accommodats. are taken into account and scores reflect skill levels according to "grade" - the real grade level performance

I'm not 100% sure on this but I think it is a grade level test and many students are not reading on grade level. Having the test read would be helpful.

Standardized means discrimination right off the bat - standard to whom? Is standard necessarily good? Each culture brings gifts, and they are not recognized, nor rewarded, via these exams. Not for innovative minds, anyway.

I don't know

some children haven't mastered the computer skills needed to complete this test

I don't have enough information or experience to say.

The SBAC was supposed to be adaptive and adjust accordingly for identified students and ELL students. Ideally, there would be reduced reading in the Math section with more focus on operations.

No. A dictionary is not sufficient. Could you imagine translating the math test from Russian and understanding it?

It does offer these ways. This part is very good. I think it was infinitely thoughtful.  
don't know

**6. The Smarter  
Balanced  
Assessment  
offers  
constructive  
information  
regarding the  
individual  
student needs  
in Math and  
English  
Language Arts. -  
Comments**

**Answer**

No

My son has issues with math and ELA such as anxiety, attention, organizational issues. He did very well on the SBAC; it did not ID any of his weaknesses or needs. What he needs is to learn math and ELA in a varied way... not just worksheets, but projects, real life application etc so he is engaged, and not intimidated or bored by a worksheet or test. Not taught to simply write in a formulaic way that will get a good score on the SBAC. The US does well on ingenuity & creativity, remember?

Results were not very specific; I don't know which content strands are where my child excels or struggled.

This test is stressful on students, which creates a negative environment, in turn gives false or misleading data. Times reading is different from free reading,.. Etc..

I don't know b/c my child is very advanced

My child performed terribly in reading; the opposite of her actual skill level.

The only thing these tests measure is a students ability to take a test.

Very little feedback was contained in the report that we received.

I am not aware of this as a parent

From what I understand, schools were given nothing more than the students' scores. More detailed information is needed so schools can see where they need to improve and where they are hitting the mark.

Absolutely not. It gives our district info that some kids are failing because they can't pass this test which is not an accurate measure of a child's ability.

There was little to no real information provided with the results.

don't know anything about it

The SBAC test measures a narrow band of school learning in these subjects and cannot possibly provide constructive information to either teachers or parents; despite SBAC's unproven and unverifiable psychometric characteristics, it is likely to misrepresent student learning more than anything else. Unfortunately, SBAC results will be misused by non-educators to make false and unsubstantiated claims about of host of non-student factors to suit the claimants point-of-view.

While it may give constructive information, the perceived "needs" seem to be out of whack and unreasonable considering it shows way too many schools/students to be way too far behind the standards. In other words, the standards are unreasonable.

As a parent just seeing a score does not tell where my child needs help and where he/she is exceling in each area.

Students, particularly in math, can be good guessers and advance to more difficult questions. This does not assess their true knowledge. The test is flawed and should be eliminated

There is no helpful feedback or score breakdown for parents or teachers.

I'm not sure the test items reflect what the standards see as most important. For instance, if there are 58 questions on a third grade math test and 13 of them are on area/perimeter, which is not a primary area of focus, that is not a balanced assessment, if multiplication is the main focus, make 50 questions on that and 8 on everything else!

if schools sent home this test we would have an answer to this question. are you asking if we know about the contents...what are children are being tested with? i know that my child is not learning at the rate he is capable in math. he is held back and while i ask for more focus it seems to be ignored. i ahev asked for more homework reinforcing what was learned. since the start of school, he received twelve short homework assignments..yet 10's of hours of packets in areas like spanish/s.s.

Having information is only useful if you use it.

All this information is gathered and when a child needs

extra help it is a long and sometimes futile attempt . If you want to gather this information then be prepared to accommodate everyone.

But again, on an annual basis. Not immediately actionable by teachers

I do not believe that the SBAC tests offer constructive information about a student's individual needs. Some students do not test well or become nervous and anxious during testing, so they may not perform as well as they go on traditional class coursework,

Information is not being given at this point, so no, it doesn't offer individual information.

would be better to have a strand by strand not a general "HUGE" range..... CMT showed this much better

I do not feel that the results are specific enough to determine areas where my children could use help.

Don't know

Teachers know better than anyone how, why, what their students learn and where strengths/weaknesses are. One-time state assessments give virtually no true indication. Countless educators I've talked to have indicated this to me.

No idea.

Unsure

See 5

It gives some general information for all students who receive that score but does not provide individual information. It is also hard for teachers because they have no idea what questions have been assessed being an adaptive test.

No one seems to use the information beyond placement. My daughter's teachers knew nothing about her SBAC scores. She is in the 99% in everything and is a straight A+ student. She gets no enrichment but spends hours taking these tests. Why? I'd rather have her learning. I have withheld my younger daughter from participating in these tests because they cause her to get very anxious and stressed. IXL math program causes excellent students like my youngest to freak out if anyone walks in the room wh

No information was provided on the test results other than a score. No analysis or explanation of the test results was provided to the parents.

