

**Please use the space below for any  
comments or thoughts you have about the  
SmarterBalanced Assessment.**

#	Responses	Date
1	Students were frustrated at the discrepancy between the practice tests and the actual tests.	7/6/2015 4:18 PM
2	I appreciated that our principal said students would take the SBAC test only once (as opposed to the multiple times students were tested with OAKS), but unfortunately the SBAC took 3-4 times longer for most students to complete as compared with OAKS. The result was that the disruption caused by testing drew out even longer than when we had OAKS, and more instructional time was usurped by it.	6/25/2015 3:26 PM
3	I like the idea of rigor, but the length of the test was ridiculous. The test should be much shorter. The worst part was the amount of energy the students had for learning during the testing days/weeks. We lost so many teaching hours because of this. These tests made some of my students despise school while it was going on. Some were so stressed that they had a hard time sleeping because of it. Even my brightest students who were capable were very negative about it.	6/23/2015 1:32 PM
4	Students are not prepared for how much typing is involved and how long it takes. When scores do finally come out I am not sure how valid they will be.	6/21/2015 11:04 PM
5	The new assessment was quite stressful for all parties involved, but the students suffered the most during the months leading up to and during the Smarter Balanced testing. These students (middle school level) have been through high stakes assessments, but this test was much more rigorous and taxing. Though there was a testing schedule once the assessment began, the students required more time than was allotted. This caused quite a bit of disruption to instruction in other subject areas; as students were constantly being pulled from class to finish testing. The pull-out process put students, whom were already stressed about their performance on the test, behind in their daily studies. Weeks after the Smarter Balanced Assessment students were still making up work from instruction that happened before and during the testing sessions.	6/19/2015 10:53 AM
6	The amount of time needed to be able to do well, both in preparation for and in taking the test, is prohibitive. The designated supports and accommodations system is too complicated. The PT ELA is too huge of a project, and the directions were too verbose and repetitive -- too much text -- students just won't read it carefully enough to find the few specific sentences that actually give the prompt/assignment. The print-on-demand for reading selections, and especially for PT articles, should be available for everyone anytime, no special permission needed! We teach close reading for the new cc by having them mark up their texts -- why can't they use their tried and true strategies during testing when it matters most?!	6/19/2015 9:49 AM
7	I lost a week and a half of instructional time not teaching US history due to the test. I lost a whole unit on WW2. I think that is an unacceptable loss for students. This test should not cut into any other classes than math and English.	6/19/2015 1:49 AM
8	I estimated that testing fifth graders in the five tests required over one week of school. That was over 30 hours of instruction they did not receive.	6/18/2015 8:34 PM
9	I found this assessment tool poorly written. As a teacher I had to read questions several times before fully understanding what was asked of me. I can imagine how confused my students were, especially those that struggle with reading and or have a communication disorder.	6/18/2015 2:40 PM
10	The SBA uses language that is too formal for the student. What it is asking is not clear. How is a student able to show what they know when they don't know what's being asked?	6/18/2015 9:28 AM
11	It's too time consuming and far too involved. It is not special ed friendly and difficult to navigate. Parents, teachers, and students hate it. Good students were crying and terribly discouraged. They no longer feel good about testing.	6/18/2015 5:21 AM
12	Preparation for SBAC took students away from their normal schedule and students missed their pull-out remedial reading group over a period of many days (1-2 weeks). Also, it is not fair to require students that come from poverty homes that may not have computers, or the younger students (1-2 graders) who do not have computer skills to expect them to do well on a computer generated test.. Again it takes time away from the daily instruction to give the students time to learn how to take a test on the computer. If this is the requirement, then time and funds need to be set to provide students with key boarding during the primary years.	6/17/2015 2:14 PM

13	This took ten full class periods to complete. It was frustrating to students for it to be never-ending. At the end of ten class periods, I referred the students who hadn't finished to the counselor and he pulled them classes to finish it. This is the most ineffective, unproductive use of time I have experienced in twenty plus years of teaching. OAKS gave immediate feedback, Smarter Balanced nothing. I sure this product is making some people very rich but does nothing to help students assess their learning.	6/17/2015 11:35 AM
14	Providing text to speech accommodations were very helpful.	6/17/2015 8:42 AM
15	The Smarter Balanced Assessment was very challenging for my students. In addition, communication around what to expect was highly limited since it was so new. Yet, I see the ways that TESA and OAKS helped prepare students in a very rudimentary way for this test.	6/17/2015 8:40 AM
16	The directions and questions were often worded in a confusing manner. This caused some students to be frustrated and feel like giving up.	6/17/2015 7:02 AM
17	The Assessment lacks the fore thought and preparedness that is needed to help students show how much they really know. The multi-step questions and skills needed to answer these are, at this time, too far advanced for most of the children in the lower grades. More input from teachers with actual classroom experience is needed to plan for the implementation and the learning goals for these tests. Many of these tests and lessons, are made by teachers with limited actual classroom experience and limited knowledge of developmental milestones, as well as skills progression and acquisition. Certain basic skills need to be mastered before you can move on to the higher levels, and even though the questioning strategies and skills that are being "discovered" by the children are sometimes misguided and not concrete or shown to be incorrect, leading to learning that is wrong. A teacher's job is to lead, show, and also correct to help students gain knowledge and understanding of concepts. Teachers are not being allowed to think on their own and help the child where that child is ~ to enable that student to gain skills, mastery , and also a sense of well being and self confidence. I have seen way too many children that were not developmentally ready to be pushed ahead, that have lost their confidence and their desire, not because they were not capable BUT because the were fed and re-fed skills before they were ready. Then when they were given the correct skills at the correct time, they did very well. I guess what these means in relationship to the smarter balance assessment is this~ the assessment should be an ongoing assessment of skills reached at certain levels, To take so much time out of the school day and put so much emphasis on testing is counterproductive, wastes time, causes unnecessary stress and probably give inaccurate feedback as to true skills.	6/16/2015 9:53 PM
18	Very inefficient testing method compared to Oaks as in when kids are finished testing, WHO is to supervise them? Where's the \$ to cover that supervision since they cannot be present quietly reading a book...they must be sent to another location! TOO much testing crammed into a window of 2 months. NOTHING else can happen at the school during this time as NO ONE can MISS the testing. No one can be sick either! Too much testing pressure overall on EVERYONE. No real learning occurs...kids are taught to take a test. How does that put America's kids ahead of the rest of the world's kids? So much focus on it and NONE on vocational professional careers & options for life after HS. Where has career education gone? We simply teach kids to test. That's it. BORING. Bring back "real education."	6/16/2015 8:48 PM
19	It is too long. Too much instructional time is lost. Students do not receive timely feedback.	6/16/2015 8:39 PM
20	The test was confusing for the students. The increased restrictions on conditions of testing made it impossible to administer exactly as suggested. Students missed a LOT of instruction time to take a test that was frustrating for them. The assessment did not test them on things they have learned during the school year.	6/16/2015 4:31 PM
21	I think that there is way too much standardized testing in the schools. As a general Ed teacher, I would rather more time be spent on thoughtful curriculum than on testing. Too much testing is stressful and disruptive.	6/16/2015 2:05 PM
22	Took a lot of time. If it is what it takes to get the data we need to better see where kids are at I am all for it. But if there is a better way I am up for exploring that also.	6/16/2015 1:54 PM
23	I thought the questions on both multiple choice tests for Language Arts and Math were for the most part thoughtfully and appropriately aligned with common core. The were engaging for my students who worked really hard. A few of the questions were poorly written and confusing, even my 5th grade teaching team disagreed with them. The problems with Smarter Balance was the time it took to administer the tests. My class spent at least an hour a day for a month. This is far too long and ate away precious teaching time. Additionally the kids who spent the longest time testing were the ones who needed the instruction the most! I also felt the performance test was inequitable. The questions were not comparable in type or difficulty level. You are comparing apples to oranges to mangoes. I believe the performance task should be eliminated cutting testing time in half and restoring equity to your scores.	6/16/2015 12:30 PM

24	Because of the length of the test, there is more student time away from class instruction. And the very students who need every moment of classroom instruction time, are the ones who must remain away longer for the testing, thus causing a negative spiral of lost information, lost understanding, lost practice time due to the testing. If the test was taken in one session, yes, those students would not do very well because they take a long time to complete the test. So it is problematic in the way the test was administered in our school setting. As an electives teacher, my instruction time was used more often for those students needing to complete the test than during core classes. But it meant that some of my students did not finish the semester strong, even flunking my class in a couple of cases. I know the core classes are very essential, but lost credits are lost credits toward graduation.	6/16/2015 11:55 AM
25	Students need the opportunity to get clarification on questions they are trying to answer. This assessment allows for virtually no way for the student to get clarification from an adult.	6/16/2015 11:16 AM
26	Smarter Balanced disrupted classes campus-wide. Juniors with AP courses and regular level courses had good grades before SB testing, but being pulled out so much they saw their grades plummet and were negatively impacted at the end of the semester. They did not catch up before the end of the semester. SB takes way too much time out of classes. The directions are unclear. The look of the exam is quite confusing in comparison to OAKS. The typeface seems small and difficult for students to read. In fact, the exam does not appear to take into consideration the readability factor whatsoever.	6/16/2015 11:13 AM
27	While SBA is a well designed test, that requires real thinking by students, the amount of class time that is devoted to preparation and administration of the tests significantly impacts the amount of classroom instruction time available to our students.	6/16/2015 9:57 AM
28	I was a building test coordinator. This year, I had students testing twice as much as last year. We lost over two weeks of teaching time from math and English classes. Juniors are in limbo for their essential skills for graduation next year. Since writing has so few essential skills options, this will impact registration for the act and sat or in our case, place the student in a writing course for writing samples.	6/16/2015 9:07 AM
29	Students were pulled from my AP/Dual Credit course to take the SBAC. Seriously?	6/16/2015 8:39 AM
30	I liked the idea of the adaptive part of Smarter Balanced. I also like that it gives us more accurate data. However, there are parts of the question on Smarter Balanced math test seems to be too abstract for these very concrete middle schoolers to process.	6/15/2015 11:20 PM
31	The ELA performance task had was not kid friendly and it was challenging for the kids to fully understand what the final task was expecting. There was too much for them to read and it was written in an obscure spot.	6/15/2015 11:00 PM
32	Reaction from students was it was hard to follow and many questions didn't make sense.	6/15/2015 10:25 PM
33	The SBAC took an incredible amount of time to administer. There were 5 tests for grade 5: science, two math, and two ELA. Our school scheduled about 90 minutes a day for a week for EACH test. We found it took much longer for most to finish. If we just used the 90 minutes a week and do the math that is 2250 minutes of testing! 37. 5 hours of testing (on the average) for each student!	6/15/2015 7:57 PM
34	It was very difficult to keep the students feeling positive about themselves and the test. It took twice the allotted time for the students to complete which caused problems with the scheduling of technology and erased the "break" time we had built into our schedule to give them a break between tests. By the last tests they were done and did not give their best effort.	6/15/2015 6:23 PM
35	Having two assessments for math (performance task and the CAT) was confusing to students. Having to do the activity within 3 days of taking the performance task was a pain to schedule and keep track of students. Then the activity was so minimal that it actually wasted another period of teaching because it was hard to gauge how long it would take with a particular group of kids. And the students (at 8th grade and 6th grade level) that I did the activity with thought the activity was unnecessary and and made them feel stupid to discuss yogurt or amusement parks.	6/15/2015 2:51 PM
36	students are losing way too much class time to complete SBAC	6/15/2015 1:19 PM
37	It was very stressful on the staff to administer yet another exam. Everyone was concerned with the days spent testing and the motivation students were losing for school due to the number of days in the computer lab. Many were feeling like their joy in teaching was diminishing due to the pressures of always testing.	6/15/2015 1:08 PM
38	Even though I don't teach a testing grade, the immense stress and pressure to perform for a test that many ELL students cannot read let alone comprehend, impacts the whole school community. Conversations aren't about what teachers are teaching and what students are learning but if they can pass the test. It's taken the joy away from teaching and elementary students, who are young children.	6/15/2015 12:54 PM

39	It is too time consuming and needs to be shorter. Also, it takes a ridiculous amount of time to complete the trainings to simply administer the test. We were not given time within our work day to complete this so it was personally burdensome on family time. However, how could our school even find the amount of time required. A good test would not take that long to train administrators of the test. Combine all that with the time involved in attempting to do makeup so for absentees. . . It was a huge disruption. I have never had a test take so long. I have never had a test cause me to get so far behind in my curriculum. My students were unable to adequately cover the last several units because of time lost to the test combined with time lost due to make ups for all the required content areas.	6/15/2015 12:29 PM
40	Way too many hours administrating the test..	6/15/2015 12:28 PM
41	Students wanted to know scores, but none were available. They worked so hard and spent hours and hours testing, but nothing they did there helped them in the classroom. We lost so much quality teaching time it was unfortunate. We do better with the data we gather throughout the year in our own school.	6/15/2015 11:29 AM
42	It further isolates struggling students from their peers. Students finished feeling as if they were failures, even good students doubted their confidence.	6/15/2015 10:36 AM
43	The assessment takes an enormous amount of time from other classes, especially enrichment or classes that "don't count" like art and music. Some students were pulled out of my video production enrichment class for three weeks because of the test. Similar issues occurred in PE, art, and music classes.	6/15/2015 10:27 AM
44	Because of the time it took for students to take thd Smarter Balanced test all support staff was pulled to this endeavor. This cancelled our grade levels tier 3 RTI reading intervention for all of April and May. This affected our most struggling students at a critical time in the year. Also the breakdown of the RTI model, which has been proven tom e successful in closing the achievement gap, was met with not much concern from the administration. The attitude was that test scores trump student growth. This is disturbing to me.	6/15/2015 9:54 AM
45	It is overwhelming in its volume of testing. Easily 10 hours for students who truly take their time and need to process the information in order to answer well. For those students who are absent for any length of time, it becomes a nightmare to get them to finish the testing. Also, the test results undoubtedly get skewed when students are made to take test after test in a very short time simply to finish them (because they were gone during the scheduled times). On the ELA test, just one question asked for a two paragraph essay. I am in favor of a rigorous assessment, but at what point does it become overkill.	6/15/2015 9:04 AM
46	The time required for this test is SIGNIFICANTLY more than OAKS. In an attempt, I believe to make the test more authentic, it takes so much time and preparation that our specialists did not provide services for months. In addition, the practice test did not instill confidence in being able to prepare our students because we as teachers weren't even sure what correct answers were. The complexity of the directions and test format may give us more information about who can pay attention to multiple details than what their skills are.	6/15/2015 8:54 AM
47	The Smarter Balanced assessment had a significant disruption on our school day for an extended period of time. Because of the length of each assessment and the number of assessments our computer labs were unusable for educational use. By the end of the testing experience, many students were disengaged in the assessment process.	6/15/2015 8:33 AM
48	I saw a pre-view of the 3rd grade smarter balance test and I thought it was over the top.	6/15/2015 8:26 AM
49	Students wanted immediate results of how they did on the test. They liked how OAKS gave them immediate feedback.	6/15/2015 8:18 AM
50	I work as a speech/language pathologist and the SBA was much more difficult for my students with language delays. They might have the ability to answer a multiple choice question correctly and easily, but the ability to explain and then write that information is very difficult. The same goes with the math tests. Math is usually an area that my students can do fairly well in until they have to prove their answers in more than one way.	6/15/2015 8:09 AM
51	Should not have the performance tasks - leave that to the districts. Need to have results before end of year, so maybe no constructed responses. Too many questions.	6/15/2015 8:04 AM
52	I mainly administered extended assessments to my special education students. Through use of the Smarter Balanced practice assessments, I determined that the actual assessments would probably be too confusing for my students to navigate independently. There seemed to be a lot involved with how to take the test that deterred from the test itself.	6/15/2015 7:55 AM
53	With the amount of time it took out of instruction I really hope that it gives the teachers a lot of useful information.	6/15/2015 7:51 AM
54	Oour school took several weeks...short periods over a long time. I have heard about schools doing the opposite...one week of nothing but testing. Both seem bad, but which is working better for kids? I also thought the directions for the ELA PT were very challenging...the directions were long and complicated and hard to figure out!	6/14/2015 6:06 PM
55	Students were very frustrated with the test and many did not put forth a lot of effort. In addition, if students did try hard it took more time than oaks a d took away from class instruction	6/14/2015 1:02 PM