I do not know.

I really do not know.

Scores are very difficult for parents to fully comprehend

What specifically their child knows and what they need to know

I didn't find this year's results to provide much constructive information for parents. I hope the district information is more specific.

It does outline how the student performed however I don't think it gives us any direct input or action plan for the students needs - maybe if there were follow up lesson plans for students to do independently, actually remotely at home or the library, that would be of benefit.

STOP COMMON CORE IN CT

As I said, some students test well and in these cases, you will get constructive information. But in the case of so many students who do not test well, you will get skewed information.

I don't know

Again, the means of the test and broad strokes approach does not assess the individual.

i don't know

I have no idea. As a parent, I was given no information about the Smarter Balanced Assessment.

NO - see above

Tests test the test mastery, not smartness - there is a difference and not always quantifiable.

I don't know - my child is in kindergarten

As I parent, I only get a very general report, which doesn't tell me what I don't already know from my student's grades and talking to the teacher.

As a parent, I did not feel that the report gave any valuable information about my children.

The scores received gave me little to know information of anything specific about my children's performance.

The SBA does provide excellent information IF the school is willing to provide it.

It however doesn't do this. The students get 1 hard level that is really challenging, and for the not so brilliant ones, it changes the littlest bit, and for the sharpest knives in the box, it challenges them at 1,000,000 levels higher, even though it would be better vice versa.

If a student is a bad test taker, then it doesn't offer constructive information.

**7. The Smarter  
Balanced  
Assessment  
takes the  
appropriate  
amount of time.  
- Comments**

**Answer**

Too long

It takes too much time. It is not just the SBAC test that takes too much time. Nor is it the test prep. It is that everything the teachers do is tied with getting ready for the test. The curriculum is dictated by what will appear on the test. The homework and activities are all tied to how they will be taking the test. As a result, yes there is WAY too much time spent on the test.

Also, it is too much cumulative time, considering that it is given 3-8 G. The wealthy avoid via private ed.

Overall, the test window is several months long. CMTs took several days and almost all students had completed testing. With SBACs, one class could complete one section per day. It's time consuming and takes away from actual learning and obstruction.

I feel like two days of testing is plenty! One day for language arts, one day for math.

According to my student is too long. I agree.

Students waste a lot of time sitting around waiting for others to finish the test. They are not even allowed to read a book after they finish. This can lead to frustration and behavior issues for the students who finish early

Too much time on testing = stressed out children!

While each session is an appropriate amount of time for a test, the amount of testing is too much. Our school system, to not disrupt full days took the SBAC over the course of approximately five weeks. This test dominates the school days when it is administered. This is a waste of half a marking period.

The tests take such a long time that true learning is ignored.

Too much time is taken preparing for the tests as well as taking them

Too long

This survey question is "how long is a piece of string?" What is it you want to know, do parents dislike testing, yes. But only until it gets to the SAT's and then they are all for it.

I do not think there should be standardized testing.

Amount of time for what?

My children felt the test was way too long.

It takes a bit too much time.

don't know anything about it

The SBAC tests which require about one hour a day over multiple days for completion have already stolen valuable learning time from students; it also imposes an adjusted schedule on all students in school as technology is accessed, routines are disrupted, homework in some schools is often not given, and there is a general feeling of pressure placed on school administrators, specialists who are called upon to assist, and classroom teachers that impacts the entire school climate during test week.

There is no timed testing

Seems to take a lot of pretests during class time that could be used for other learning in school.

I am not clear about this question.

Too much time spent on testing!

Lengthy, multiparty questions, computer issues

same question given above. appropriate is not something i can comment on without knowing more about what teachers are doing. beginning of the year my son had three projects from three teachers on similar subject. boring and lazy. also project repeated in health from last year. what happened to the teacher evaluations and principalship? instead of composing music, my child spent his creative time repeating the same project for each teacher. is this a part of the smarter balanced assessment?

Any time taking these ridiculous tests is a waste of time.

I've heard that there are no time constraints. That does not seem to be the case in reality, nor should it.

It's the preparation which takes too much time. But if they did not do that, it would damage the students' standing as well as the school districts.

Too much time... both the test itself and the resulting focus on teaching to the test.

**NO CHILD SHOULD HAVE TO SIT IN FRONT OF A COMPUTER FOR AN HOUR OR MORE AT A TIME TRYING TO TAKE A TEST**

I think we spend too much time leading up to the test and taking the test, which takes away from engaging learning in the classroom.

Takes too long.

but they take up too much time and teachers take up too much class time preparing for them

Testing takes away from actual learning time as does preparing for the tests.

Don't know

test sucks up far too much time in computer labs. teachers were unable to use labs for instructional purposes for more than a month.

Test itself is too long, let alone the preparation for taking it.