56	<p>Our school uses the MAP tests from NWEA in Portland. They are administered three times a year and we can use them to guide curriculum. Most of the students like those tests and look forward to learning if they have improved. Scores are shown on the screen immediately. Students take those tests seriously and they provide valuable feedback for students, parents, and teachers. I am a fan of Common Core, but have made it no secret that the Smarter Balanced tests make me feel a little dumb and off-balance. Too much instruction time was wasted for no results in the foreseeable future. Frustrating beyond belief, a real problem for districts without enough technology or bandwidth to support the tests during the window allowed. Not a valid reflection of what our kids have learned and know. I heard that the Georgia State Legislature passed a resolution that students in their state will take tests that have been designed and produced in Georgia. While I haven't had the time at the end of the school year to check and see if that is actually a fact, it sure sounds like the way to go. MAP tests are amazing, from Oregon, and actually help educators learn very specific information about each and every student's strengths and weaknesses and enable us to use that to help our kids make great strides. Time for a change for the better. Smarter Balanced is a waste of time and money.</p>	6/14/2015 8:00 AM
57	<p>I am a special education teacher and I am for standardized assessments when I can see a benefit. This was such an awful experience for 3/4 of my students. They not only missed core as all students did for 4 weeks to take the test but also resource for 4 weeks if they take tests with accommodations. We tried to make it as least disruptive. I say there with a rock of a knot in my stomach while watching their self esteem plummet even more. They kept saying this is such a waste of my time. Looking over my students shoulders or seeing where they got stuck showed how flawed this test is and some kids just sat and were almost paralyzed. Since we could not even encourage to go on it was very uncomfortable. I went home every night feeling terrible as if I was committing hazing to my students. The sad part is that I could have told you before the test about their strengths and areas in need of support. This test in my opinion gave us nothing but even more anxious kids that felt awful about themselves and many did not want to come to school or would throw a fit when they had to continue. Some students took an extra week per test which meant they lost another couple weeks of instruction that they really needed. Our tech guy was working his butt of to have as many working computers to do the test for our over 1600 students in the school and personally as a teacher for 21 years and one who finished a doctorate in the top of her class but according to standardized testing should not have gone past high school ( my high school counselor told me that I would never be a teacher and to set my sights on grocery bagging I have nothing against grocery bagging and would probably be in middle management by now surpassing any salary I could earn as a teacher but I know I would not be as happy) I really feel this test is not where we should be heading in Oregon. Linda Darling-Hammond said a few years ago that Oregon is in great position to make national change in education and not using assessments like this could be step one and then completely reinventing what school is instead of this archaic industrial model that lets down so many and in my opinion causes more problems than solves. We also could really change the school to prison pipeline to become non existent. I have dyslexia and struggled all through school in any area that wasn't lunch, PE, or recess and yet I thrived in non traditional settings such as the Montessori Earth School and pushed myself through traditional settings where I had almost no self esteem left. I know we can do better and I hope in my life time I will be a part of the change that leads our great state to be a model for the nation. I went to community college at MHCC in Gresham but then did the rest of my education away from home in Philly at La Salle University, masters at Columbia Teachers College and doctorate at UNLV in Vegas. Please weigh what this test will give us to the cost not only of the pickets we are lining at Pearson but also schools falling apart needing to put money into technology to administer the test instead of technology to enhance learning and fix up those buildings. I think the cost for the small potential benefit is simply to high</p>	6/14/2015 7:38 AM
58	<p>This assessment required my 7th graders miss out on about two weeks each of math and language arts instruction. Students were very stressed out and very tired of testing by the time the math performance task was finished. This is not the way to improve what our students know.</p>	6/13/2015 2:24 PM
59	<p>Students really missed having that immediate feedback of how they did on each test. They wanted to know if they did well or not like they knew after the OAKS testing in the past. Classroom Activity was more of a nuisance than any of the other parts of the assessment. Not only did you need all students to experience it before they began the testing, there wasn't a lot of flexibility as to when it could be administered since he had to be within so many days of the actual test. Absent students made this a challenge. The ELA classroom activity was a bit better in terms of building background knowledge. I'm not sure the classroom activity for math was even helpful. It was quick, however. Overall, my students had a smooth experience testing and didn't seem too frazzled by it. However, I did hear of other classes or schools struggling with the experience.</p>	6/13/2015 11:09 AM
60	<p>I had multiple disruptions in the month in which I was administering the test. These included - not being able to introduce new topics because some students were still taking the tests, rearranging schedules to accommodate taking the test, arranging with other teachers/putting other teachers under additional stress to take on students who had completed the test while I continued to administer the test, having to administer a test to a student who speaks a non-translated language (Persian) and who has been in the country for less than 6 months, excessive class time wasted, some instructions confusing and being unable to direct students during the test.</p>	6/13/2015 10:23 AM
61	<p>The amount of time out of the classroom for some students was devastating. Slower learners or those that really need to have the classroom experience began to struggle even more.</p>	6/13/2015 9:05 AM

62	I felt like the CAT tests were probably better than the OAKS in terms of what was covered and how they asked students to respond. The performance tasks were too much. Students could not see the directions on one screen and were very confused by the directions themselves. Not well written. It was also frustrating in the pt when students got to the end of part one when the directions did not match the buttons on the screen (button said next and that was not included in direction words). In general whomever wrote test directions should actually take the test (test administration or student directions). It also took way too much time to administer. As a learning specialist, I assessed for two straight months. That is a significant loss of just teaching time. Is there a way to space out assessments ie only one pt a year?	6/13/2015 7:34 AM
63	Increase student stress, diminishes srfl worth creates artificial perception of ability.Using computers is added negative elrment for students unfamiliar to using technology. Children that are challenged by executive functioning ability are emotionally destroyed. Our future will impacted by the rise of "lost" kids that feel like failures, and respind to adult life the same. You will see increases in "drop out" and anti-social choices. We are feeding failure for 40% of our future adults. This is all to stroke the egos of high level educational/political egos. All on the backs of children. This is not new. Every 10 years there is something new to pitch, it fails at the cost of billions of \$ but far worse is destroying children's self esteem. Feds & State get out of mandating and crippling education. Let local districts manage.	6/13/2015 6:59 AM
64	A highly inaccurate assessment of student learning on account of the following issues: each student is given a different set of questions; many of the test questions involve concepts that will not be learned at the assessed grade level; the tests have to be administered months before the end of the school year, which means that students have yet to learn all grade level targets; there is no baseline data with which to compare end of the year data; many of the questions are simply poorly worded, which will prevent student success regardless of knowledge; chronic technological errors prevented students from following instructions for some questions, and also led to stress and frustration for the students and teacher; test required typing skills that many students don't have; unmotivated students might simply choose not to put forth the high amount of effort needed to do well on the performance task tests; the tests aren't scored by certified teachers or experts in the assessed content; students are not given a rubric or cut score to show how they can be successful; the test is given in 2 hour chunks over four days, which is exhausting for 12 year olds, and would most likely lead to decreased academic function; test requires English language proficiency, which is not true for all students taking the test; unclear directions forced students to guess at what the question was asking them to do, and test administrators are not permitted to clarify the directions.	6/12/2015 11:52 PM
65	The test was extremely long for students and because of it I don't think students did their best. It interfered with regular class teaching for the remaining quarter of our school year.	6/12/2015 11:39 PM
66	It takes way too much time away from teaching. It uses up so many vital resources, the biggest of which is time, next it monopolizes the school schedule, the computer lab could not be used for anything else for over 6 weeks. There is a better way, why can't we do what Finland does?	6/12/2015 10:17 PM
67	My students began to dread going to the computer lab. They were constantly being tested. Some of the items didn't make sense to them and they still had to struggle through.	6/12/2015 3:11 PM
68	Between prep and actual testing, It takes a minimum of 2 whole months of instructional time. This eliminates time for instruction in arts, social studies, health, and science. We are under extreme pressure to do well on these exams and topics not tested have been reduced or eliminated. Field trips are gone, guest speakers are gone, other enjoyable learning experiences are gone. The Hermiston School District only cares about the data collected, not what is good for students. The instructions and questions are confusing for students. They have a hard time deciphering the questions to be able to answer them. Each class has a scheduled time in the computer lab and children are under pressure to complete as much as they can. I had a student who refused to use the bathroom all day long for fear he would miss out on time to take the test. He didn't drink anything so he wouldn't have to go. The stress on these kids is immense. They've been given the threat that it will affect their future success if they don't do well. There is no immediate feedback on which answers are correct and which aren't. When the results take so long to come back, how is this supposed to be a learning experience for students? The fact that our evaluations are tied to this test is also terrible. I have yet to hear a good explanation on how these assessments are beneficial to students. They appear to be a gigantic waste of time and money. My spouse is also a teacher. It completely messed up the last quarter in terms of scheduling. It has been a complete nightmare trying to make it work as the testing window is so restrictive. I am totally disheartened. I will not make it to retirement as a sane person if this is what the future holds. I became a teacher to help mold students into their best selves. I want to teach them to be creative thinkers, problem solvers, readers of great books, and innovators for the future. All the creative joys of teaching are gone and replaced by test preparation. I think high standards are important. I think students and teachers should be held accountable for learning. This is not the way to do it.	6/12/2015 2:59 PM

69	I found this to be extremely disruptive for the whole school. I am not in a tested area, however, I was forced to administer the performance task for both ELA and math. I was not able to answer any questions including what to do if the calculator did not work, which it did not for one student. Students were not allowed to bring a book and read or listen to music after they were done. I lost more than two weeks of instruction from all of my classes and more from others depending on the class period. It through off the schedule for all of my classes, since I have three of the same class and two of the three were out for days for testing while I had the other the entire time. The students were so spent when they arrived in my room after being tested in other content areas, that they were not able to perform and begged for a break. We had students who were not able to do the required tasks who cried. This was a terrible experience all around and I will not even have knowledge of my student's performance, as they have now moved to high school.	6/12/2015 2:29 PM
70	It was difficult in the setting due to the setting being a Long Term Care Treatment Mental Health Residential Program. The students are diagnosed with pervasive mental health issues, they are heavily medicated, and struggle to focus with any clarity on this assessment. The testing for these students is skewed and in no way a 'clear picture' of the students' knowledge and skills.	6/12/2015 1:55 PM
71	The SBA took so much time. I spent three weeks with computers in my room and that's all we did every day for three weeks non-stop, every class. We took a break one day between the CA and the PA. This is too long and we lost so much ground and momentum teaching at the end of the year. Many of the students just shut down after that much testing. A lot of it is the way our school scheduled the test, 45-minutes sessions, but low students that really try are slow and we really want them to try!	6/12/2015 12:56 PM
72	It is a very time-intensive assessment with delayed results. My students were frustrated and overwhelmed.	6/12/2015 12:30 PM
73	I have to give this test to students who are in a mental health treatment facility and it is a horrible, demoralizing experience for them.	6/12/2015 11:58 AM
74	In third grade, the test length was completely inappropriate for students, especially in the ELA tests. We budgeted 5 1 hour test sessions for the third grade ELA CA test and PT test (not including the scripted classroom activity). Most students required more than 5 hours to complete the two tests, some required many hours of additional testing. The writing part of the ELA PT test asked them to independently write several paragraphs on a topic, which is beyond the third grade standard, especially when students are required to type their responses. Most of my third graders type accurately at 10 to 15 words a minute, meaning that even getting their thoughts on the page is incredibly time consuming, let alone formulating a quality response to the writing prompt. Additionally, many of the questions on the ELA and math tests were worded using language that was above third grade reading level, judging by the amount of students who were unsure of how to answer questions (let alone knowing the correct response). The total allotted testing time for 3rd grade at our school was 10 hours (again, most students required more than that). We also spent several hours teaching to the format of the test (how to answer questions, proceed in the test) and taking practice tests. This amounts to a significant amount of our curriculum that is not taught due to preparation and administering the Smarter Balanced assessments. Informally, I also noted an increase in student absences during the month we were doing most of the testing, especially in students who had shown or explicitly complained of a high anxiety level during the tests. Overall, I have felt like the OAKs assessments in the past were of an appropriate length and were presented in a clear and age appropriate way. This was absolutely not true of the Smarter Balanced assessments.	6/12/2015 11:21 AM
75	Takes a great deal of time away from actually teaching the standards!	6/12/2015 11:04 AM
76	Due to the number of hours required to move a student through all the pieces of Smarter Balanced, the disruption of normal classes due to students being out, absence students being caught up, the stress it puts on students, Smarter Balanced is a significant disruption to school activities. It had a much more negative impact than OAKS. I think the public would be shocked to see how much tests like these impact their children, and how little real gain, if any, is the result. Not to mention, their tax dollars are paying for this.	6/12/2015 10:53 AM
77	It's a juggernaut. Way too much time is taken away from learning to assess way too deeply and provide very little feedback, almost none of it useful. And it's a boondoggle. Unbelievable amounts of money and staff time have been redirected into standardized assessment instead of instruction (and classroom assessment that could improve instruction).	6/12/2015 10:35 AM
78	It takes the students two months to complete these tests. That means they are in the lab for an hour a day reading, typing and computing. My students are 8 years old. This is wrong.	6/12/2015 9:47 AM
79	I am not sure I agree with all of the procedures of the assessment. I believe there are times when an administer of the test should be able to use their professional judgement to handle unexpected issues that come up on the test and not be held to the strict letter of the law because it might be seen as compromising the fidelity of the assessment. This assessment has flaws and effects student outcome. This is not fair to the students.	6/12/2015 9:21 AM

80	This test was extremely stressful for students. The wording of questions was confusing and the directions were not clear. The test timed students out when they read passages and they had to log back in multiple times. The test itself was set up in a way that destined students to not meet the passing mark. This is NOT a valid test & certainly not worth the stress it inflicted upon our kids. Major changes need to happen for it to be successful & not interfere as much with instructional time students so desperately need.	6/12/2015 9:18 AM
81	I don't feel it was age appropriate. The wording of many questions was tricky. I don't like that we paid thousands and thousands of dollars for the test and can't even use that information in a formative way to help guide instruction and where the students needed more/advanced teaching.	6/12/2015 9:13 AM
82	It is VERY discriminatory toward SPED students and I believe it is only a matter of time before school districts are dealing with law suits regarding this issue.	6/12/2015 9:13 AM
83	I believe that the new Smarter Balanced Assessments direct instruction toward higher order thinking skills which will benefit our future work force, but the administration of the assessments, specifically the time required and the timing of the testing window, are more disruptive than the promise of change to instructional practice warrants. Shifting the testing window from the tale end of high schoolers' junior year, to the beginning and middle of their senior year would make a significant difference in lessening the negative impacts of the assessments.	6/12/2015 8:56 AM
84	The content is similar to what students experienced with OAKS. It takes significantly longer to complete because of the typing component, considering that my students are not skilled typists. I find it tremendously inappropriate for 3rd and 4th grade to be expected to complete the extensive amounts of typing that are required. With a bit of research, it would be noted that it is developmentally inappropriate for children in that age range to be expected to have the coordination to type with accuracy and skill. Please reconsider the typing element at such low grade levels. Additionally, I find it acceptable to place a time limit on completion of the essay portion of the assessment, but the weekends need to be taken out of the equation. It is really a hardship for my middle school to coordinate all of the student tests with our limited access to technology while ensuring that students have adequate time to complete the writing in the time frame given. Depending on how the results return on my own 3rd grade child, I will determine if I will opt her out for the 2015-16 school year. If the results don't accurately reflect my own assessment of her abilities, I will note that the test is not reliable and I will not subject her, or my upcoming 3rd grader, with the experience of taking the test.	6/12/2015 8:52 AM
85	This assessment disrupted the schedule for all classes for weeks and impeded the progress for the intervention groups resulting in tired, burned out students. Although I understand the logic of this testing, I believe it tried to do too much whereas some modification to the OAKS test would have served the same purpose with less disruption. It is time to rethink our options for testing.	6/12/2015 8:48 AM
86	I wasted over 20 hours administrating the SBAC assessment, not the 7 we were told it was going to take. This does not take into account the hours a prepping them for the assessment. This is a lot of wasted instruction time that my students missed out on because of this assessment. Furthermore, the test itself and the directions on question items were so confusing for students. Some of my strongest students got very frustrated and felt defeated because of this tests. I literally had several students banging their heads on the desk while taking this test because they didn't understand the directions of a test item. And I couldn't help or guide them in any way. After the 3rd test, out of 4, my students gave up. They were done testing, it was too much time and they just started putting anything in the blanks so they could end it. How is this a fair measure of their learning and my teaching? To now be evaluated on my teaching and my students' progress, when they don't care about the test is unfair to all involved. These tests are not a valid indication of what my students know nor can do. If they can't understand the directions and are just trying to get them over with by rushing through, it doesn't show what they know. Also, to base teacher performance on these tests is unfair when their are so many other factors in a child's life that can effect this test and how they do in school. The teacher is only a small part of the influence in a child's life and learning.	6/12/2015 8:36 AM
87	We administered SBA in our classroom using IPADs. It went great. The kids were comfortable. We allowed for 90 minute testing windows so the kids never felt pressured to finish and really took their time and tried their best. I felt like this was much smoother than OAKS, they only had to take it once and it was less of an impact on our daily schedule than OAKS ever was. Most kids seemed to think the test was 'fun' and I felt like it ran smooth. So thankful we have switched to this type of assessment-performance task and computer adaptive. It's getting them prepared for real life tests such as their drivers license when they have to do a performance and written test! It was so nice to feel like the test could finally be related to a life skill.	6/12/2015 8:33 AM
88	Students were very unclear about the tasks they were being asked to complete. Also, although the writing PT may have had the potential to be more "authentic" than other tasks, the lack of scaffolding made it frustrating for students. Perhaps it would be nice to have programmed a function that would not allow the students to read the articles AND do their writing in the same test session. Many seemed so daunted by the enormity of the task (even WITH practice assessments in the classroom prior to the actual testing) that they just wanted it to be over. I'd estimate fewer than 25% of my students did what could even come close to being called their "best". In administering the practice tests, I found it to be alarming that some prompts required as many correct responses for a single point. So even if students answered 4 correctly, they got NO credit. Finally, in talking to others on staff and elsewhere, there's a general feeling that the test is not developmentally appropriate for most learners.	6/12/2015 7:56 AM



89	SBA was an inappropriate assessment for many of my students. I lost close to 30 hours of instructional time. And was not able to teach a math unit and ELA unit at the end of the year because of testing conflicts.	6/12/2015 6:38 AM
90	What I didn't like about this assessment was that it was extremely difficult and confusing, even for my very bright students. You can imagine how my average kids felt trying to interpret what the test questions were asking them to do. I had a few kids who were actually brought to tears over this test. The questions were too complex and they didn't know what to do. Many of my students were just clicking answers so they could finish and get the experience over with.. This assessment was a waste of time for everyone and did nothing to accurately measure the growth of my students.	6/12/2015 5:49 AM
91	The way students are supposed to interact with the test was quite frustrating. It was as if no two questions used the same methods for answering. Some wanted kids to highlight. Some questions asked kids to type a response. Still others had students trying to find things from the text and select them. Kids were frustrated with not understanding the interface because it was very different from the released practice items tests.	6/12/2015 5:32 AM
92	Several students finished the performance tasks in less than a half an hour. Some just sat and stared at it. Several students raised their hands and wanted to tell me mistakes they thought they found in the test. Some told me the right answer wasn't there, or that they couldn't figure out a problem. I could see that they just needed to scroll over to see the rest of a graphic, but I couldn't say anything except "Do your best." I don't know if there really were mistakes or not, but kids were adamant that the correct answer wasn't there, or that there was sometimes more than one correct answer. Many students said it was too hard. Many said they had trouble with the way the test was organized. I realized they struggled with the interface of the test. One kid said he was supposed to write a paragraph to finish a story and include dialogue, but then said, "If I write dialogue, it would have to be more than one paragraph wouldn't it?" All I could say was, "Do your best." It took over 20 hours to administer the test to my students, especially due to absences. That didn't count practice time before the test to learn the interface and practice constructed responses. It seemed like a gigantic amount of time to be spent on state testing, much more so than in the past. Our computer lab was closed from March on this year for testing. It couldn't be used for any other projects.	6/11/2015 11:15 PM
93	The smarter balanced test was ridiculously difficult for all of my student (3rd grade students on IEPs). The test was intimidating, long, and nearly completely inaccessible.	6/11/2015 9:40 PM
94	Way too many tests. Too much time--we needed 5 - 6 weeks. How will they be able to be scored fairly and consistently? Questions are on deep mastery of all standards when that is not the expectation. Students cannot have you read question unless they have been preauthorized. Directions unclear many times. Students couldn't use any manipulative a--how realistic is that! Several questions are only achievable if student can master the technology--not the content. Impacts too many people's schedules for very extended period of time. Confusing. Couldn't print the text. Too many things to keep in mind when not being able to print materials out.	6/11/2015 9:37 PM
95	It was extremely long and unwieldy for students in the specialized programs. I had three students crying during the reading test because they struggle on reading and can't write either.	6/11/2015 8:35 PM
96	The test is ridiculously difficult and stressful. When we teachers were learning how to administer the test, we did some of the practice multiple choice items together. The answers were so ambiguous, that a group of teachers with Master's degrees in the topic being tested could not agree on the answers. I talked to a number of students who said the math test was so difficult that they just went through and marked random answers. Some of these students were in the Honors program. The PT portion of the test took the longest on the Language Arts test, but students were given the least amount of time to do that portion of the test (10 days), which isn't enough time in a school with a rolling A/B block schedule.	6/11/2015 8:23 PM
97	Too much time away from valuable instruction opportunities	6/11/2015 8:17 PM
98	I tutor middle school students, one-on-one, and the testing was a nightmare for them and me. First of all, they don't like learning and could care less about the tests. Very little effort was put into it, but they gave up all together when they saw the performance tasks. For me, since I only have them five hours a week, if they show up, then you can guess from there what the results were.	6/11/2015 8:06 PM
99	Smarter Balance is a terrible assessment because it causes anxiety for students and teachers alike. It is not doing anything that helps close the achievement gap. I work in a high poverty school. We are taking more time out of instruction to take a test. Test, test, test...there are way too many tests! What my students need is instructional hours. I'm outraged at our system! When does a teacher have time to analyze the data and then use it to benefit our students? There isn't enough time! Why not let teachers use real world experiences like interviews and collecting data from portfolios of student work? I am a kindergarten teacher, and I even have to test! The only thing testing is teaching children is to hate school. It's so sad!	6/11/2015 7:40 PM
100	The amount of time required to take both assessments was over whelming and frustrating to the students. The amount of class time lost to administer the test was frustrating and discouraging to teachers.	6/11/2015 7:20 PM

101	Questions were too vague. Students could interpret them several ways. It would also be helpful if in the math testing labels were allowed to be typed in the answers as most math teachers require them and it helps students to keep track of their work.	6/11/2015 7:02 PM
102	The keyboarding skills were overwhelming for third graders who have had limited access to computers. The instructions on the written assessment were confusing and students often asked what they were supposed to do.	6/11/2015 6:57 PM
103	some math items didn't appear correctly, eg grid lines missing, pictographs didn't line up correctly, etc	6/11/2015 6:52 PM
104	The SBA affected the entire school in a negative way. Classes and specials were cancelled for most, the tests took much longer than previous state assessments, students were stressed and behavior was an issue, and technology was unavailable often due to a backlog. Also, IA push-ins at the K-2 level were canceled for up to 2 months for many teachers because it took more support staff for administration than ever before. Very negative impact!!	6/11/2015 6:45 PM
105	None.	6/11/2015 6:35 PM
106	Each test takes too long. Too many hours fr kids to sit in front of a computer.	6/11/2015 6:07 PM
107	Useless, inappropriate and faulty assessment which does nothing to guide instruction and narrows the focus of teaching, not the "whole child". Curriculum and implementation of common core isn't fully in place yet so students shouldn't be tested on content which they haven't been taught yet, shouldn't be asked to respond in ways they aren't familiar with and shouldn't feel as if the test is more important than they are. I could go on and on as I did when speaking to my school board.	6/11/2015 5:30 PM
108	This standardized test was very stressful for some students. Those who are on IEPs in particular had a difficult time understanding the test and some just plain shut down. This test also took a long time to administer and kids were out of classroom instruction time way too long.	6/11/2015 5:15 PM
109	The test is poorly written. It is hard to understand what is being asked of the student. It strangely complex to take, to administer and to track student progress. I had students crying or laying down their heads in frustration. I tried to keep the testing upbeat, but it was a tough slog.	6/11/2015 5:12 PM
110	Students thought it was better than oaks	6/11/2015 4:52 PM
111	- Questions/instructions were confusing. - Many glitches in the test. - The Language Arts SBAC took way longer than expected. - Kids who didn't finish got pulled out of classes to finish test. - Teachers still don't really know what is on the test--how are we expected to prepare students when we aren't given samples/examples WITH answer keys? - Kids were extremely burned out which impact core classes after the test was over. - Some teachers had to give the test right before and right after spring break.	6/11/2015 4:51 PM
112	The test was forecasted to take a total of 7 hours (already too much time away from learning). Instead, it took more than 13 hours. The test was stressful for students and administering it in April cuts more than a month from student learning.	6/11/2015 4:34 PM
113	Show me the data where data collection through testing has any impact on increasing student knowledge, and I will support testing. The Smarter Balance test specifically does not test student knowledge and skill, it tests reading and comprehension and has little basis in real knowledge or knowledge acquisition, and it doesn't even do that very well.	6/11/2015 3:39 PM
114	Way too long. Ridiculous waste of student time.	6/11/2015 3:34 PM
115	SB could work if it was shorter and if schools/districts had support to handle the logistics (e.g.: \$ to fund a proctoring team so the duties weren't heaped on teachers' plate). The assessment isn't necessarily negative; the length and logistics are what caused the most issues.	6/11/2015 3:13 PM
116	Students are confused with language used in directions and test questions. Students are confused with computer usage, such as scrolling and dragging. Even children who are computer savvy struggle. We went over the practice test and taught the children how to manipulate documents on the computer screen, but children were still frustrated with these skills during testing. The actual test seems much more difficult than the practice test, and it's also different enough to confound our young testers. Math is very difficult for students to read questions & answers, especially students in Title 1. Therefore, math is really a measure of how well the child can read more than it is a true assessment of their actual math skills. Test is LONG. Children become fatigued quickly due to the difficulty, even when the test is broken up into chunks over 3 to 5 days. Children who are absent miss out on testing time for performance tasks. Each test took my third graders about one week to complete. Granted, we spent 45 minutes or less per day testing, but in reality we lost one month of classroom instruction because of testing. Pretty frustrating...	6/11/2015 3:12 PM
117	Difficult to learn what to expect without devoting too much valuable class time.	6/11/2015 3:03 PM

118	The test took our students 6 weeks to complete. Students were very stressed during that time period. Directions for 3rd graders were incredibly long and intricate. If students are truly being tested for their knowledge these long directions need to be shortened or read to them. They are 8 and 9 years old and are not vested enough in testing to be pushed to these lengths and be expected to do their best when they are burnt out from reading directions. I can not stress enough how ridiculous the amount of information and questioning was for these young children. 6 weeks to finish is much too much!!!	6/11/2015 3:01 PM
119	The test was not user friendly. Lots of scrolling and going back and forth to find questions related to text.	6/11/2015 2:48 PM
120	Overall SBAC testing has forced teachers to deliver higher quality instruction. The performance tasks were confusing for students because of the nature of having dual screens to deal with. The performance tasks were confusing for students because of the nature of having dual screens to deal with. I think having just one round of testing is less disruptive for students however having separate content tests and performance task tests is cumbersome. In many ways the SBA is simply a glorified reading test. In my district SBA scores appear to parallel DINELS reading scores at the building level.	6/11/2015 2:45 PM
121	There were quite a few computer glitches and the instructions for how to save their work on the computer were very confusing. The classroom activity on poetry was very basic. More definitions of terms (like tone and imagery) and examples should have been included.	6/11/2015 2:39 PM
122	Smarter Balanced Assessments take up too much learning time. My third grade class spent two hours a day for four weeks taking tests (approximately 40 hours!) This does not include the teaching of test taking skills and test preparation. Students do not get immediate feedback on their efforts either. I suspect that the reason is because the results are not meant to help inform instruction, but to grade teachers. Teachers with high scores get to keep their jobs--their school doors remain open. Teachers who teach in high-income areas have no need to worry. Their students come to school prepared to pass tests. Those of us who teach in impoverished areas pay the price. Most of these students do not have the same rich background as their higher income peers. One preparatory pre-test lesson is not enough--the playing field cannot be made level. Get rid of poverty, and we'll talk. So, yes, I have comments and thoughts about Smarter Balanced Assessments. Get rid of them. No other industrialized country in the world has the same amount standardized tests, especially in grade schools, as we do. Give teachers back the power to make instructional decisions based on their own sound judgment and assessment choices. This is what we are highly qualified to do. Along the same lines, why do districts and states allow fatcat textbook companies, Bill Gates, and the like make all of the educational choices around curricula and assessment for us? They make a killing in profits, meanwhile, public education remains mostly underfunded. I hope parents wake up and opt out of these awful high-stakes assessments. Once this happens, schools might be better able to teach higher-order, creative concepts. As it stands, all focus is on one test.	6/11/2015 2:28 PM
123	There was an inordinate amount of time and energy devoted to the test, both in preparation and in execution. My high school has a whole semester-long "mandatory elective" class that was meant to be test preparation. And in my regular language arts classes, every lesson seemed to have a "this will be on the test" feeling to it because of new curriculum we were required to implement. Essentially, students were well-prepared for the test, but at what cost to a more natural, engaging, and relevant type of learning?	6/11/2015 2:08 PM
124	Students missed several class periods in order to take this test which causes a lot of stress and their grades often suffer when missing classes. The time it takes to test is too long and students lose too much instructional time.	6/11/2015 1:55 PM
125	We didn't have the money in my district to buy new curriculum for the students to learn the smarter balance material. We also didn't have many computers to run the long tests for each grade level so we had to begin testing before the material was taught. This set up students to fail before beginning.	6/11/2015 1:28 PM
126	Time invested in learning the test robbed many students of enriching experience & stressed children. I'm not proud of the total disruption to spring possibilities in our classrooms!	6/11/2015 12:55 PM
127	It took me well over a month of regular reading instruction time to prep my elementary students on how to use the features of the test. The test instructions and activities are not grade appropriate.	6/11/2015 12:51 PM
128	The test disrupted my English 11 classes for nearly three weeks. I had classes with a mix of students who had finished or not. I noticed some students giving up--it was long and hot in the lab. In addition we had a number of students timing out because they did not finish in the window of time. I do not think that task in the test is bad, we often analyze and cite tasks. I would prefer for it to be in the context of the class I am teaching. Losing 3 weeks to a test that few students buy into is a waste of a teacher's skill set. My stronger students felt it was not hard but tedious. Some of my students took an SAT, 2 AP and the Smarter Balanced all within a 10 day window. They are clearly overtested!	6/11/2015 12:45 PM

129	<p>As a teacher, I felt there was an appalling lack of materials to help students prepare for the math assessments. The state of Oregon has not yet made a statewide mathematics textbook adoption for the Common Core Standards. Yet, teachers are expected to teach new standards and prepare for a completely different type of test with no approved materials for our state. I feel the test has come before any preparations and our kids are the ones suffering. I gathered many supplemental materials to prepare my students as well as focusing on lessons on explaining process, validating answers, deciphering questions, etc... Even with this preparation, my students were very frustrated and shut down during testing. Here is a suggestion: 1) Develop a test based on the standards and go through a rigorous vetting and validity process. 2) Develop math curriculum truly based on the new standards, not just old texts with common core labels on the cover. 3) Develop math curriculum to teach students how to properly respond to test items. They need to be taught how to communicate their thinking in a way that is appropriate for the test. 4) Now start piloting the test with schools who have used the new math materials for a school year. 5) Gather and analyze data from teachers and students regarding their experience. 6) Make changes to the test based on data. 7) Implement the test after math curriculum geared toward the new standards and testing have been available to teachers for at least one year. 8) Another idea may be to roll out the test in waves. 1st year test third and 4th grade, next year 3rd to 6th grade. That way students will have experience as they progress through their education.</p>	6/11/2015 12:41 PM
130	<p>I wish there was not an opt out option .....</p>	6/11/2015 12:17 PM
131	<p>The Smarter Balanced Assessment was an positive, intense testing experience for my students. They worked hard on all components and felt accomplished in completing the assessments. The test asked complex questions that some of my students were not totally prepared for, but I do not think they were unfair. I believe our students should be thinking a deeper more complex level. The data that has been presented to me so far seems accurate to how I perceive my students to be performing. It was a long time to be "not teaching" specific curriculum, but I like that we didn't have to take it 3 times.</p>	6/11/2015 12:16 PM
132	<p>It to my class a total on 17 hours and 25 minutes way from classroom instruction this year. This test is ridiculously hard and a complete slap in the face of each of my students. Tears were shed and frustration abounded every time we took the test.</p>	6/11/2015 12:12 PM
133	<p>My third graders spent at least 10 hours taking the Smarter Balanced tests this spring. My biggest problem with the tests is that it is too much time testing and the fact that students need to be able to word process makes the test very unreliable as an indicator of mastery. Many of my</p>	6/10/2015 9:29 PM
134	<p>I don't even know where to begin with how AWFUL it was for my 3rd graders. It was borderline cruel to make them take these tests.</p>	6/10/2015 9:13 PM
135	<p>I've been told that if I don't have anything nice to say, not to say it at all...</p>	6/10/2015 8:40 PM
136	<p>Shall I begin by saying that they are neither smarter nor balanced? The instructions are confusing. The questions are deliberately difficult and seemingly intentionally confusing at times. The feedback, if I wanted it, is untimely. Any teacher can design a test which 70 percent of students will fail, but what is the point? The test is too long. The test is disconnected from the learning taking place inside the schools. It should be relegated to the historical trash heap.</p>	6/10/2015 3:53 PM
137	<p>This test made teachers and students very anxious. Many students found entire sections of the test to be too difficult to complete. There were 8 and 9 year olds spending 1-2 hours of their day for 3-4 weeks of their school year on a test that will not inform instruction.</p>	6/9/2015 10:50 PM
138	<p>Overall, I thought the test was too much. As an educator the questions fit with the curriculum that I had been teaching this year. However, having a CAT and a PT seemed like overkill. The CAT had extensive questions that asked students to write in paragraph(s) format based on the text that was given. The PT was very similar. I think that either test proves that they are proficient in reading/writing; they do not need to do both. Also, the classroom activity for the 6th grd on Aztecs was unnecessary. They didn't need that information to be successful on the PT-and quite frankly having to administer the classroom activity to absent students over and over again was monotonous and wasteful. We would try to catch them when they returned, but not all returned on the day we scheduled. On a positive note, I would say that student like the SBAC questions better. They liked that they got to explain why. Overall though-too much time to administer from start to finish.</p>	6/9/2015 9:54 PM
139	<p>Ha ha! I was not trained how to actually ADMINISTER the test. For example, what test was I actually checking for my students to take? The list of tests was so long and cumbersome, I had a hard time finding the correct test to administer. My colleagues had to tell me which test my students were actually taking. How to manipulate the mouse or keypad was hard for some students too!! "Drag and click" - Drag and click what??? Some of the directions were ambiguous! They didn't make sense! What? This test must be fine tuned to meet the needs of ALL students. It shouldn't be a computer knowledge test or a "read between the lines" type test as far as directions go. Just make it straight forward and easy to take, okay?</p>	6/9/2015 7:51 PM