It seems test and preparation really take full month of March and a portion of February.

I think it is a struggle to fit in all of the necessary coursework teaching as well as do the testing. The skill level within one class is vast so I can't figure out who is benefiting from this. There is a lot of wasted time near the holidays/end of the year where they should be continuing to work, too.

See 5

With no time limit for the tests students can work as long as they would like. This does not demonstrate a reasonable amount of time to take a test.

Takes a lot of time from classwork.

Too much time! My daughter gets very self conscious when she's one of the few children remaining who are still taking the test. It embarrasses her. How do you think this reflects on her intelligence? She's a 13 year old with feelings.

Way too much time is devoted to testing.

My high school child missed a large amount of important classroom time as a result of these assessments and this resulted in a very large increase in homework load, along with teaching himself the material as the teachers did not have enough time to cover the material in the classroom, yet the students were still expected to keep on schedule. This creates a very large amount of stress on the students. It is incredibly disruptive to the educational process.

It is wasted class time.

It takes too much time away from instruction.

Some students are spending hours on the test, without benefit, due to the fact that there is no time limit.

Let the students continue to work at their own individual pace.

STOP COMMON CORE IN CT

Not sure

Prep for the tests hijacks and interferes with class. There's still too much "teaching to the test."

It's a ridiculous amount of time and testing for a third grader.

seemed like a disproportionate amount of time

I don't know

Way, WAY too much time spent preparing the students to take the test and then for them to actually take them. It took weeks and weeks of their time which I think could be much better spent. Limit the number of testing days and you would have my support. As they stand now, you don't.

Not informed enough about the process to fairly answer.

too long

I have no idea. As a parent, I was given no information about the Smarter Balanced Assessment.

Too much instructional time used - should be briefer, overall assessment of global areas - conducted over 1-2 school days max - not 2 weeks!

Any standardized test is a waste, if this early in a kid's life, they are still learning the basics!

I don't know - my child is in kindergarten

No idea how long they take.

Too much time. And the timing is terrible. Teachers couldn't possibly teach everything (well) before the test. What are they supposed to do for the last two months of school. At least give them first thing in September to see what kids remember (if we are going to really keep these tests)

September would have the least impact on the rest of the school year.

This test scoops up time. Almost all day for almost 2 whole weeks does it suck up the scores. This test should be more spread out, and the time should be used for better lessons.

**8. The Smarter  
Balanced  
Assessment  
report to  
parents was  
clear and  
concise.. -  
Comments**

**Answer**

Skill areas were noted, but not what those areas actually entail.

It seemed pretty clear and concise. Yet I'm not sure what it is really telling me.

Again, I do not feel confident that I know where my child's specific strengths and weaknesses are.

But I still believe it needs some improvement, example my student got a = at/standard in listening but it did not explain what kind of skill she has to improve in listening or how she was assess in listening.

It shouldn't require districts having meetings to explain how to read the results to be able to read the results. State fail.

Completely pointless

The results were very clear, yet the results do not measure student achievement.

Clear and concise with no concrete usable data.

It said exactly what I expected it to say.

The report we received told us that if our child followed on the same trajectory they would be college ready at the end of HS. I could have told them that without the testing.

It was clear but provided little information. It essentially told me what I already knew. If this test is supposed to help schools adjust their curriculum to meet the standards, more information needs to be extracted from the results.

It was clear, but the information given didn't give a breakdown of topics that were mastered or that the student struggled with.

We didn't receive a report.

With nothing else to compare it to since this was the first time scores were reported, it was not a clear report. Also, it was sent in the fall when my kids tested in April or May.

The report was horrible! Lacking any level of detail.

It is pretty clear.

have not received any reports. or if i did, i didn't know they were for the smarter balanced assessment

Parents received very little valued information from test report which was lacking in any kind of specificity as to their child's learning and reduced their child to a series of non-verifiable and disconnected data points. Such a practice is inexcusable.

The scores were consolidated and we couldn't understand which areas our kids need to focus more.

The report was meaningless because the test was invalid

The report was clear and concise, but the test did not accurately measure what it said it measured.

I opted my children out and plan to do it again this year.

It was too concise. Needs more detailed information.

very little information was given. i would like to be able to use student school work as a was of assessment. all language arts papers for my a+ student had comments..excellent...great. no off the edge assessment. my child could not explain to me what excellent and great means nor where he can take this paper next. no discussion comparing written papers to structure of what was read for instance. this is where i feel i should be able to observe assessment. its not happening.

did not receive

I don't believe the test shows much valuable information at all. It is merely bar charts that show my child's performance relative to the district and state.

I wish it included a bell curve to get more information.

not enough information at all.

While it was clear and concise, it did not provide enough information to be useful.

I never saw my son's results.

I did not see a report

Agree that the presentation of results was clear/concise - but even though our children scored well, we still rely much more on teacher feedback and ongoing grades.

The report was pretty good actually. Thanks.

Again, I am sure how these reports are used for my child's benefit

See 5

It was fine. It didn't provide much detail a of what the scores meant or how they were calculated.

Also came extremely late

It told me no more than the CMT. My daughter is extremely smart and tests higher than the school, district and state. I would rather have her learning new concepts in school versus taking standardized tests that make her self conscious about her intellect.

The student's score was clear but there was no other information provided. What does the score mean? What happens next?

Too concise , without giving enough information.

Maybe too concise. We weren't able to drill down on the actual performance numbers by school grade - we could only see the bands of proficiency. Since the numbers exist it would be good for parents to see a breakdown if they wanted to - just by the numbers no names or anything.

STOP COMMON CORE IN CT

we opted out.  
easy to read but it did not offer specific information regarding what my children needed to work on.

It does not allow for a parent to fairly understand how their child is doing, or not doing. Someone may score low but fully understand the subject. We saw a couple of numbers on a piece of paper at our extremely brief conference. Because there were so many things we wanted to discuss with our child's teacher, we did not ask more about the assessment, but also nothing was offered or explained.

No - doesn't help parents understand child's needs, nor teachers - doesn't break down skill areas from what I can tell - just gives an overall rating

I don't recall getting a report!

It does not show the measurement of other kinds of intelligence

The breakdown of content was too broad. It gave me an overview of how my children performed but was not helpful in specifics.

Clear and concise but not valuable or informative.

Lacked any real detail

Again, this is a computerized test. Parents should not have to wait until 6 or more months to see the results - at which point time for parents to take the appropriate action has been missed.

It does give a specific level, report, prediction, and score. This is one of my favorite parts.

CMsT were better

**9. The Smarter  
Balanced  
Assessment  
report to  
parents was  
well presented. -  
Comments**

**Answer**

They could give you examples of what your child got wrong.

Yes, the printing was very nice.

See above

Looked exactly like the CMT's. I expected a new presentation with hard data about where my child needed any improvement (i.e. reading comprehension-non-fiction).

I prefer graphs that actually present information in a meaningful way. Bar graphs are bog standard - but it is a standardized test, so I guess it is what should be expected.

This is irrelevant

We didn't receive a report.

The report led to numerous parent phone calls about the results and report and confusion about how to interpret the report.

It can be presented in a better way graphically.

have not received any reports. or if i did, i didn't know they were for the smarter balanced assessment

Absolutely not; virtually nothing but non-verifiable and disconnected data points without any recourse to what questions were missed or an opportunity to review a test protocol. Given the history of errors prevalent in large-scale corporate testing today, it is inexcusable not to share student test protocols.

I would have agreed strongly if the report is broken down by areas tested and where the kids require improveent etc.

Just a number doesn't give adequate amount of information to help my child.

Again, not enough information on results. Would like more specifics.

again, we have different ideas of smarter balanced assessment. i would like to hear more about the child in the environment...environmental conditions..

did not receive

Other than looking at the bar charts, the information did not accurately provide me with information to determine my children's performance as relates to certain criteria.

Again, a bell curve would be more helpful.

I did not see a report

The well presented but a bit confusing with it's clarity of what and how assessments are made and measured

See 5

I do not believe in the efficacy of the test as an educational tool. this makes the presentation of results moot. Imperative information is missing (ie, how many times did my child's computer break, interrupting their thought process; can they type, or does this impede the ability to write cohesively).

STOP COMMON CORE IN CT

see above. were we supposed to receive something printed?

easy to read/format

See above

Well presented in colors and graphs, or real intelligence measurement?

I am not sure what this question is asking.

Easy to read.

It was simple and easy to understand. Fantastic.

**10. The Smarter  
Balanced  
Assessment  
report to  
parents offers  
ways to  
improve  
student  
learning  
progress. -  
Comments**

**Answer**

Too general of areas and the test does not necessarily report the true progress in a given area.

I don't recall it giving me any useful info on how to help my child. In fact, I know he has many weaknesses and areas that he needs to improve upon. The test did not show this. As I said, he performed quite well.

If he had done poorly, I'm not sure based on the info regarding the test how I would have sorted out how to improve his learning progress.

If they aren't learning it is usually indicative of some other problem that no test or information from this type of a test can help fix.

I do not recall seeing any constructive, specific suggestions.

Sorry, I do not know my student results were level 4.

No suggestions were offered or explanations why poor scores were that way. How do you think this could possibly be true?

No. The results mean nothing.

Not even sure how this question is relevant to a standardized test. Isn't this question better suited for direct personal recommendations by teachers to the parents?

None offered for our student

I am not aware of that

No information other than the score is given.

But again, it didn't give targeted areas of struggle.

We didn't receive a report.

The parents who do well already help their kids improve and their results were good. The parents who don't care will not do anything.

No, it does not tell us how to help our children.