140	The Smarter Balanced Assessment was way too long. For my bright and/or careful working students, it took 6+ hours for ELA and 5-7 hours for math. For my students on IEPs, it was grueling. One of them had her Performance Task expire because, although she worked for 75-90 min per day, she still was unable to complete the task within 10 calendar days. One huge complaint I had centered on the Performance Tasks. When students opened the window, they had a split screen. On the left it said "Student Directions" and had directions followed by the texts, etc.that the students needed to read. On the right it also said "Student Directions" and had a different set of directions that were excessively wordy. On the ELA Performance Task, I had several students raise their hand and when I went to see what the problem was they stated that they couldn't find what they were supposed to do. The sentence asking them to write a persuasive/descriptive/informative piece was usually found in the 2nd paragraph and by then the kids were confused by all the previous writing setting the scenario for the task.	6/9/2015 7:19 PM
141	The assessment doesn't inform instruction. Teachers and students have no feedback that could be useful. Also, the student directions were incredibly long, wordy, and complex, especially on the ELA performance task. My students could hardly figure out what they were supposed to do, and where the actual "question/task" was located. Overall, I feel that SBA is a test that REALLY measures three things: a student's ability to focus for an extended amount of time, dissect complex/multi-step questions/directions, navigate technology, and be thorough and detail-oriented. Does the test assess subject specific skills and content? Yes, it does. But, unfortunately kids can't show what they know unless they have all of the above skills first. This puts a large majority of students at a disadvantage regardless of their understanding of content.	6/9/2015 4:21 PM
142	Smarter Balance felt like a game of gotcha for my students, time frames took twice as long as what the manual suggested, computer glitches were abundant, and my districts lack of computer labs, led to testing times that were not conducive to student success. Missing four weeks of either math, language arts, social studies or science instruction daily is unacceptable to me as an educator.	6/9/2015 3:00 PM
143	Far too time-consuming! It bothers me greatly that valuable classroom time is sacrificed for these assessments...assessments that don't accurately demonstrate what students are capable of. The SBAC is confusing and inappropriate for most of our students. It will be very interesting to see what happens after results are posted.	6/9/2015 1:19 PM
144	I think Smarter Balanced is a better test in Language Arts. However, it is very stressful to administer because of how much time it takes away from classes. I've been teaching Juniors for 9 years. I have never, ever seen them this stressed out or frustrated at the end of the year. So many of them missed important classes, had excessive amounts of homework for non-Junior, non-core classes they missed due to testing, etc. We also ran into excessive issues in access to technology. How is it the state of Oregon required a new online-only series of tests for our students without also giving school districts the money we need for updated computers, wifi access, etc. to appropriately administer the test? This lack of foresight on the part of the people in power in Oregon is astounding.	6/9/2015 12:51 PM
145	The test was a disruption to multiple school days. With mixed classes, I had to weigh between with holding or re-teaching instruction once students returned from testing. Students, teachers and parents don't understand what meaningful weight it carries. It's deflating to students to be tested on material they haven't had a chance to have instruction in. Simply, it's made in a fashion to test a group overall as a unit, but it's testing them individually and doesn't take into account that the test takers are individuals with different abilities and in some cases deficits that can't be discounted simply because of their age or grade level. Further, using this as a means to gauge teachers abilities is insulting and wrong.	6/9/2015 11:39 AM
146	Core teachers said it took two weeks of instructional tim and was 4 t hrs at a sitting. Way too long.	6/8/2015 11:29 PM
147	Pigeon holes learning this negatively effecting enthusiasm for learning. Time is of the essence therefore delving into student generated curiosities is extremely limited. This is a drag for students and teachers alike.	6/8/2015 6:36 PM
148	At times we had computer problems, the computers would freeze, power would go out, the test was in Spanish and needed to be in English, sometimes the student was unable to move forward even when the student responded to the test.	6/8/2015 4:45 PM
149	I think that the test does a much better job of evaluating student readiness in reading and writing.	6/8/2015 2:12 PM
150	The amount of time spent on testing for elementary kids was definitely a waste of instructional time. The entire month of April and parts of May nearly all of my Reading Instruction and/or Math Instruction time was lost to testing. Three hours a week for each test times 5 weeks, SBAC Reading CAT, PT, SBAC Math CAT, PT and Science, equals 15 hours of testing. WOW! I didn't document the actual times and it is an estimate. Still, that is too much when students are struggling with the new CCSS in Math. Too much testing for little ones.	6/8/2015 1:31 PM
151	There seems to be a lot of panic about SBAC. I am interested in seeing results for my school, the state, and the nation, to see what the facts are.	6/8/2015 12:48 PM
152	Having taught testing grades before, I feel that they put way too much pressure on young children. They come to us less mature than the past and with less skills, and we force them to test on material they have just learned. I don't believe they should be judged on JUST ONE TEST. I sure would not want to be judged on only ONE thing! What profession would?	6/8/2015 11:23 AM

153	I believe the smarter balance test is a better assessment of student ability than OAKS, however, since only juniors take the test, it is very disruptive the school day. The juniors must miss class to take the test. Having only juniors take the test also means there is no basis to test improvement from one year to the next.	6/8/2015 9:16 AM
154	Students were frustrated that they were only allowed to take the test once. Students were frustrated that they could not have guide on how to use the tools on the tests. Days to administered tests are at the worst time. Conflict with AP testing, midterms and finals. Students were expected not only to do SBAC but also to do interim assessments from the district. TOO MANY TESTS	6/8/2015 9:06 AM
155	The amount of time these massive test tie up the building resources and the amount of stress placed on the student is ridiculous. Some students ended up getting back to back testing (one week after the next).	6/8/2015 8:22 AM
156	The sudden implementation was a mistake. It should have been scaled up starting in Elementary school. We moved the finish line on kids who were almost done with the original race. Through vetting, trials, editing and careful reassessment, it could be a good test. I like that it measures how a student did something (I am a math teacher) and asks questions lots of different ways, but the learning curve is incredibly steep. In 10 years, this could be a great test. But now, it is awkward, too long, too hard, and asking kids to do things they haven't prepared for.	6/8/2015 8:20 AM
157	The kids were so frustrated and confused. It took so long to administer all of the components--more than 15 hours!! Because the test was so confusing, the kids shut down.	6/7/2015 7:43 PM
158	The questions were difficult for many students. There was a negative factor to many questions almost tricking the students for an answer. Some of the vocabulary for example kilograms, is not a common word that is easily identified in 3rd grade.	6/7/2015 7:34 PM
159	Students found great difficulty in identifying what the question(s) were asking. Most often asked questions by my students, "Where's the question?" and "What is the question want me to do/asking me to do?"	6/7/2015 5:24 PM
160	A 5th grade student asked about a math problem, and the 3 teachers present looked at it and it took us a while to figure out that the font was messed up so that the numerator in a fraction was in fact the numerator and not a weird number hanging above the sentence. Seriously? Also, as an ESL teacher, the Smarter Balance was more disruptive than previous tests insofar as I only had my 5th graders (for example) for 2 days per week for about 4 straight weeks	6/7/2015 5:03 PM
161	Student instructions were very wordy and confusing for young children We went in not know what to expect The material was not grade level appropriate by all the instructions and computer knowledge that was needed	6/7/2015 4:42 PM
162	Computer labs were shut down almost entirely during the two months of SBAC assessment. We weren't trained on the test, nor did we receive clear information on how the test would be administered, until January. Most students didn't seem to understand what they were supposed to do for several of the assessments.	6/7/2015 4:24 PM
163	I gave the smarter balance to mild/moderate learning disabled students (3-5) . They gave up half way though the assessment due to the difficult of it and the amount of time it took. Some of my students would groan every time I picked them up for the assessment, telling me they wish they could go back to our regular work.	6/7/2015 2:31 PM

164	<p>I don't understand why everything seemed like it was a secret this year. Teachers should be able to see the test in order to understand what their students are supposed to know. Just because you teach the standards does not mean that your elementary aged students will be able to apply their knowledge to all contexts of a problem. An example, there were TONS of questions about using an "addition table" or a "multiplication table" and filling in the blanks. I have NEVER used either of these TOOLS with my students when I was teaching multiplication. HOWEVER, if I had known they would be asked questions about them, I could have given them some sort of background knowledge about what these TOOLS are. There should just be straight forward questions, not an assumption that students have used specific tools. Also, if the whole point is for students to "dig deeper" and have a greater understanding, why was there so much wordy, fill in the blank questions? This was COMPLETELY confusing to students, and who in their right mind EVER has to do math like that in real life???? For 8 year olds, the reading and figuring out what the problem was asking was the greatest challenge. If they were able to do that, they were usually able to figure out the math. The technology piece is an entirely separate issue. It is 100% not right to be giving students all of these tests on computers, but not giving them access to computers frequently throughout the year. If you want them to use a computer for the test, you better give them computers in the classroom. Otherwise, NEWS FLASH, the test does not resemble instruction or the way they have been learning AT ALL! It is the most ridiculous thing that seems like common sense to most... but apparently, not everyone. Our building has 1 computer lab to share with all the students. Even trying to fit us all in for testing was a nightmare and that was just 3-5. The 10 day window (including weekends) felt like I was on Candid Camera just waiting for someone to jump out and say, "ha ha, just kidding! Wasn't that ridiculously funny?" In order to complete all the tests, students had to start in early April (remember, one computer lab). I had not even taught all the standards at this point in the year, so essentially, my students were being tested on things they hadn't even had the chance to learn yet. I had to scramble and cram stuff in just so they could at least "see" some of the concepts that might magically appear on the test. I would have been better off being able to actually teach my students instead of rapidly exposing them to things in order to pass some test that matters to some people somewhere. I don't know what is happening to education, but this testing business is not about kids. It is not about what is best for them and is not an accurate way to measure their learning. Teachers are not just teaching standards; we are raising children. Quit taking the love, fun, and surprise out of learning. This was the most stressful year of my career because of the pressure around all of the new standards and new tests. How dare I be doing art if there are standards to be taught?!?!?!? These are CHILDREN! They are not just numbers on someone's data wall. School should be a nurturing environment where students feel safe to question, take risks, and make mistakes. This is not the message that all of this testing sends to kids. Teachers are tired, EXHAUSTED, and sick of being criticized for not doing enough. Has anyone ever thought about trusting the people who are educated, trained, and with the children more than their parents are to make some decisions about what is best for them? It might be a good idea. I am all for standards and holding students and teachers accountable for growth. I just don't feel like these tests are helping anyone do that. It is a frenzy right now in education trying to do everything we are supposed to do. Teachers are spread too thin and under too much pressure, which in turn is not helping students be successful. Our entire system needs to be reevaluated.</p>	6/7/2015 2:23 PM
165	<p>I teach 5th grade. It is enough for the kids to take the SB LA and Math, and also the OAKS Science tests. But there are also the two SB Performance Tasks - one each in LA and Math. Could the PT count for the two (traditional) Work Samples??? The students overall, seemed more engaged by the SB tests, I think because the format of the questions varied. This helped to keep them on task. It took over two weeks to administer all 5 tests in increments of 1.5 - 2 hours per day.</p>	6/7/2015 12:35 PM
166	<p>1. The assumption that the classroom activity levels the playing field for everyone to do the Performance Task is extremely flawed. One of the tasks was extremely unfair to ELL's. 2. The math CAT is SO difficult that the teacher or a protest should be able to determine if a student should spend any time on it. 3. The English language conventions of the ELA PT are the gateway to English only in the USA. How did this happen.</p>	6/7/2015 8:30 AM
167	<p>Getting the students prepared for SBAC is difficult when you do not have any curriculum. Trying to find materials to use on your own is frustrating, difficult and time consuming. My training of SBAC consisted of taking a sample test and reading the modules on my own and taking the tests. Our building had to request that someone from the district come and answer our questions. Not having scores available until next year is frustrating to parents and teachers.</p>	6/7/2015 8:22 AM
168	<p>Computers had glitches, students had trouble understanding questions, and more students were stressed than in the past with oaks. Students were crying, and we even had one student had a panic attack, and an ambulance was called.</p>	6/6/2015 7:27 PM
169	<p>This is a very poorly written survey. I was not involved in administering the test at all. I answered that in question one. I should be able to skip to any relevant questions. Instead, I am forced to answer questions that I have no knowledge about. Please disregard my answers as they are nonsense from this point on.</p>	6/6/2015 5:14 PM
170	<p>We need results at end of school year not the following school year.</p>	6/6/2015 5:09 PM
171	<p>I was incharged of the technology component. I also teach junior. I felt things went very well. Technology was smooth and the only negative was the interruption to normal classroom instruction.</p>	6/6/2015 1:11 PM

172	SBAC is a shameful, destructive sham of an assessment tool. The content and testing format are horrid---extremely confusing wording, very confusing tasks with very poor instructions and highly unrealistic content expectations for 8 year olds!!!! This is no way a valid, authentic, purposeful assessment. It seems to be a tool designed to be a "gotcha" and not an opportunity for students to actually show what their literacy and mathematic abilities and intelligences are. I had to sit and watch very hard working, bright students crumble in frustration, cry and actually say "I'm stupid because I don't understand this test". SBAC was destructive to many students' self esteem and they don't even know their scores yet. SBAC was also detrimental to learning. My class lost at least 20 hours of instruction time to test training and test taking. This came in the spring when the student learning curve is at its' highest and the greatest strides can be made. Shame on all of us for buying into this travesty. It is NOT helpful or purposeful in any way. We need to genuinely assess within classrooms, schools and districts and this is NOT the tool we need.	6/6/2015 8:05 AM
173	It shut down all of our access to technology for a month for the whole school.	6/6/2015 2:40 AM
174	It completely disrupted learning for the students. It took so long and with kids being absent we had kids testing for over a month, one month for reading and one for writing. They were being pulled out of class to sit in front of a computer, thus missing out on actual learning.	6/5/2015 9:54 PM



<p>175</p>	<p>I lost a month of Humanities curriculum to this test. The arguments against using data scored by dubious and unconnected hourly workers who apparently have a pre-determined number of certain scores to give, and a maximum time allowed to spend on each student test, aside, this test was extremely poorly constructed, confusing to students and adults alike, often having glitches in questions that disallowed students to answer correctly. Walking around the room, I saw one question over a short paragraph in which the answers for replacing an in-context underlined word were all so nebulous, they could have each worked as the answer. Instructions for students on the Performance Task/Writing were pages long and poorly worded (at one point they were told to write a news story for a school paper. But then later in the instructions it was simply called a "story". Other students, even though we were told they would be doing expository writing at the 7th grade level, read informational articles about invasive species and then had to write a fictional story that somehow included their knowledge of invasive species. That sort of transition is ludicrous, and far more difficult than is necessary. In addition to glitches in technology and the fact that our school had 5 months of nearly all school computers taken by constant testing so curriculum involving technology was out of the question, students were overwhelmed and discouraged. And, from what I could see (from both practice materials, and from required pre-information lessons for the students), there is no way that these tests measure progress in student learning. Nothing about a student's life, their learning style, their communication styles, or anything else we differentiate when determining proficiency is considered here. Despite the shocking and inordinate amount of time lost to authentic curriculum, using this information to announce to students if they are 'proficient' or not is detrimental at the very least to their feelings of efficacy. In addition, the suggestion that these tests can measure whether a teacher is effective and has facilitated student growth via these tests leads to the highly offensive analogy of education as an assembly line. We do not start with the same basic materials and send students through a series of 'machinations' and expect them to come out proficient at the other side. Measuring a doctor's mastery and effectiveness by how sick their patients get, or how rarely they get sick is an acceptable comparison. In addition, since I teach at a very low SES school, I would argue that basing funding and success of students, teachers, or a school itself on such 'measurements' will eventually push master-teachers away from being willing to teach the kids who most need them. Why would I teach at a school where kids come to school each day from situations ranging from abuse, neglect, a general negative view of education, homelessness, not enough food to eat, parenting issues, unsafe environments, etc. if I know I'm going to be measured as a teacher against teachers who have students with homes that strongly support education, active parent volunteers in schools, extra money for updated technology and programs from an involved and well-funded parent population, a background of a wide range of life experiences and educational opportunities, and on and on? A teacher who worked at my school for several years moved to one of the high SES schools in our district a couple of years ago and confided in me that he cried when he got to the new school. There were windows. There were many more, much more new computers and teacher technology available, the HVAC ventilation system worked, the school felt welcoming and had a culture and climate of warmth and excitement about learning. My district has four basic "pillars" that supposedly direct our vision as a whole and are what all decisions should be based upon. One of them is equity. It is laughable that anyone would consider there to be equity between our school and the one I described above. The testing does the same thing. I have to work with my students to teach them how to do things in life that the students at the high SES school learned long ago. If I don't give time for classwork and studying to happen within my class time, it does not happen outside of school. Why do we standardize our tests when we are told every day to individualize, to differentiate, and to meet the kids in ways that they best learn? Certainly there are learning targets, but if our prior standardized test (OAKS) was a poor measurement, the SBAC is not simply poor, not what's best for kids, it is hurting our kids. I cannot imagine this continuing. Especially with a test that has not yet been shown to be scientifically valid (all the above arguments aside), that takes so much time away from student learning that we missed over a month of student learning (closer to six weeks), and I have heard very few supporters acknowledge the amount of money Pearson is making with their continuous circle of testing and testing implementation materials. Do they have a lobby that is amazing? Are our politicians really so uninformed that they cannot see the significant detriments to this process and that a focus on invalid data based on subjective, anonymous, non-educator judgments with highly questionable guidelines (quotas for scores, and minimal time spent on student writing, etc.) that they will go to any extreme to gather 'easy' objective data and judge schools, students, and teachers based upon numbers that have little authentic bearing on what goes on in schools? The desperation to determine 'good' teachers from 'bad' and 'successful students' from 'failing' students is worrisome at the very least. I'm seeing movements around the country in a backlash, but little of it seems to be manifesting here. Teachers are exhausted and inundated with so much more 'to do' in regard to all of this, that there is a level of burn out and disenchantment -- in spite of our love for the kids -- that I haven't seen in more than two decades of teaching. Too many new initiatives are being 'added to our plates' beneath the political massaging that says 'this isn't new, it's a way to rethink how we do what we already do'. Between that and 'we're building the plane as we fly it', my colleagues and I can only shake our heads in exhausted bewilderment. The culture has become incredibly punitive at the local level, with stigmas attached to anyone who presumes to offer constructive feedback or ask questions. It has spread to the point that teachers do not trust some OEA leaders, and OEA building reps do not feel supported enough to meet with administration without recrimination.</p>	<p>6/5/2015 9:03 PM</p>
<p>176</p>	<p>Way too much instructional time was lost. For the capable kids, it was just a waste of time. For the struggling students it took FOREVER and hurt their self esteem.</p>	<p>6/5/2015 8:31 PM</p>
<p>177</p>	<p>I am dismayed at the instructional time that is wasted with SBAC. To me it is completely unethical to deny instruction to our students for the sake of an assessment that most students won't pass. What kind of tool is that? Ridiculous.</p>	<p>6/5/2015 6:10 PM</p>