Absolutely not - no information.

have not received any reports. or if i did, i didn't know they were for the smarter balanced assessment

The brevity of score results and lack of specificity as to how a student answered questions makes it impossible to rely upon for any purpose whatsoever. To think that these SBAC test results will be net result into a long-term data storage system is reprehensible.

Only if a school board makes this a priority.

There was no information to help improve areas needed.

Teachers need to be trained to follow up with more student contact time.

How can an assessment that is not age appropriate offer ways to improve student learning?

this can be useful but i have not seen. teachers remarks on papers can offer this as well...as it does for the student.

did not receive

The test results did not provide me with any information to help my children.

Seriously, will this test make a difference in the life of a high school student? Let's focus on things like the PSAT, ACT and SAT.

It didn't offer any ways to improve at all!

I never saw the report or heard any follow up from the school.

I did not see a report

Teacher feedback and monitoring daily homework/tests/quizzes really the only effective way to track student progress. A one-time test can only offer so much insight, let alone what might be going on with that student that particular day.

It was one page.

Since both of my children were in advanced, I am not sure if this was omitted. Shouldn't there be something indicated for them???

See 5

No, It provided no useful information to assist parents help their kids with how to improve.

Not at all!!

No information was provided.

There was nothing of this nature in the report for any of my children.

I don't remember it offering anything concrete as follow up.

STOP COMMON CORE IN CT

see my comment above

How did the report offer any ways to improve the process? It was reporting test scores, nothing more and nothing less.

see above. were we supposed to receive something printed?

No! see above responses

See above

Learning is doing is pursuing interests, not what is dictated by a bunch of people in a room. Can you imagine past American presidents - Lincoln, Jefferson, Roosevelt - being judged on their test taking, instead of leadership and other skills?

I don't see enough information for it to be useful to a parent.

No.

Not at all

Only if the parents are given all the information the results provide to them in a timely manner.  
It did not provide 1 way to help. It gave the scores. That is all.  
Mine didn't.

**11. Any further questions/comments/opinions about statewide testing and/or the Smarter Balanced Assessment? - Responses**

**Answer**

Too expensive

Too much time

Too much preparation

Not a validated test

I have a child who received 4s and a child with learning challenges. I am seriously considering opting my child with learning challenges out when he is eligible due to the wording given on the report to kids with learning disabilities who receive ones.

Please stop pouring all this \$\$ into test taking, devices to take the tests, horrible curriculum/worksheet books aligned with common core that end up in the recycling bin. Please don't test our kids every year in 3-8. Please find a way to use other assessments that the gives the teacher's direct immediate feedback. Get rid of SBAC!

I trust the teachers. Teachers should be COMPLETELY involved in developing any assessments that can provide helpful information to inform their teaching.

I believe that students must be assess according to their learning abilities and in a more hands on and creative way. Learning should be fun, relaxing and exciting. Remember, this generation is about instant gratification and short attention span. Learning, teaching and assessing must adjust to their developmental process.

Stop standardized testing!!

Yes, leave our teachers alone. Using testing to determine a teacher's worth is demoralizing and driving good teachers away.

I believe my locally elected school board best knows what our students need for curriculum and testing.

Get rid of this test

I feel that as an educator and as a parent that this assessment is a waste of my child's educational learning time. They should be learning and doing projects not taking tests so that schools have bragging rights. This assessment does not directly effect my child's learning therefor he will not be taking it again.

The children are being tested all year long. It is too much. School should be fun and a safe place to grow up and learn. It should not be a business environment of data and pressure for kids and teachers. Legislators have ruined our schools.

This is much ado about nothing. We must have an approved national-style assessment.

Get over it.

The children of Connecticut would be better off without this test. I am a veteran teacher and a parent. My children are young. If this test still exists in the future, I will make sure they are exempt from it.

Again, testing is fine as long as we hire excellent and informed test makers to write the test.

Testing is a waste of educational time. It should be removed.

I see the need for some standardized testing - but way too much emphasis and time has been placed on these tests. Mastery of knowledge is the application of facts - not the regurgitation of them. Nurturing creativity, encouraging exploration, challenging and evaluating failure - this is how kids learn. Get rid of the tests. Evolve.

Continual testing of these kids is not necessary even though my kids did very well

This survey will give you little to no information. The questions are loaded and no one who has done survey work would trust the results. CT PTA needs to step up its game if it is going to use these results to talk to legislators.

CMT was fine this test and the curriculum associated are ridiculous

Get rid of SBAC and Common Core. It is developmentally inappropriate. Look to the teachers to decide what students should learn and how often and in what way students should be tested.

Schools should have a workshop/parent meeting on how to read/understand the report and point out where on the assessment report shows ways to improve student learning progress and where it shows the constructive information regarding the individual student needs in Math and English Language Arts.

While testing may benefit some school districts, it hinders others from teaching students the skills they will need going forward. There is too much emphasis on the tests and thus teaching to the test. There must be a better way.