178	I liked the types of questions and my students (5th graders) had positive reactions to both the CA tests and the Performance Tasks.	6/5/2015 5:52 PM
179	The amount of writing was difficult as we do not have enough computer time to teach the kids much keyboarding. We have one computer lab with a school of over 500 students. If we are to give a reading test that is really a writing test, then give us the computers to teach keyboarding. It took forever for my poor kids to type what they wrote. The math had a lot of writing too. We have many second language learners and the writing is so difficult for them. I fear that they did not pass, not because they didn't know the math, but because their writing skills are low. Too much class time is spent on these lengthy tests. We have to stop teaching important information in order to have the long periods of time needed to take these tests and the students still don't know if they passed. When will that happen?	6/5/2015 5:42 PM
180	Administering the test took away a huge amount of instruction time for both testing and non-testing students.	6/5/2015 3:58 PM
181	I don't like it. Don't want my kids to take it either.	6/5/2015 2:48 PM
182	We do not have enough technology to administer the test in a timely matter.	6/5/2015 2:20 PM
183	It was very difficult to opt out a student with disabilities. The district made families go through a difficult process and did not get back to families in a timely manner.	6/5/2015 1:28 PM
184	It literally took almost the entire month of May to get our 11th graders through all the SBA tests. There were vast amounts of curriculum that I had to forgo or rush through so they could get through their tests. There is no way to fully express the frustration from the entire staff. Many of our staff who had nothing to do with SBA areas still had to change their curriculum to fit the testing schedule--how can that be a good thing?	6/5/2015 1:16 PM
185	As a special educator, this disrupted our instruction and services in the Spring quite a bit. I also didn't think it was a very accurate measure of progress or skills for many of my students.	6/5/2015 11:31 AM
186	I completely agree with the sample statement contained with the survey link. It is foolish to assume that the way this test was rolled out (or, more precisely, not rolled out, not tested) is going to be effective. Even with the high fail rates we are expected to "sell" this test to our students with a "you can do this" attitude when many of them won't pass. What are we doing to our kids? To our teachers? To time that would normally include rich and detailed instruction? To the massive amount of time students are pulled from other classes during dead week--yes, the week right before they're supposed to be taking finals in all those classes they keep getting pulled from to go be tested. The difference is that their finals are a real measure of what they have learned and help to guide instruction. I cannot say that about the Smarter Balance test. I am so frustrated.	6/5/2015 11:01 AM
187	It took SO much time better spent in instruction or at least in local assessment.	6/5/2015 9:43 AM
188	The value of citing work is appreciated, but the lack of time and attention to other necessary learning is detrimental to student progress.	6/5/2015 9:36 AM
189	I know that the smarter balanced assessment is suppose to be a better way to assess student learning, but right now the pressures and high stakes that come along with the test make it not very effective.	6/5/2015 9:31 AM
190	The test is too long. Our school did a poor job of organizing a schedule to accommodate and balance the needs of the students who were required to take the test. We (students and test administrator) were not aware that the performance tasks only had a ten day window for completion so many kids were unable to finish the test due to the wacky schedule.	6/5/2015 8:47 AM
191	I don't think we should continue with the PT tasks. I think all state testing should be computer graded (MC). We can get good information from a MC test. PT tasks are subjectively graded, costly and feedback takes too long. Tests should be used to find strengths and weakness of students and then used to help them reach their goals. There should be tons of online sample problems and curriculum that families can use at home to help their student get ready for the tests. There is currently too much secrecy involved. Open the process up and provide all the tools for everyone to be successful.	6/5/2015 8:33 AM
192	How are these assessments accurate when it takes students hours upon hours to take? Families and students were beyond stressed about these assessments despite the support and reassurance of the staff and faculty.	6/5/2015 8:29 AM
193	We have the SAT, ACT, etc. Why do we need yet another national assessment? The resources spent on these tests could be better used elsewhere.	6/5/2015 5:38 AM
194	The test in practice is assessing a student's ability to learn new information and assimilate it quickly. It does not reflect what they have already learned, and results will clearly be influenced by the many variables surrounding the actual administration of the test. The results do not come in time to actually impact instruction for the group of students being tested. They also do not accurately reflect what students have been taught. Moreover, I have students who were doing well in my classes until the administration of these tests. They are now failing core classes due to the sheer amount of time taken from them for these tests. I can see no positive gain from the experience. Students come back demoralized, stressed and resentful that they have been robbed of learning time in order to fulfill a requirement that is of no benefit to them.	6/4/2015 11:32 PM

195	Resource allocation for testing over support for teachers and students within the classroom on a daily basis is a bad plan for raising competence in our students.	6/4/2015 10:47 PM
196	One of the main difficulties experienced with the administration of SBAC was the lack of computers and chrome book available to best prepare my students for the test. We do not have enough technology or accessibility to computers/chrome books to enable students to take the practice tests or complete regular Performance Tasks via computer. In order for students to be successful on a tests that demands computer word processing capabilities students need regular and consistent access and practice. The test had several issues as far as pausing and ending that were not straight forward and caused students confusion. I had one student on the very first day of assessment who accidently submitted and concluded her test before she even answered the first question. My students were engaged in the test and wanted to be successful, because of this some students took 10.5 hours of class time to complete there SBAC. I had 1/5 of my class opt out, 1/3 that finished within 5 hours..... I think of the waste of instructional time to these students who's facilitation of learning was stalled waiting for fellow classmates to complete their testing window.	6/4/2015 10:04 PM
197	I understand that legislators like the idea of having College and Career Ready Seniors, therefore you need to have prepped eleventh graders to be CCR, therefore you need to have tenth graders who are in place for eleventh grade expectations, therefore you need ninth graders who are ready for tenth grade, etc. all the way down to - you need third graders spending critical reading and math learning time to learn keyboard so they can attempt to show you what they now through an artificial venue (computer) that we (regular ed classroom teachers) don't use every day, therefore second graders and first graders are being asked to stop with reading, writing and math instruction to practice keyboarding so they can be ready to defend an opinion quoting evidence from a source... We did not get a longer school day to teach keyboarding and test preparation and practices, so we have to stop teaching reading, writing and math (and all the social lessons we spend so much time on) so we have to cut SOMETHING out. What should we not teach? Please tell us. I understand the desired outcome but I seriously question how developmentally appropriate SBAC is (rather isn't), not the mention the convoluted directions that teachers can't read for them or restate or elaborate. That's not a real classroom, that's not how we teach, that not's how we build confidence in our students. SBAC causes us to waste the precious time we have with them and teach them lessons that will result in scores that won't help them learn or overcome lost ground this school year, maybe in six month though!	6/4/2015 9:49 PM
198	The ELA PT was the most difficult and disruptive test given at my grade level. The amount of print and directions for third graders was overwhelming to them before they even began to write. It took approximately 8 hours of class time to complete this component, not including all the preparations before the assessment.	6/4/2015 9:49 PM
199	Unfortunately, the test takes too much time in an effort to test too little of what makes a student competent in a content area. A portfolio of student work would more adequately demonstrate student achievement over a broad period of time, covering a more diverse span of material. The timing of the test in the school in the school year is problematic, too. Our math test sessions, administered after 80% of the school year was complete, came after 2 weeks of SBAC in English, and 2 weeks of AP testing. By the time the students sat down for the SBAC in math, they were completely done in. To say that we measured our students at their best is far from the truth.	6/4/2015 9:48 PM
200	In the past, some students tested for long periods of time because they took the OAKS test more than once. Now, all students spend hours and hours testing. SB does not just test Reading and Math. Good readers and mathematicians may still fail the test because they lack computer skills. Low income students are particularly affected by this. Many students were confused about what was expected. We were powerless to help them with even the simplest of clarifications (such as "click on the dot") for fear of getting in trouble. Having a short window required between the time the in class activity was delivered and the performance task was started made it very hard to accommodate kids who were absent. Actually, the whole test presented a scheduling nightmare at my school some tests expired because we couldn't schedule in enough testing time for kids who started the PT and then missed a few days due to illness. We don't understand why all students can't have the math test read aloud. If the option is available for some, without penalty, it should be available to all. In fact, it should be the rule rather than the exception. We marveled at the difference in performance task requirements. Some kids had to do a lot of writing, others little or none.	6/4/2015 9:37 PM
201	The SBAC did not align to the CCSS. The SBAC took many components of the Common Core but then asked the students to do four or five different tasks with them. It was poorly worded/written. Directions were unclear to me, let alone to my students. The split screen and navigation of the test was very difficult for many to use/understand. From what I saw through administering this test, I do not feel the SBAC would give me any valid or useful information about my students, what they know, and what their next learning steps would be. This was a total waste of time and it made kids feel badly about themselves.	6/4/2015 9:08 PM
202	It still sounds like a diet program! We are still testing kids with just four school days left!!!	6/4/2015 7:59 PM
203	The old Oaks reading assessment took two days of class time. SBAC took two weeks between the computer adaptive and the performance task, and that was just the Language Arts section. Overall, our students tested for more than a month in various classes to complete all portions of the assessment.	6/4/2015 7:57 PM
204	Students liked being able to answer their questions without sitting through a bunch of random multiple choice questions. Though some of them need more experience.	6/4/2015 7:48 PM

205	I found SBAC and the expectations of this assessment outlandish for students. The targets were a mystery and children could not see their results. I was unable to get any results that would have helped guide my instruction in time for the remaining part of the year.	6/4/2015 7:39 PM
206	It was completely unfair to ELL students. Half my class was taking it while the other half had an alternative task. Very hard to classroom manage and teach!	6/4/2015 7:33 PM
207	I thought the assessment was terrible for educators and students. First, it was difficult for students to navigate. Even with practice, it was very daunting. I had a third grade student who was in tears by the 3rd question. Also, it was far too long. Those who developed this should know better than to expect elementary students to attend to an assessment for more than two and one half hours per subject area. To also expect them to do the Performance Task, seemed almost criminal. Furthermore, the complexity of this for special educators and their students was highly underestimated. I was responsible for administering the tests to students at 4 different grade levels. I work in a day treatment facility, so there were no general education classes with which I could pair and I had to find alternative activities for students in younger grades to complete without their teacher. Furthermore, the students who took it dreaded it and felt defeated afterwards. It displaced my entire class for a period of 4 weeks. Plus, working with students who have emotional and behavior problems, I felt awful about what it did to their confidence and self-esteem. It was difficult to remain positive throughout the process.	6/4/2015 7:32 PM
208	I felt the District could and should have done a better job of helping us prepare our students for the SB assessment. I do not have faith that the tests can be scored objectively or in a time frame that will be beneficial to teachers and students. My class lost the use of our computers during the entire 6-week testing window. Many, many hours of instructional time were sacrificed to testing which had a negative impact on my students. Resource and IA schedules were disrupted during the 6-week testing window which had an adverse affect on the students needing the most support.	6/4/2015 6:54 PM
209	My nephew, who is TAG and has "exceeded" on every OAKS test he ever took (he's in 7th grade) was very frustrated with the SBAC Math Assessment. He was frustrated with how some of the questions were worded, and in one particular case he explained to me that not enough information was given to solve the problem. I know regular ed students were frustrated with the tests....but this was a TAG kid! On another note, as a Counselor I've seen increased stress on the students with this testing to create behavior issues in our Title 1 school that far exceed previous years. The behaviors ramped up about the time the assessments started. I feel as though these tests are creating more stress in the students (not to mention the teachers who will be evaluated on how well their students perform) creates a "toxic" environment that takes away what many students feel is their "sanctuary." It may even be a distraction to the learning environment for most students. District officials do not want any distractions in the learning environment, yet must comply with the state's directions. OAKS testing was far less disruptive. Additionally, not being able to get immediate feedback is stressful for teachers, students, and parents. With OAKS testing, they received immediate feedback, and were able to retake the test to try and improve their score. SBAC only allows you to take the test one time, and you must wait until the following year to see how you performed! This is, in a word insanity. I had an open mind prior to this year, but after the experiences I've had with the SBAC I can say unequivocally say in year one it's a failure, if not disaster.	6/4/2015 6:49 PM
210	The instructions were not very accessible to the great majority of students. They were way too wordy and confusing. If students were not high readers, forget about it. Whoever wrote the assessment has very obviously not worked with elementary-aged children. They are eight or nine years old! As far as time, it took over a month of testing every single school day since April 23rd for all of my students to complete all four parts of the SBAC. On at least 8 of those days, we ran two testing sessions (for a total of 2 1/2 hours in a day). Other days, testing sessions were an hour and 15 minutes. The amount of instructional time sacrificed calculates to approximately 60 hours. Absolutely RIDICULOUS. For the first time, I feel like I am sending my third graders off to fourth grade with huge holes in their education due to testing alone. Something has to change.	6/4/2015 5:26 PM
211	The amount of time the test took away from the classroom and meaningful instruction was crazy and ridiculous. I had some students testing 7 weeks straight taking away a minimum of 35 hours worth of instruction and that doesn't even include the time spent teaching test prep. The way the questions were asked was very confusing to most of the students, even the high level students. Finally the test is unfair to low income students and high poverty schools that don't have access to adequate technology and experience with technology.	6/4/2015 5:01 PM
212	My biggest concern is the 20 hours of instruction that was taken away from my students so that they could take the SBAC. I also believe that the level of rigor does not test if students understand the process, but only if they can do a complex, multi step, word-heavy assessment. If they fall down on any step of this process, all further are assured failure.	6/4/2015 4:42 PM
213	SBAC is NOT an appropriate test for students. Developmentally, it asked my 6th grade students to complete tasks that students in high school or college might struggle with, specifically the performance tasks. The length of the combined CAT and performance task assessments was completely unreasonable and took away so much instructional time that I wasn't able to get through all of my instructional units this year, which means that I was not able to address all of the Common Core State Standards required.	6/4/2015 3:43 PM

214	If the test is going to be an authentic assessment of student progress, the students need to get feedback within weeks of completing the test.	6/4/2015 3:13 PM
215	This stressed out my students, was difficult to administer, left students feeling empty b/c they didn't receive their scores and completely impacted my instructional time. My students lost at least 30 hours of learning time.	6/4/2015 2:58 PM
216	I had children crying, giving up, and just being all around frustrated. Testing should not be like this, teachers should be evaluated on this.	6/4/2015 2:55 PM
217	The ELA components of the assessment were very frustrating to many students. We had several students who simply shut down on this portion and simply spent hours sitting in front of the computer screens not making any progress.	6/4/2015 2:44 PM
218	I actually like this assessment way better than our OAKS, but I wish we were allowed to see parts of it. It would be great if we could plan our instruction to match the style of questions (not the exact questions). Even doing the practice tests didn't prepare us for all of the different types of questions on the assessment.	6/4/2015 2:02 PM
219	My students did not find the test to be difficult. We will see when we finally get our scores.	6/4/2015 1:24 PM
220	There were clearly technical issues. We had many students frustrated with what I called the "hidden multiple choice" where students had to select text from a previously selected number of items, but to know what their choices were, they had to hover over the whole reading and see what would highlight. We had one special ed student who nearly "lost it" because some things he hovered over did highlight, but they were not choices. Instead a definition would pop up. The test administrator was worried and sought help from me. The little box of instructions were had to read was NOT helpful. It took a long time for the student to figure it out, and he could not just go on because the test won't allow it until an answer has been recorded. Math seemed to go more smoothly than language arts, though for both areas the performance task classroom activity requirements added a whole new layer of frustration. We videotaped the classroom activities (1 per subject per grade) so that absent students could sit together and watch and discuss it, but that required another adult to supervise the make-up session as they couldn't be in the labs where students were testing. All in all, I'm waiting to see what data we get from it and how useful it will be. I worry that it won't be worth the incredible loss of classroom time.	6/4/2015 12:58 PM
221	Problems: --Instructions are very unclear for anyone to understand. It's almost as if they're intentionally unclear. Often directions and 'readings' were in the same font (no bold or italics). Often students had to read partial directions-- then read a reading-- then there were directions to FOLLOW the reading. --Wording was often unclear-- such as when they'd say "paraphrase (or restate)"-- as if "restate" is synonymous to or clearer than "paraphrase". It is not. Look up the work "restate" to see. --The practice test did not include answers-- I had to search for the answers, anyway. When I found the answers, I noticed there were some differences between the questions as they were written in the answer key, and the questions as they were written on the practice test. See, for example, 7th grade ELA #1. --Took some students WAY too long. --Expectations for the 'constructed response' were unclear because there wasn't a scoring guide available for student (or teacher) to consult. In other words, students didn't know what they were aiming for. --I am APPALLED that these tests are scored by an army of non-teachers at a low-hourly rate. How is someone without the experience or training of a teacher supposed to legitimately assess my students and my work? That's absurd. As far as I'm concerned, this fact alone undermines the whole deal. --It's problematic that teachers can't even LOOK AT or SPEAK OF anything on the test. This means, if a student notices a problem with a question, then no adults can do anything about it. No one can report the problem. In the end, the only people to have looked at the test are the test-takers and the test-makers (those who profit). WHERE IS THE OVERSIGHT? All it all, SBAC was sloppy, unethical, and illegitimate. I don't have a problem with external testing. I have a problem with ill-considered external testing designed to undermine my profession and take away from classroom time.	6/4/2015 12:31 PM
222	Because there are so many parts to the SBAC test, students spent too much time testing and not enough time in classroom instruction. It took valuable teaching hours away from our students, both in the classroom and through not being able to have regular technology and library classes. Our computer lab is part of our library causing the computer lab and the library to be closed for much of Spring.	6/4/2015 11:45 AM
223	The test length varied from four hours to over eight hours. We had planned on students being out of class for a total of six. We may have been able to deliver more instruction during this time but had already canceled the new instruction for review activities. The idea of doing a project during this time was thought to be too stressful for students engaged in testing. The test essentially stopped school for the last six weeks of school. We lost one entire standard of instruction. All the computer labs in the building were booked for testing. All classes were locked out during the last six weeks of school. The library lab was released for use during the last two weeks, but classes had already made plans not to use the lab.	6/4/2015 11:41 AM
224	Even though it was not supposed to academically impact students if they missed class, the reality is that students do better when they are in class. I had students that I didn't see for 2 weeks because of SBAC testing.	6/4/2015 11:37 AM

225	Absolutely the only thing good about this test is that it tests in a variety of ways including listening skills. This test does not help teachers teach or evaluate students because it takes too long to get results and they are not broken down into strands (in my understanding, although I haven't seen results yet). I will no longer have these students when I see the results. This test does not help students self evaluate because results will be coming out in the summer when there is no school and no teachers around to help identify areas of need and teach to those. So, if this test does not help teacher or students, who are we really administering it for? Some group of people who aren't even educators so that they can "judge" how the teachers and students are doing. This is a ridiculous premise all around.	6/4/2015 11:12 AM
226	I feel like the tests were too long. It took us many days to complete them, and during that time our computer lab couldn't be used by other classes. The way the questions are given to the students is very confusing, for example the directions and the questions are all in the same font without a lot of spacing and differentiation in size or font. I had many students who were having a hard time telling the difference between the directions and the questions, or the small passages they were supposed to highlight. Since I was unable to guide them to the right areas, many questions were missed because of layout which I believe isn't necessarily a good indicator of what a child knows.	6/4/2015 11:11 AM
227	This was an extremely frustrating experience for students and staff. I'm extremely concerned about the amount of class time students miss to get tested! The recommended days for the PT and CAT are not realistic! There were MANY challenges to administering this test. It was very difficult to create a testing calendar because lab space was an issue. Labs were not available for instruction the entire second semester! There were a lot of problems with the test questions that need to be worked out. The prompt would say, "click on the best word..." but students couldn't figure out which word to click. We have a high ELL population in our school and I was very concerned with the PT prompts. Are we testing language or the ability of students to write? Some prompts were so difficult for students to understand, they could not do the writing. I understand rigor, but we are setting our ELL students up for failure. We have made tremendous gains these past three years in writing and it was very deflating for students to get to the PT and want to demonstrate their writing abilities only to simply write, "I don't understand this" when they got to the prompt. Typing was an issue also. We need to teach keyboarding and we don't. Once again, we are setting them up for failure. We are trying to incorporate more technology, but funding is an issue. Overall this entire experience was very frustrating! Are we teaching them to think or to take a test? This feels like we are teaching them to take a test. It's not a good feeling!	6/4/2015 10:48 AM
228	I can understand why Salem Keizer teachers are leaving the district.	6/4/2015 10:39 AM
229	I (a math teacher) was removed from my classroom on 8 different days. This put all of my students at a disadvantage, especially right before finals.	6/4/2015 10:08 AM
230	I was frustrated and exhausted with the administrations of the SBAC. It was a huge disruption to our day and for what? I believe that this test wasted valuable teaching and learning time. I don't believe there is a purpose for this particular test.	6/4/2015 10:08 AM
231	I have a hard time understanding why our administration was given so little information about the test its self, prior to actually having students take the test. When we are informed that we should allow "an hour and a half" for students to complete a certain section, and students are completing that section anywhere between 5 and 35 minutes, that has a direct impact on student buy-in to that test. Students had very little motivation to complete the test to the best of their ability, and when sections were given ample time for completion and only actually required ten to fifteen minutes, we lost them. In order to make this test something that students would actually try their best at, it would be crucial for us to have as much insight to the test as we possibly can before we are given word for word instructions, and aren't allowed to help throughout the duration of their testing.	6/4/2015 9:39 AM
232	Some of the instructions were not clear and sometimes the interface locked up and the student couldn't move on without closing out and starting over	6/4/2015 9:10 AM
233	Creates a wider achievement gap due to imbedded barriers (typing, tech awareness, placement of directions, etc.). I am a veteran teacher with Masters Degree + and found it difficult to manipulate the math tools (on the sample and practice tests).	6/4/2015 9:09 AM
234	Many students are spending way too many hours trying to "do their best"; I literally have students taking 8-10 hours to take just one of the four tests (five if you're in 5th grade) - working hard the entire time. These are students for whom the test is difficult but they want to do well. Not only are these students missing an enormous amount of instruction, but someone has to administer the assessment which means their usual job, teaching, coaching, supporting the classroom teacher, must be put on hold in the meantime. Other students take one look, become overwhelmed, and finish an entire test in under 15 minutes. The students directions are much too long, awkwardly worded (though better this year than in the past), and use vocabulary that young kids don't understand (e.g. "Before going on to the next screen go ahead and select what you think is the best answer and mark it before going on the the next question if you would like to review that answer at a later time.") I do appreciate that SBAC is trying to get kids to use high-order thinking skills and apply them to problems that more closely resemble the real world rather than continuing with multiple-choice assessment, but some consideration of the appropriateness of the cognitive load on 9 year olds should be taken into account.	6/4/2015 9:07 AM
235	This is a ridiculous test that in no way prepares students for the "real world" after High School.	6/4/2015 9:04 AM

236	Elements of SBAC require skills are Students are lacking, such as Keyboarding and Computer Skills that are not taught at the Elementary Level.	6/4/2015 9:02 AM
237	Smarter Balance is the assessment we need to really measure student thinking, and reasoning which is at the heart of CCSS! In our building, we spent time with teachers really digging into the CCSS as well as the SBAC practice tests and blueprints etc. to see what types of questions the kids would be working with. We then used these same formats; short answer, justification etc. in our teaching and in our common formative assessments to progress monitor along the way. Our parents were also brought in to get onto the practice assessment and kept abreast of new information we learned as we received it. At our grade level parent nights and conferences, teachers made parents more familiar with the CCSS and how they were different. As far as it being useful to teachers, yes I think it will be very useful! At least as useful as OAKS was. I certainly know that digging into the SBAC and it's scoring rubrics on the practice test really help our kids and teachers know what was coming. They created and used similar rubrics WITH the students when they were making and using common formative assessments. It really frustrates me when people begin bad mouthing something when they have not actually given the assessment yet and most likely not spent time actually digging into the assessment, its parameters, scoring guides and rubrics. Those resources are amazingly helpful in our actual teaching of CCSS. We also used the "treasure hunts" and other resources put out by SBAC to teach students how to navigate the computer platform of the assessment PRIOR to the actual assessment. CCSS is a REALLY good idea! We cannot measure it with an assessment like OAKS. As teachers, it is our responsibility to deeply understand the standards and prepare kids to be able to successfully show their learning on such a test. With-in a few years, this will be normed, if not already, and be a far more reliable and valid assessment than the individually state created assessments!!!	6/4/2015 8:52 AM
238	SBAC is disruptive to the class environment extremely time consuming and results are unknown, for a period of time. I also have concerns over how it will be scored and the cost associated with giving and scoring this test.	6/4/2015 8:50 AM
239	Mandatory, high stakes testing at a state and national level is THE WORST way to assess student knowledge. If OEA doesn't realize this, then quite frankly they need to get their heads out of their asses. If you really think that ONE several hour long test really assess student knowledge, you're an idiot. Any educated person can tell you this. So why is the OEA not looking to more progressive ways to assess students? We should look for more locally aligned tests, and we should test students multiple times throughout their high school years. Additionally: 2. SBAC has not been deemed operationally reliable or externally valid. The SBAC's (2014) Validity Overview Memo states the SBAC is not operationally reliable or externally valid. In addition, reliability and validity is also impacted by the people scoring the constructed response items (see item #3), the protocol SBAC followed to determine cut scores (see item #4), children's lack of keyboarding skills (see item #9), and technology malfunctions (see item #10). Sources: Smarter Balanced Assessment Consortium (2014, September 11). Validity Overview Memo. 3. SBAC is not scored by teachers. According to Doug Kosty (personal communication, April 24, 2015), Oregon Department of Education Assistant Superintendent in the Office of Learning, Instruction, Standards, Assessment & Accountability, Oregon contracted SBAC with the test vendor American Institutes for Research (AIR), which subcontracted with a company called Data Recognition Corporation (DRC) to manage scoring of constructed responses. DRC pays \$13/hour with the only qualification being a bachelor degree in any subject. Doug Kosty confirmed that SBAC will not be assessed by teachers in an email to a concerned parent: ODE agrees with you that, ideally, scoring of the Smarter Balanced assessments will be done by Oregon educators similar to how we have scored the state Writing assessment in past years. Engaging Oregon educators in the scoring process provides rich professional development for teachers and serves as an opportunity for teachers to deepen their understanding of the content standards. Given all the logistics involved in getting this first operational year of the Smarter Balanced assessments up and running, however, it was not feasible to adopt this scoring model for these first years. Moving forward as indicated at Tuesday night's event, ODE will continue to pursue options to include Oregon educators in scoring the Smarter Balanced assessments in future years. There are concerns of the validity and reliability of the SBAC test results in light of accounts by people that work in the scoring service industry. Jessica Lussenhop (2011), highlights the experiences of Dan DiMaggio and Todd Farley, author of Making the Grades: My Misadventures in the Standardized Testing Industry, in her post, Inside the multimillion-dollar essay-scoring business: Behind the scenes of standardized testing. Sources: <a href="http://oregonsaveourschools.blogspot.com/2015/03/outsourcing-sbac-scoring.html">http://oregonsaveourschools.blogspot.com/2015/03/outsourcing-sbac-scoring.html</a> Lussenhop, Jessica. (2011, February 23). Inside the multimillion-dollar essay-scoring business: Behind the scenes of standardized testing. Citypages. <a href="http://www.citypages.com/2011-02-23/news/inside-the-multimillion-dollar-essay-scoring-business/full/">http://www.citypages.com/2011-02-23/news/inside-the-multimillion-dollar-essay-scoring-business/full/</a> 4. Passing scores were determined in an unprecedented manner. SBAC cut scores were determined from field-test data (practice tests taken by children in 2013- 2014). One state education department psychometrician commented, "It's really bizarre to set cut scores based on field-test data. You can't possibly project accurately what proportions of students will score at the four levels of the test. He and other assessment experts said that field-test data are not good predictors of performance on the operational test because students are unfamiliar with the test, and often, teachers have had less experience teaching the material that's being tested" (Gewertz, 2014). Source: Gewertz, Catherine. (2014, November 17). Cutoff Scores Set for Common Core Tests. Education Week 34(13). <a href="http://www.edweek.org/ew/articles/2014/11/17/13sbac.h34.html#">http://www.edweek.org/ew/articles/2014/11/17/13sbac.h34.html#</a> 5. SBAC achievement levels will create data that will appear as if Oregon students and schools are failing. SBAC achievement levels indicate the majority of Oregon students will not show proficiency on the assessment. This will subsequently create "data" that will make it look as if our teachers, schools, districts and state are failing when in fact it is the test that has not proven to be a valid measure of students' knowledge of common core standards. Below are the projected pass rates for students on SBAC	6/4/2015 8:49 AM

(Gewertz, 2014): High School (11th grade): 41% English language arts/literacy and 33% in mathematics Elementary & Middle School: 38-44% English language arts/literacy and 32-39% in mathematics Source: Gewertz, Catherine. (2014, November 17). Cutoff Scores Set for Common Core Tests. Education Week, 34(13). <http://www.edweek.org/ew/articles/2014/11/17/13sbac.h34.html# 6>. SBAC achievement levels do not equate to expectations for "on-grade" performance. It is important to emphasize the Smarter Balanced Assessment Consortium's view of the usefulness of the SBAC scores to schools, administrators, teachers, families, and students. The following excerpt from SBAC's (2014) document, Interpretation and Use of Scores and Achievement Levels indicates the limited usefulness of its data. It states, "...characterizing a student's achievement solely in terms of falling in one of four categories is an oversimplification. Achievement levels should serve only as a starting point for discussion about the performance of students and of groups of students....Achievement level descriptors do not equate directly to expectations for 'on-grade' performance; rather they represent differing levels of performance for students within a grade level....Furthermore, there is not a critical shift in student knowledge or understanding that occurs at a single cut score point (emphasis added)." Source: Smarter Balanced Assessment Consortium. (2014, November 14). Interpretation and Use of Scores and Achievement Levels. <http://www.smarterbalanced.org/achievement-levels/> 7.

Increased cost of the SBAC. SBAC costs approximately \$10 more per child than Oregon's previous OAKS assessment (personal communication, April 24, 2015). This does not account for the costs districts have incurred purchasing new computers, upgrading current computers, bandwidth to support the computer-based SBAC. Below is a more detailed account of the differences in costs from OAKS to SBAC from Doug Kosty, Oregon Department of Education Assistant Superintendent in the Office of Learning, Instruction, Standards, Assessment & Accountability (Personal communication April 24, 2015): OAKS historically included math and reading in 3-8 and HS, English language proficiency for English learners in grades K-12, writing in HS as well as Social Science and Science once each in EL, MS and HS. OAKS math and reading could be taken up to three times per year. SBAC includes human scored performance tasks in math and English language arts at each grade level. With that bit of context, what I can tell you is that SBAC costs which include SBAC membership fees and test administration/scoring is approximately \$3.2 m per year for approximately 320k students or roughly \$10 per student more than OAKS but now we have performance tasks at every grade level in both math and ELA. Historically OAKS reading and math cost about \$12 per student and writing was offered only to seniors last year and that cost was approximately \$10/student. The break down of SBAC costs for 2014-2015 were approximately \$8,000,000 for AIR contracts, approximately \$2,000,000 for SBAC fees and \$2,000,000 distributed to districts to purchase formative and interim resources. 8. Profits made by testing vendors and testing services contracted through SBAC (Ravitch, 2013; Simon, 2015; Smarter Balanced Assessment Consortium, 2012). Although SBAC is currently a state-led consortium, each state contracts out with testing vendors and testing services (e.g., companies that score tests). As stated previously, Oregon contracted with test vendor American Institutes for Research (AIR) that subcontracted with a company called Data Recognition Corporation (DRC) to manage scoring of constructed responses (Personal communication with Doug Kosty, April 24, 2015). Sources: Ravitch, Diane. (2013). Reign of Error: The hoax of the privatization movement and the danger to America's public school. New York, NY: Knopf. Simon, Stephanie. (2015, February 10). No profit left behind: In the high-stakes world of American education, Pearson makes money even when its results don't measure up. Politico. [http://www.politico.com/story/2015/02/pearsoneducation-115026.html?hp=r1\\_3](http://www.politico.com/story/2015/02/pearsoneducation-115026.html?hp=r1_3) Smarter Balanced Assessment Consortium (2012, January 31). Smarter Balanced and PARCC to Launch New Technology Readiness Tool to Support Transition to Online Assessments: Pearson to Develop and Support Open Source Tool for Evaluating School Technology and Infrastructure Readiness. <http://www.smarterbalanced.org/news/smarter-balanced-and-parcc-to-launch-new-technology-readiness-tool-to-support-transition-to-online-assessments/> Strauss, Valerie. (2015, April 14). Congratulations to me. I have been offered a position as a professional scorer by Pearson. The Washington Post. [www.washingtonpost.com/blogs/answer-sheet/wp/2015/04/14/congratulations-to-me-i-have-been-offered-a-position-as-a-professional-scorer-by-pearson/](http://www.washingtonpost.com/blogs/answer-sheet/wp/2015/04/14/congratulations-to-me-i-have-been-offered-a-position-as-a-professional-scorer-by-pearson/) 9. Children's lack of keyboarding skills impacting their ability to convey their knowledge. The concern with students' keyboarding skills was highlighted in the Smarter Balanced field test report (Smarter Balanced, 2014). Source: Smarter Balanced Assessment Consortium (2015, October). Smarter Balanced 'Tests of the Test' Successful: Field Test Provide Clear Path Forward. 10. Technology security breaches and server crashes. There have been recent security breaches with testing companies, such as the recent "malicious denial-of-service attack" in Minnesota that led to a shutdown of the state's student testing system (Minnesota Public Radio, April 22, 2015). In addition there have been technology-related issues with testing companies subcontracted for the SBAC such as the server crashes in Montana, (Ujifusa, April 15, 2015), Nevada (Cavanagh, April 22, 2015), and Florida (Cavanagh, April 20, 2015). Bob Schaeffer of Fairtest has kept track of computerized testing systems problems. As of April 23, seven states have had technology failures related to common core-related assessments (fairtest.org, 2015). Sources: Cavanagh, Sean. (2015, April 20). American Institutes for Research Apologies for Latest Testing Problems in Florida. Education Week. [http://blogs.edweek.org/edweek/marketplacek12/2015/04/american\\_institutes\\_for\\_research\\_apologies\\_for\\_latest\\_testing\\_problems\\_in\\_florida.html](http://blogs.edweek.org/edweek/marketplacek12/2015/04/american_institutes_for_research_apologies_for_latest_testing_problems_in_florida.html) Cavanagh, Sean. (2015, April 22, 2015). Nevada Claims Smarter Balanced Measured Progress in Breach of Contract. Education Week. [blogs.edweek.org/edweek/marketplacek12/2015/04/nevada\\_claims\\_smarter\\_balanced\\_measured\\_progress\\_in\\_breach\\_of\\_contract.html?r=836687230&cmp=ENL-EU-NEWS2-RM&preview=1](http://blogs.edweek.org/edweek/marketplacek12/2015/04/nevada_claims_smarter_balanced_measured_progress_in_breach_of_contract.html?r=836687230&cmp=ENL-EU-NEWS2-RM&preview=1) Fairtest.org. Computerized testing problems 2013-2015. <http://fairtest.org/computerized-testing-problems-2013-2015> Minnesota Public Radio. (2015, April 22). Student Testing Troubles. <http://www.mprnews.org/story/2015/04/22/student-testing-troubles> Ujifusa, Andrew. (2015, April 15). Montana Let's Schools Cancel Smarter Balanced Testing After Technical Woes. Education Week.