SBAC is not well thought. Questions are confusing and is hard for students to read the questions when they have to open multiple screens.

Since is confusing it doesn't help teacher and parents to what children have learned. Is a total waste of time. A test needs to be similar to what is being taught in the classroom.

More info should be provided to parents.

Get rid of it!

Why do you have to give this test and MAP? We should stick with one program for 10 years we switch hear so much that is impossible for teachers and students to find a cadence!

it did bring more computers into the school and that was a definite positive-

I feel that it should not start until 5th grade.

This test takes too much time and is too stressful for the students. The test needs to be more straightforward.

We should work to have a fully formed plan to roll out any state assessments. This test was rolled out way too soon in my opinion.

N/a

Fifth grade children are not well prepared enough to have this test to place them in the Middle School. Many children are supported with private tutors to pass with a good score this test. Elementary Teachers do not have the enough time to prepare the 5th graders for this test.

SBAC is an improvement but it is still too much time testing for my children.

These tests take time away from real learning and are pointless, if not a harmful measurement of a child's intelligence

Waste of time and energy. Not an accurate way to assess student progress or teaching abilities.

Standardized testing takes up too much time.

clearly, i don't even know anything about it, so sounds like disseminating more info may be helpful

Since the federal government is giving States flexibility, the SBAC tests mired in controversy and psychometrically invalid should be scrapped for an improved and more sensible assessment protocol that does not rely exclusively on one type of evaluative measures.

Did not like how long the SBAC testing took. And it was too stressful on the elementary school children. I would like it to be taken out.

The SBAC is not a standardized test and takes away from instructional time...AND is useless to teachers in improving instruction.

Teachers' jobs should NOT be contingent on the results of this assessment!!!

Get rid of these silly tests and LET THE TEACHERS TEACH!!

SBAC testing should have started after the Common Core started in kindergarten

Results did not reflect my child's grades nor my child's previous CMT results. My child said it was confusing on the computer using the mouse and that she had a headache and her eyes were watering using the computer.

It is a travesty, beneficial only to Pearson and the companies who support it. It is detrimental to teachers and not developmentally appropriate. REFUSE.

All educators should teach and encourage students to reach grade level standards and expectations, It is time to get the federal government out of the classroom. It is also time to get politicians out of the classroom. I hold active certifications in Administration/Supervision; Reading K-12; K-3; 4-8; English 7-12. I have several advanced degrees, have won 3 Celebration of Excellence Awards, published at the state/national level. Let me teach.

The amount of time my student is spending taking practice tests on the computer is diluting the curriculum. The curriculum revolves around what is tested instead of the inverse. I'm concerned it is not a well designed assess the tool. Who designed it and does it actually align to standards? More attention needs to be placed on school systems that are lagging in technology. I am a resident of north haven and due to chronic budget cuts our school system has very limited technology. Town officials need to be better educated about the importance of supporting technology initiatives.

CT needs to eliminate Common Core and SBAC testing and return to the CMT/CAPT formats which proved appropriate measures.

If I understand correctly, the creators of the test are not the same people who wrote the standards. If this is correct, how can the kids/teachers possibly be held accountable for a test that does not mirror the standards?

The SBAC is fine - I think the concern stems around the timing of the SBAC (what time of year and when the schools are told when they will be administering it - it seems like a lot of other things get put on hold while we wait to hear). The quantity and frequency of other tests/assessments confuse us - there may be too much testing in totality

SBAC is a ridiculous waste of time that could and should be devoted to actual teaching abd should be abolished.

Students to not take the test seriously, there are ways to skip through questions, not answer questions, etc. many complain it is difficult to read off the computer screen, find information and it hurts their eyes. Questions are worded in horrible ways that students do not understand and they cannot ask for clarification from a teacher

assessment is only useful if we understand what improvements can be made.this includes ability to self assess.the student,the teacher,the administration, the parent.if smarter balanced assessment is not supporting this area,then not enough.ineffective feedback in student work does not support smarter bal assess.G&T pta = private society in pub ed.

It is important not to lower the bar given all the perceived push back because this test is at such a higher level than CMT. There was way too much teaching to the test with CMT. It is next to impossible to do that with SBAC.

Smarter Balanced gives less information about performance than CMT's.

There is too much testing and only reinforces the need to teach to the test rather than curriculum. The tests are a bit silly in that questions posed are often for things not yet learned. My 11th grader, who was taking Algebra II received a question (the first question on the test) on calculus. That is not a good marker for achievement.

Standardized testing is essential to understanding how our students and schools are performing. Sadly the stakes that are attached to them scare people and cause districts to "teach to the test".

Get rid of it

I am not a proponent of statewide testing. I believe that it takes creative learning out of the educational equation and makes the process very mechanical. It is two steps behind not one step forward.

I think all these tests force teachers into awkward and unproductive situations of having to teach to a test, whether or not that is where his/her class is.