	<a href="http://blogs.edweek.org/edweek/state_edwatch/2015/04/montana_lets_schools_cancel_smarter_balanced_testing_after_technical_woes.htm">http://blogs.edweek.org/edweek/state_edwatch/2015/04/montana_lets_schools_cancel_smarter_balanced_testing_after_technical_woes.htm</a> Students said the directions were confusing and didn't make any sense. There is no practice test for the ELA performance task. This is a huge problem. There needs to be many more ELA practice tests--both for the performance task and for the CAT. Students said the in-class activity for both math and ELA were not aligned with the performance tasks. The rubrics for SBAC are a fucking joke. Get real.	
240	I had the opportunity to take one portion of the SBAC, and I found even the 4th grade test very challenging. The difficulty is much higher than the OAKS, and therefore I am very concerned that test scores will plummet.	6/4/2015 8:42 AM
241	for the 2 pts, we had kids taking at least 5 testing sessions to answer a total of 8 questions. very frustrating for the students, teachers. taking entire computer labs of 20-30 computers, in order for 5 students to continue testing.	6/4/2015 8:38 AM
242	As a non-teaching staff member, I felt quite uninformed about the content students would be tested on.	6/4/2015 8:36 AM
243	The SBAC was so draining on our students. The test was so far above their level for some students that it was a huge waste of their time. All my students felt deflated after taking it since it was so difficult, even for my very high readers and writers. My Spanish-speaking students (the majority) were so disadvantaged on this test because if they chose to have text side-by-side, the test would not read anything to them. Consequently, students who are low readers and Spanish speakers were at a huge disadvantage. Even for the native English speakers, those enormous paragraphs they had to read on the reading test were way too long. What I found is that most students just clicked through it to finish and did not give it a lot of thought because they were so overwhelmed and intimidated by the amount of work they had to do. Overall, it was a very negative experience for my students.	6/4/2015 8:25 AM
244	It took a full month to complete all four components. That included going into the lab five days a week for 45 minutes at a time, resulting in too much lost instruction time!	6/4/2015 8:19 AM
245	The topic of the performance task required students to have a geometric formula memorized. This was unexpected and caused a lot of stress for many students. I am concerned that the end results will be skewed based on this lack of knowledge.	6/4/2015 8:13 AM
246	Students missed A LOT of class near the end of the school year, which was stressful for them as final projects/tests/assignments are being given out and graded. Those zeros severely affected my students' grades. Also, students were DRAINED after the test. It was extremely difficult to get them to produce any work, have high levels of focus, etc. The end of the year is just a miserable time to do this, especially with SBAC taking weeks upon weeks to complete. Is there a better way to at least administer the test? Also, many of my students have higher level and AP classes, with AP testing overlapping with SBAC. Their brains are fried and a majority of my class was missing. It's just extremely hard to do the job we are being expected to do with this disruption, both inside the classroom (student performance) and outside the classroom (students missing class).	6/4/2015 8:05 AM
247	It took some students 3 weeks to get done with all the tests...the tests were very disruptive to student learning. Many questions were written in a way that were very confusing for a 5th grader, which made many 5th graders frustrated and they were not really able to show what they really new. Also, there were many computer problems with the test kicking the child out of the SBA, so they had to constantly log back into the test. Very frustrating for everyone.	6/4/2015 8:02 AM
248	All these state assessments are a waste of tax payers dollars. Every 3-5 years there's a new assessment that comes out making the previous version moot. There are other methods that could be implemented which would allow the student to demonstrate proficiency. Much of what is done is archaic and outdated. I'd also like to see if any data is kept where it follows these students post high school to see how they turned out....	6/4/2015 7:59 AM
249	Many students say they just give up, they simple guess just so they can say they finished. Too long and very difficult to understand.	6/4/2015 7:58 AM
250	It theory, it's a great idea, but theory doesn't go far. Social promotion of children in this district is an epidemic. Kids are pushed forward when they aren't ready and then they get to their junior year and have no way to pass a test that is like a plane being built as it's being flown. This all equals disaster.	6/4/2015 7:54 AM
251	I believe that it is unreasonable to give this test, which is not a proven test to our students. The idea that this test may someday determine if our students graduate or not is horrible. Another downfall that I found frustrating is the lack of computer skills that our students have in taking this test. In our school the testing took away our most valuable special education teaching assistants for an entire half year in order for them to run the testing labs, not sure how this can be legal? What fund does that come out of when those aides are paid through special education funds? Seems like a legal issue to me.	6/4/2015 7:53 AM
252	I am concerned that the test are not a good or fair fit for many special education students. I feel the data you will get for special ed students will not be telling or valid due to the complexity of the test. I wish there was an adaptive component for these students.	6/4/2015 7:48 AM
253	It was not fair to give students an unvetted test that they are most likely to fail and that we were told to plan to have them fail.	6/4/2015 7:36 AM

254	These assessments were very stressful for my students. There were many tears and a great deal of anxiety. The typed response questions were the most frustrating (3rd graders are in the process of learning typing). It became obvious that students would have been able to demonstrate their knowledge much more accurately had they been able to hand write the responses as opposed to typing them. For some of my students the task of typing became the primary focus, rather than the content or response to the question. Many parents also expressed their frustration about the amount of time these assessments took away from instructional/learning time. I wonder how much more learning my students could have had since they spent more than 13 hours testing (which had no benefit to them whatsoever). As teachers, we know that every minute in our school year counts. Should our students really be spending these minutes this way?	6/4/2015 7:33 AM
255	It was very long and frustrating for the students...they got to a burn out point and just started clicking buttons.	6/4/2015 7:32 AM
256	I will be opting my own students out when they are of high school age. Instructors put together more useful work to do in the classroom. I want my students' seat time to be meaningful.	6/4/2015 7:18 AM
257	I find it absolutely ludicrous that this test is being used as the new graduation requirement. It was widely reported that the expectation for students to fail this test was high before the test even began. Students who wished to opt out of the test were either told they could not, or were threatened with disciplinary action. Teachers who offered basic information about opting out were also threatened. Even those students who had previously met the graduation requirements through the OAKS test were forced to miss instructional time to take this test. The amount of missed class time was outrageous.	6/4/2015 7:13 AM
258	The Math SBAC for 3rd grade was much clearer and pertained to the materials that have been taught this year as a part of the curriculum better than the Reading/writing portion. Even in math, there were several questions that required more than a beginning understanding of inference. These are developmentally inappropriate! 3rd grade brains at best are just beginning to think in abstract terms, particularly in areas with little or no background knowledge. In math, several students were stymied for 20 - 30 minutes as to what to do. The only reason they were not in tears is that these students had taken the Reading SBAC and had already experienced the frustration of some clear directions but more directions and questions that seemed to ask for work/answers that weren't available. An adult might be able to make an educated guess and the questions were written by people who aren't around children of this age. The population that represented my children is not the population of students today. Students would pick the first reasonable answer they found and go on. With their limited experience, one answer was as good as another. The reading level is much higher than an average third grader would be reading. My class are excellent readers for the most part, above grade average, but even so, they struggled. The Math material was written at a level closer to an average third grade reading level. The drawings and samples gave students clues as well. None of my students assumed that the example of how a student thought through a problem to find an answer should be used; to them, that would be copying. The wording around the math example/samples needs to suggest more strongly that the samples show the problem student's thinking...and that today's student should/could express his/her answer in a similar way.	6/4/2015 7:12 AM
259	The language was inappropriate for middle school students. The performance test for writing measured vocabulary rather than writing when it used words the students did not understand. How could they write on an issue that they did not understand? Also, I am an ELD teacher, and the test was especially unfair for English language learners in terms of vocabulary and length of reading required.	6/4/2015 6:37 AM
260	Very poorly linked to the standards. There are questions that require knowledge taught in future grade levels. There are so mistakes. There are incorrect definitions and we can't report the mistakes without getting a testing impropriety.	6/4/2015 6:35 AM
261	The EIA test is way to long and cumbersome. The first have of the test is more than enough. The performance task is repetitive and not needed. The test also seems to assessing typing skills which is not appropriate. This testing took way too much time away from instruction. Even the math test could probably eliminate the performance task since similar questions are asked on the computer adapted section.	6/4/2015 6:20 AM
262	A test designed by those who have not been involved with the daily instruction of kids. Meets the needs of those administrators who are resume building.	6/4/2015 5:38 AM
263	As the school testing coordinator, I would say that students did not suffer ill effects unless the teacher felt uncomfortable. Teachers have the responsibility for making students understand that it's important for them to do their best but that's all anyone can expect. Teachers who felt a tremendous pressure to have their students do very well transferred that pressure to their students. In our school that kind of pressure had no bearing. The administration was realistic in their expectations. That being said, another problem was that teachers didn't follow good testing procedures and didn't prepare themselves properly. Consequently panic set in when things started going wrong. This created a stressful environment. And finally, the biggest problem was that our school's technology was nowhere near current enough to handle the testing situation. We had numerous technology issues every testing session. This was the most frustrating part of the testing for our students.	6/3/2015 11:07 PM
264	The test took students out of class repeatedly. Student learning was directly impacted.	6/3/2015 10:15 PM

265	Students didn't really have complaints about the test specifically, it was the nature of the test and its disruption to the classroom. We were given the SBAC window, so we had to arrange our schedule completely around this testing week. I participate in the Oregon Envirothon, and I was told by the envirothon coordinator that schools from Salem Keizer School District were not able to attend due to their SBAC window. That is just plain ridiculous and penalizes kids and cheapens their education. Students were resentful of the missed class time and as an instructor, it was difficult to not view this 3 to 4 day testing session as an excessive choice. My mixed classes of juniors and seniors were difficult to teach, as the juniors were absent! This test affected the other class levels then as well as the juniors. If they can give the SAT in 4 hours in one sitting and it is accepted by all major colleges and universities as a measurement of what students know, then what are we doing with this test?	6/3/2015 9:39 PM
266	Questions were worded in a manner that was highly confusing to students. Numerous students would have been capable of demonstrating their knowledge, however they were never able to understand the question. Multiple students were reduced to tears during these exams. These students are highly intelligent individuals who thrive when challenged, yet were incredibly frustrated by their inability to show what they really know. The common core standards are very straightforward, why is the assessment for those standards put together in a manner that is intentionally confusing for students.	6/3/2015 9:37 PM
267	My problem was with the way the performance math test was set up. One of the grade levels the information did not fit on the screen even when opened all the way. Then when you had to answer the questions to get the data you had to open the left column all of the way then scroll back and for to get all of the data. When you are dealing with first time testers whose reading skills are very low you have a recipe for disaster. They had no chance to be successful in any way.	6/3/2015 9:02 PM
268	I have mixed opinions about the Smarter Balanced Assessment. I appreciate the approach of the computer adaptive assessment, as there appeared to truly be questions that adapted to the student. However, I am not in favor of the performance task. I found my students who aren't as skilled at retaining information, or attending to precision over multiple settings to struggle at adequately completing the task. I also question the appropriateness of asking an 8-9 year old to synthesize information from 2 texts at a proficient level.	6/3/2015 8:56 PM
269	Tests took way longer than past assessment. Students were burnt out a lot faster. Students gave up after seeing that they didn't get a score at the end. Directions were unclear. Answer choices given were confusing to students. Questions didn't seem to be proofed thoroughly--tables didn't add up correctly. Students wanted to give up a lot faster than in OAKS. Students knew how to do the problems but had difficulties putting the answers in how the test wanted them answered. Students weren't able to label their answers which was frustrating to them as they were taught to be precise (one of the math practices for CCSS).	6/3/2015 8:53 PM
270	The amount of time it took for students to complete this assessment was excessive. Multiple students complained about not understanding what was being asked of them. This included high performing students. Many students also complained about the actual formatting of the assessment. I think questions should be easily identifiable and directions should be clear if we are expecting to collect data that is reflective of our students abilities.	6/3/2015 8:50 PM
271	This test is hampering the learning of younger students who NEED to be proficient in the use of computers and the keyboard in order to efficiently show proficiency on the SBAC!	6/3/2015 8:47 PM
272	Smarter Balance is creating extremely over-stressed administration, staff, and certainly affects the students. It seems as if "people who know something we don't" are demanding that a blind person sort tiles by color. No prep, no clue!	6/3/2015 8:11 PM
273	So many HOURS of missed instruction due to taking FOUR different tests.	6/3/2015 8:04 PM
274	planning the assessment schedule was difficult, as was preparing teachers and students for testing days. Students were nervous. But, nervousness went down as students were able to look at practice tests, and once students got started on the test they had more confidence and positive attitudes. We've been teaching to Common Core standards for several years so students were somewhat prepared to take on the test. The biggest negative to me is the length of time it will take to get results	6/3/2015 7:56 PM
275	The amount of time needed for this test and the impact it has on our computer labs is crazy. My last period class requires a lab, and for at least half of the trimester we were bounced from our regular lab to other labs, or to a classroom with chromebooks. When trying to keep 8th graders on track, moving around so frequently does not help.	6/3/2015 7:55 PM
276	Unnecessary.	6/3/2015 7:39 PM
277	My math students had 1 50 minute computer lab session to take practice test and learn how to use new computer tools required to answer questions. The practice test gave no feedback as to the validity of the answer submitted.	6/3/2015 7:29 PM
278	I feel that Smarter Balance is not fairly measuring students with developing language proficiencies in the area of reading and math.	6/3/2015 7:10 PM
279	Students with limited English had to take a test they could not read.	6/3/2015 7:07 PM

280	We lost WEEKS of instruction time because there was so much need to: 1. Train our students on how to navigate the testing software and learn to use all of its features. I teach third grade. They've never done this before! 2. Stagger testing sessions because there just aren't enough computers. We have one computer for every three students and that still wasn't enough because the test takes SO long. 3. Stagger classroom activities and performance tasks to account for absentees. In addition, as the teacher of the most struggling readers during walk to read, I saw a significant dip in classroom achievement because we lost not only instruction time, but continuity of instruction. Struggling learners can NOT afford that kind of loss.	6/3/2015 6:54 PM
281	Not worth the time of my students	6/3/2015 6:38 PM
282	It is completely ridiculous to evaluate students, and eventually teachers, with a test that asks students to respond using a keyboard when so many of our classrooms do not have technology unless teachers write a grant for it. I am an advocate for technology in the classroom, but right now a majority of our students are practicing writing and expressing their understanding using pencil and paper. I use mini check ups weekly and summative assessments quarterly. I know where my students stand. I do not need more data. I also believe in students having the ability to show their knowledge in multiple ways. I do think the Common Core standards have elevated what we expect students to learn. However, I am not a fan of the SBAC test at this point in time. I would rather use the money devoted to this test where it is needed- in the classroom!	6/3/2015 6:32 PM
283	A fourth grader said to me, "every time I start feeling like I'm smart, I get stuck again." That's not right. The directions on ELA performance task were confusing to all of my students, even TAG students.	6/3/2015 6:26 PM
284	Too time consuming, too demanding of the student's time, and does not assess students in a way that allows them to get to their job of "learning" within a reasonable time line.	6/3/2015 5:50 PM
285	The amount of time spend for training of SB, administering SB and impact on learning time was tremendous! For what reason? I won't know the results until next year, how is this helpful? This test is all about government and their policies, there was no consideration given to how much time and energy was wasted because of this test! the only persons that gained anything from this test was Pearson! How sad!	6/3/2015 5:19 PM
286	It is too long especially the ELA. It takes a large amount of bandwidth so it was difficult to do on Chromebooks with a class of over 30 students.	6/3/2015 5:16 PM
287	The test is redundant and takes too much time. Our 7th and 8th grade Language Arts test took twice as long, if not longer to complete, than OAKS.	6/3/2015 5:12 PM
288	Kids did not understand everything they were asking	6/3/2015 4:58 PM
289	Smarter Balance was an epic waste of time. Too many instruction days devoted to this test. Poor choice of tests. ACT is much better	6/3/2015 4:58 PM
290	SBA is a joke, but nobody is laughing.	6/3/2015 4:54 PM
291	I like the adaptive portion of the test.	6/3/2015 4:53 PM
292	It is quite difficult. Over time, I believe students will be capable to complete this IF WE TEACH THEM to be THINKERS	6/3/2015 4:26 PM
293	The assessment takes up far too much instructional time. The assessment has many glitches that make administration very challenging: i.e. students must finish short answer passages during the daily testing time. This can be very frustrating for students who type slow and teachers who have 28 students who are logged out and one student who is finishing typing a short answer passage. At the elementary level we should not be making students sit for hours and hours of testing in the spring. As a teacher, I watched students who had made incredible growth be made to feel "stupid" because they did not feel successful on the test. We were forced (because of computer lab availability) to start testing before we had covered all of the material that would be tested. There is no useful data for us, as classroom teachers, from this test. Why not hire robots to come in and watch kids take these tests? I certainly did not get my Master's degree in Education to stand and watch students test for hours on end.	6/3/2015 4:06 PM
294	Between Smarter Balanced tests and district assessments, my third graders took ten big exams in nine months, not including classroom assessments. There is no time to teach if all we are doing is testing. And teaching to the test is not true education.	6/3/2015 4:05 PM
295	The Smarter Balanced Assessment is not a valid test. Test questions made by random Oregon teachers will never be an accurate test of achievement. Give me a good national test like the Stanford or Iowa any day.	6/3/2015 3:59 PM
296	This is a test we know very little about- but what I saw was WAY too hard for my students and not age or grade level appropriate AT ALL. Shouldn't we test this out before inflicting it on kids? Plus - no one else can use the computer lab for weeks on end.... there has to be a better way.	6/3/2015 3:59 PM