Some of the math problems are very difficult to understand. The wording is confusing. If a student doesn't understand the first couple of questions or happens to get them wrong, they have little chance of getting a good score on the whole exam. The test should give all students multiple chances to score well, not divide them up from the beginning.

If it is not used for teacher accountability, DO NOT USE IT FOR STUDENTS!!

I found no purpose in these assessments and u children did very well. There was no tangible take away. Even the schools have no idea what to do with the information. It seems like a huge waste and the math common core and english curriculums are disasterous for our children.

My high school student, who was in the 11th grade last year, told me he was not going to take the SBAC because he did not have time in his already packed school schedule and it wasn't going to make a difference in his education. I and the school district elected to respect his decision so he could spend his test taking time on actual learning.

This is SUCH a waste of time. Our children will NEVER benefit from this. It creates a ton of anxiety and stress among the children and it sets very unreasonable goals.....

Smarter balance disrupts learning so much more than cmt's. Because schools do not have enough computers for every student to have one, schedules constantly have to change to accommodate testing. It takes 6 weeks for the middle school to get all of the testing done. Also, a computer is not an ideal testing platform.

TOO MANY TESTS!!! My high school junior/senior takes way too many tests. I would like to see a way to reduce the number of tests. Between the SAT, ACT and state tests, it's just too much.

I don't like the pressure these tests put on children. The teachers and administration puts more pressure on kids to do well than is necessary. I don't want to get one more letter from the administration stating my child should be rested and have a good breakfast before the test. It is insulting since I do that every school day.

I will opt my child out for all future tests.

Huge waste of time when you include the teaching to the test and the enormous amount of time wasted on the testing itself. Report was useless. Let teachers teach! Stop yearly testing. If necessary at least reduce it to every other year.

took way too much instructional time.

I really feel this testing is ridiculous . It's more to get numbers for school rather than for students. It takes a lot of time and work is way above grade levels and just stresses out children.

**GO BACK TO GOOD OLD FASHION TEACHING**

We may be one of the few Pro-Common Core families around. But the focus on state testing is beyond the pale and does not function successfully in any case. More time needs to be spent on reducing classroom sizes, making classrooms more active and finding better ways to address the growing number of special-needs spectrum students, in a positive way

While some testing may be necessary, it should be designed to benefit our children. Right now, results come 5 months after taking tests. They don't seem to be used for anything other than school rankings. There has to be a better way to use a month of educational time.

Strongly disagree with sbacs constant testing is not necessary or useful for the education of our children unnecessary pressure is put upon them and the excessive amount of time wasted could be better used for teaching

The amount of judgment of teachers performance based on sbacs is not needed or useful

Student classroom assessment is the best way to measure progress and student learning goals. We should move away from standardized testing entirely.

The SBAC is not a developly appropriate form of assessment and the curriculum does not support the test. The layout of the exam for third graders is so inappropriate. Third graders were crying as a result of the exam. To quote one child, "I don't know what they are asking me to do." As an educator I was very disappointed in this "assessment".

Public education is sadly pitiful. The student scores are decreasing as well as general knowledge. Can our students answer questions that students were expected to know in the 1800's or 1900's? I doubt it.

It takes too much time away from the real learning that could be done in the classroom.

It should be eliminated. PERIOD.

Computers are an important tool that should assist learning, not cause anxiety. My daughters are both bright from reading actual books, playing, baking and doing things. Paper and pencils are good tools. Please don't encourage shallow, short-circuit thinking with too much emphasis on electronics. They're both adopted so environment is a factor here

Standardized testing detracts from time that would otherwise be spent learning in the classroom. It seems more to function as a way to monitor teachers more than students.

They all need to disband permanently

It offer no value to the learning process as interactive, creative and hands-on learning has vanished with this program. It is not applicable to my child's community and has created a strong dislike of education. It interrupts the educational process. Children no longer learn valuable skills such a cursive. Children who can do more are stifled.

There must be a better way than SBAC! It takes too much time and no child should be taking that kind of a test on a computer!

Standardized testing has historically been proven to directly reflect opportunity and household income outside of the school house.

do not feel it is worth the stress it puts on students.

There is way too much time spent on preparing for and administering tests. Let the teachers teach. They already know their students needs and strengths. The state should be promoting important programs, like more science, foreign language, and the arts. Enough staff development days devoted to bringing staff up to speed on the latest fad!!!

Testing appears to be a necessary evil. I am glad that it is over quickly in our school so that the teachers can attend to teaching our students. I do not believe in the power of testing to fix the problems that exist in many areas of the country. Don't penalize the teachers, or simplify the argument to a simple test score result.

I strongly advocated for elimination of SBAC!

I have concerns about smarter balance alignment to the common core as well as the appropriateness of many of the questions being asked in all subject areas

What law or statute requires stdents to participate in the statewide assessments? I don't feel there is an added educational benefit to taking them. My students' teachers are aware of their strengths and weaknesses without the added stress and time commitment of these tests.

At many schools there was a feeling that these tests didn't matter - by both parents and teachers rolling their eyes... What a terrible thing for the students to be thinking that their time was being spent on something that didn't matter. I think testing is important - it's another way to understand what the kids are learning or not learning.

How can we stop common core in CT and get our kids back to learning?

The preparation for standardized testing is taking up far too much instructional time.

teachers should assess their students on manners that work in context. any standard assessment should be acceptable at municipal, state and federal levels. kids should NEVER BE TAUGHT FOR STANDARDIZED TEST TAKING. they should not get homework to learn how to fill in bubbles. they should garden and explore their town and breath air to support their

Way too much time spent preparing for the test and taking the test. Let the teachers teach!

I'm against it as it is given at this time. It's incredibly stressful and it's not used to help my child. It's used to rate schools.

My kids are in first and fourth grade. Frankly, unless they have a learning issue (they don't), I think testing and assessment reports are only helpful for the school and district in aggregate - not for my children individually. Instead, I think they make my children worry more about measuring learning and less about developing a love for learning.

Statewide testing and/or Smarter Balanced Assessment are one of many way to see the students mastery and to inform teacher of student progress. If teacher does not spend too many hours to prepare for test, I feel it is not so bad option. But if teachers thought it's too much for their class, they should get some other options.

see above. were we supposed to receive something printed?

We should not have statewide tests that don't inform daily instruction nor parents about how to help their children, and eat valuable instruction time. I see the value for using broad tests of academic areas - to compare across districts/U.S. as a way to inform local districts of needs, consider change in curriculum, change other practices.

The main issue is that testing should help guide teachers and not force them to teach to the test. Preparing for a good test helps the student to learn what matters; a bad test eats up valuable teaching/classroom time & resources.

Unclear questions were encountered on the exams by the kids, who talked of it after the test. If the writers don't present well, what's the use?

I would like the PTA to also focus on the amount of city-wide/district testing alongside the statewide tests. Part of the problem is the plethora of assessments that students now take in school.

If the teachers don't know the questions the students are asked on these tests how can they help students when difficulties arise? Was it the way the question was worded, was it the content? Teachers need to have more access.

Test does not take into consideration children with learning disability

Make sure the assessments really fit into curriculum and inform instruction. So far, I am guardedly optimistic.

Why is the state bothering to collect this data on student performance? How is it really helping improve the public school system overall?

Truth be told, it is not providing any trends or information that is not already documented. Smarter Balanced has not been an asset to our current system.

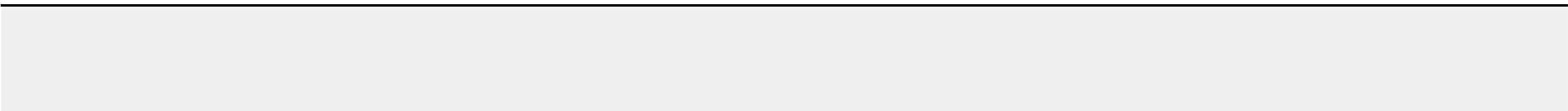
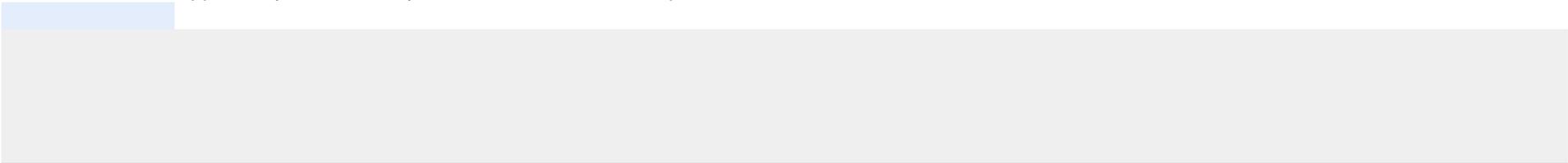
When will we stop pouring money into corporations profiting off testing? Let the schools and teachers do their jobs. Put the money into programs to reduce poverty and education for adults.

I think that statewide testing is a very important way to ensure that children are learning what they are supposed to be learning. I do think there is too much testing going on and not enough sharing of the information to the parents. This, in my opinion, is a very big problem.

I would really like to cut off on the insane testing other than the SBAC. It is so crazy, and causing so much stress.

You need to send parents explanations of the new techniques and a vocabulary list of smarter balanced "lingo" versus plain english so that parents can check homework and know what the instructions are actually telling the kids to do. Whatever training the teachers went through, the parents need it too.

My children test well and did just as well on SBAC as they did on CMT. I know that was not the case for many students. Regardless of how well my children did, I don't believe the SBAC is an improvement. I don't like the inability to go back and check work or change your mind or the opportunity to mistakenly move forward on the computer.



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