297	While type of math/reading/writing that was expected to happen was grade appropriate and useful as far as assessing standards, the way that the questions and instructions for students was worded was difficult to understand. Students were constantly asking what they were supposed to do. Also very, very time consuming for those who need more time to process.	6/3/2015 3:59 PM
298	I miss the immediate feedback. The KIDS miss the immediate feedback. Trying to juggle three grades with the "activities" that I had to pre-teach in two areas (does that make 6?) was wonky. We had a terrible time using iPads. (Just DON'T do it.) We will have chromebooks next year. The short windows were scary for writing. It took a long time to get through these. I feel for bigger schools with NO flexibility in their schedules. We had free reign, and it was still hard. I hope it's a well designed test because I really WANT to use the information I get from it. I do think that based on the practice items, it is really HARD. The kids tried their absolute best. I am hoping for useful results.	6/3/2015 3:47 PM
299	It is inappropriate to expect third graders to take a test that doesn't truly measure their knowledge of grade level content. The fact that teachers aren't allowed to see any of the test questions is offensive.	6/3/2015 3:44 PM
300	The SBAC is a gross waste of time as well as public funds.	6/3/2015 3:38 PM
301	Questions were worded poorly making it difficult for students to select ANY answer, but the test would not let them skip the question and move forward without answering everything on the page. The ELA performance task directions were WAY TOO wordy - students got lost in all of the explanations. Not to mention they had to scroll back to the top to reread the prompt. It should be a separate page not one big scrolling document. My biggest frustration though was that the ELA performance task would give a student a writing style (i.e. narrative) on day one and then on day 2 when they logged back it the style changed to something different. Also, notes they take online should AUTO-SAVE.	6/3/2015 3:37 PM
302	It's ridiculous that we have an assessment that is so time consuming that offers no real time data that teachers can use to guide instruction. Isn't the purpose of assessment to guide instruction? Students lost weeks of instructional time. The whole school lost a month of the computer lab use for anything other than SBAC. Many of the items also seemed more difficult than a third grader would conceptually be able to do- an 8 year old analyzing two different texts and making critical assessments in essay form--why do we want an 8-9 year old to be able to do that?	6/3/2015 3:33 PM
303	There was NOT enough training for teachers. A great deal of it seemed to be changing as the year progressed. Which made it difficult to train students on the format of the test. There were way to many technological difficulties and confusion with how to administer the assessment.	6/3/2015 3:32 PM
304	I was on medical leave during the assessments	6/3/2015 3:32 PM
305	The assessment is horrible. The expectations are too high.	6/3/2015 3:31 PM
306	For special ed students it was extremely difficult. More students will be taking the Extended.	6/3/2015 3:31 PM
307	No one is monitoring the test content. Teachers are not allowed to even look at the screen (ridiculous), so we have no idea what content is being tested. Are we supposed to TRUST that the test is good, accurate, fair? I have already seen specific examples of students having questions containing content not in that grade level (8th graders are not supposed to have to use function notation, but nonetheless, it is on the 8th grade math SBAC). Because of lack of computer lab space, I had to take my students to test in March...that's only 2/3 of the time I'm supposed to have to prepare them. Is it equitable that my students were tested WEEKS before others? And on top of that, I'm being evaluated based on their performance? Even though I only had 2/3 as much time to prepare as other teachers? Completely unfair!	6/3/2015 3:30 PM
308	I don't like it from a parent and teacher perspective. Too much time to take tests that reduce instruction time. I took the 3rd grade reading test and became very frustrated and never finished it. Seems very developmentally inappropriate.	6/3/2015 3:25 PM
309	The layout of the computer screen was difficult for students for the performance (written) piece because they had to scroll down to a few documents rather than opening and closing screens (which would make more sense- as this is how they would normally use documents this way on a computer). The hassle of having EVERYTHING on a computer was ridiculous because it is a different way of thinking and, though students use technology daily, the recreational use and educational use are not separated and what you get as an end product is not as well crafted. Also, schools (which have such low funding as it is) are not able to have adequate computer space for the administration of this test or to use computers on a regular basis (which is what the assumption must be since this is the means used for testing). Also, the content for the performance piece was almost laughable and I felt that we were a part of a health lesson rather than language arts. The activity, itself, did little to create a discussion and only after I altered the vapid lesson, did some discussion take place. All in all, students spent a minimum of four weeks testing which is, needless to say, a waste of everyone's time who cares anything about education and students. Many students whipped through the test and finished in record time. There was no incentive for them to do well as it counted for nothing because they were simply guinea pigs testing a test. I would like to see money going to students, education, and tools rather than more tests on top of tests that aren't actually helping but assessing and not even doing that well.	6/3/2015 3:13 PM
310	Students liked the variety of test items.	6/3/2015 3:13 PM

311	I felt the SBAC test was too difficult for some student and certainly increased the lack of self esteem. I understand that the analytic questions explore the depth of knowledge, but for those that are not quite vested or have a slow processing speed, the lack of multiple choice increases anxiety and self-confidence. Students also complained that they were struggling to meet the challenges of today, and that many of the questions were "adult oriented or subject matter," meaning it didn't relate to the lives at this age.	6/3/2015 3:05 PM
312	The time required to administer the Smarter Balanced tests significantly reduced (by at least 30%) the amount of instruction daily for two full months of school. We were required to use the laptop computers and that meant we could not access that resource for classroom use ....from March to June! Some of the directions and passages were so long, that students gave up before really making an attempt.	6/3/2015 3:00 PM
313	Transitioning to the Smarter Balanced Assessment is difficult; however, the Smarter Balanced Assessment is a much more reliable test than our previous state test (OAKS). While I am not saying Smarter Balanced is perfect by any means, I know the data I will receive will be far more accurate than OAKS. With OAKS, a student could guess correctly on the multiple choice problems and skew their results. There were many times where a student's results would indicate a strength in Algebra and a weakness in Geometry, and the next time they took the test the results would indicate the opposite: a strength in Geometry and weakness in Algebra. I think the Smarter Balanced should be tweaked and perfected - not ditched. Giving teachers more training would also be helpful.	6/3/2015 2:59 PM
314	This test felt like a complete waste of time, and students as young as 4th grade knew it. It asked questions in a convoluted manner, and required even our youngest students to demonstrate computer skills that they were unlikely to have, even if they came from a middle class background.	6/3/2015 2:59 PM
315	The tasks themselves were more challenging and meaningful. The time taken, lack of immediate or timely feedback in scores and the lack of support was discouraging.	6/3/2015 2:49 PM
316	There was really very little training for staff and more of pages being sent out. Then the rules were updated and updated and updated....making it hard to know what was most current. Then for those of us that have multiple grade levels in one class 6,7,8 it stopped teaching for an entire month. Having to do 3 parts for each test and the students needing to take a minimum of 6 sections and 9 in 8th grade it was excessive. My students gave up quickly with the length of the passages and many who could have had text to speech were unclear about how to use it even after teaching it. When the students found out that they didn't get the score after the test, most felt totally defeated.	6/3/2015 2:25 PM
317	I have not been included in discussions or professional development related to Smarter Balanced Assessments. What I know, I researched on my own. I feel like a second-class professional instead of a valued employee who should have been trained on the SBA. My job at present does not include any duties related to SBAs.	6/3/2015 2:24 PM
318	Stopped learning for a large group of students	6/3/2015 2:23 PM
319	Questions and format are better. Length of time to take is worse.	6/3/2015 2:21 PM
320	As a parent of a 9th grader, I do not understand what the test is or what is on the test or if it reflects the values of our educational community. I do not understand how it is/will be distinguishable from the ELPA21 test, since they seem to be testing the same ACTIVITIES--not necessarily the same standards or career skills.	6/3/2015 2:17 PM
321	This test took large chunks of students out of my classes for 4 weeks. Students missed important class days. Responsible students made up time and work, less responsible students' grades suffered. Since this test was only administered 2nd semester, the amount of class instruction for many students was unbalanced, comparing first to second semester. (I am a semester long elective course.) I am not a fan of this assessment and strongly believe it is just an obstacle in the way of opportunities to meet/teach kids face to face in an authentic classroom setting. Coinciding with spring AP exams, SATs, Work Keys, end of the year assessments and additional stressors, the test fatigue set in hard and fast on these students. I felt bad for them. I would choose to opt out my own child.	6/3/2015 2:16 PM
322	When I took the practice assessment, I had a hard time completing a few of the problems due to wording and I have a degree in math and graduated with high honors. There is also no way to see when I was completing problems correctly or not. Some problems could be interpreted in more than one way.	6/3/2015 2:15 PM
323	This test was pointless for many of my students. Especially since we still don't have scores to give them as feedback. That is my first complaint. My 2nd is that several times even re reading the directions, students didn't know how to answer the questions. It's not that they didn't know the answer, they could not figure out what to do with the computer so they could answer it. It was an awful experience, it was way too long and laborious for younger students. We have absolutely no feedback on how our students did so we can do any reteaching of concepts or clarifying on concepts, totally pointless.	6/3/2015 2:06 PM
324	There is NO reason any educator should have to cease instruction for two weeks in order to deliver a PRACTICE test to their students. The assessment was unrelated to any skills or content covered over the course of the year, and therefore students were confused about the purpose of the test. It is also absurd that educators should be asked to score the very tests they were forced to issue. Only educators would see the scores, and there is no accountability built into the system. This is another waste of resources.	6/3/2015 2:05 PM

325	Previous testing took the students away from the curriculum for one day. This assessment takes them out of commission for three weeks or longer. The teachers just teach SBAC during that time. New instruction is placed on hold for practically a month.	6/3/2015 1:51 PM
326	My juniors missed numerous classes with this testing format and their grades will suffer as they cannot learn as well when they aren't in attendance. Between the writing and math tests students had a lot of material covered in classes when they weren't there.	6/3/2015 1:50 PM
327	The assessment certainly was very difficult for students. I felt that it was so difficult that it took them quite a few days to recover and be able to get back to their regular class work.	6/3/2015 1:47 PM
328	How much of this is political and how much of it really applies to kids and teachers?	6/3/2015 1:28 PM
329	I believe it to be a flawed test and a flawed measure of teachers and schools and students.	6/3/2015 1:20 PM
330	This assessment is not developmentally appropriate. This test takes away an extreme amount of time away from teacher instruction and student learning in the classroom. Some third, fourth, and fifth grade teachers have shared with me that they spend almost the entire second half of the school year testing students. We need to find an alternative to the SBAC that aligns with CCSS, but does not require students spend hours in the computer lab testing. Our students deserve to be instructed in a way that prepares them for the future and provides them with a love for learning. The SBAC causes too much stress and tension for students and takes away from their learning.	6/3/2015 1:16 PM
331	How can you expect special education students to type their answers in paragraphs. For many that doesn't match their IEP at all. Let's not even go into the fact that asking 8 year olds to type their essay answers is not even developmentally appropriate. I guess if you are among the wealthy with higher educated parents you might have the experience with computers and typing, but wait isn't that discriminatory?	6/3/2015 1:07 PM
332	In particular, the students were disappointed that there were no immediate results and therefore didn't seem to take the SBAC as seriously as the OAKS test. Also, the idea of testing once, does not show progress and does not give students that scored poorly, due to a variety of reasons, the ability to improve their scores.	6/3/2015 1:07 PM
333	It would have been much smoother if the text were read aloud to all students when/if they felt they needed it (on all assessments except for the ELA). Providing clear instructions (demos) of what the actual tests would look like would have been helpful so that students knew how to navigate all portions of the test ahead of time and it was clear about specific vocabulary they would need to know. Sometimes questions were worded in such a way that students didn't know how to respond. Writing questions in more student-friendly language or providing teachers with lists of vocabulary to use with their students would have been beneficial.	6/3/2015 1:03 PM
334	I believe the Smarter Balanced Assessment is more well written assessment than our previous assessment (OAKS). I believe this because the questions are not all multiple choice and allow for students to show a greater range of understanding of concepts. One of the most unfortunate situations of the Smarter Balanced Assessment comes about from TEACHERS and parents telling students to opt out of the testing or to "click through" the assessment without trying. As an educator, I am embarrassed that my peers are promoting and teaching students to behave in this manner.	6/3/2015 1:02 PM
335	SBAC is a waste of time, money and resources. Besides the teachers directly involved in the nonsense, other teachers have kids pulled out of classes and restricted access to computers and computer labs and libraries. SBAC is awful and it's bad for everyone.	6/3/2015 1:02 PM
336	The SB Assessments were very long, which impacted my students in a negative way. I had top notch students who were reduced to tears because they were overwhelmed with the type of questions, and misdirected questions that were on the test. Many students spent literally over 25 minutes on a single math questions. This is far more than any student should endure. I would hope that the State listens too, and follows real educator suggestions when developing an assessment that meets the need and measures the growth of all students from Spring to Spring comparisons. SB was directed to the top tier of students in any school and made the middle and lower end students feel completely inferior. We need an assessment that allows all students to celebrate their academic growth from year to year through the measured score comparisons as we had with the OAKS assessments. I am so tired of high stakes testing where we continually test in a year ending format instead of allowing our assessments drive our instruction (formative). Lets get it right and help all of our students feel successful and not just the higher end students. Lets let our assessments drive our instruction instead of being an end-all be-all assessment. Then and only then will we have an assessment that directs instruction and learning instead of tearing down students who are overwhelmed with a test that should be given to middle and high school students.	6/3/2015 12:59 PM

337	In my area, smarter balanced assessment is taking the place of what I feel is the importance of my area--which is actually learning the content. In Social Sciences, the content is what is interesting and engaging to students; and is actually important to know in order to make critical judgments and to have an informed opinion. SBAC is more about reading comprehension, which is important; but no more important than my curriculum. Secondly, the disruption to our school to administer this test totally derailed many of our elective opportunities in which students are internally driven and the class is project based. Not having access to any of our computers for the last 12 weeks of school made for wholesale changes in several of my classes and most of the classes in my department.	6/3/2015 12:49 PM
338	The math test was confusing at times because of the wording. It was more worried about confusing the student than assessing content knowledge. It is frustrating when one has to decipher the syntax of the question rather than focus on what the concept is that is being assessed. Too many standards to cover in class. Too much time spent in the computer lab. Students that are absent miss way too much class time.	6/3/2015 12:48 PM
339	It took an entire month to administer the SBAC tests in Math and Reading. No other curriculum was taught during this time due to the massive amount of time it took to take these tests. That means that an entire month of instruction was lost. The instructions/directions were very confusing to students. The rules surrounding the test are over-the-top and detrimental to student outcome. The "one shot" option on the test is ridiculous. There are too many ways to invalidate the test so that getting any actual feedback on student achievement is not possible. Not sure what is trying to be accomplished by this test. The actual scores...whenever we get them will not tell us much. I'm in favor of some type of national test, but the SBAC was not a successful example.	6/3/2015 12:41 PM
340	Student instructions on the actual test were complicated, too wordy and confusing to the students. By the time they got to the actual task, its purpose was lost. The use of the mouse to manipulate and move elements of the math test around in order to provide a satisfactory answer was tricky to use. The math questions contained too many algebraic problems for the level of students in my classroom.	6/3/2015 12:39 PM
341	The process for the SBA was extremely disruptive and time consuming. With only one functioning computer lab and the amount of time it took to administer this assessment, we lost almost 6 weeks of regularly scheduled instruction. This had a profound effect on our end of the year data! This assessment is not worth the loss of classroom instruction time!!!	6/3/2015 12:32 PM
342	Time consuming, frustrating I had many students who were so frustrated by the multitude of reading that they refused to participate and just clicked through the test. I had many students filled with anxiety as they worked through the process who were then frustrated with the lack of feedback. I had many students who seemed pleased with their efforts. They worked hard and were proud of their efforts, then disappointed because there were no scores. This was an extremely difficult time for students, for staff and for parents.	6/3/2015 12:31 PM
343	I really feel like the entire experience was negative. The tests themselves are not of strong quality or fair. Many students rushed through the tests, mostly because there were so many tests and they were too long, but also because they didn't feel like they were going to pass anyway.	6/3/2015 12:28 PM
344	The time it took to get all of the kids through was not what is best for kids. It disrupted our core learning for over three weeks. That was a crucial amount of time to not be working with our math and reading kids right before summer break.	6/3/2015 12:07 PM
345	There were parts about the Smarter Balanced Assessment I liked, but a huge problem was that some classes took way, way longer to finish than others. It was really disruptive when some teachers took two weeks to complete the test and others just a few days.	6/3/2015 12:03 PM
346	I had issues with technology kicking kids off and having to start again which caused anxiety. It took two full weeks for students to complete and other students had to miss other classes to finish. Students were not able to move on to the next question if they didn't "do" the question correctly. More training is needed for students to navigate on the website. I had one student opt out, so they did not have any teaching going on for 5 class periods.	6/3/2015 12:02 PM
347	Ridiculous to · give teachers a gag order · give students a test they aren't trained for · give the students a test that doesn't inform instruction · give the students a test where parents don't understand what's being measured · give the students a test where teachers don't know the purpose of the test · give the students a new, unvetted test to measure teachers who aren't allowed to know what's on the test or trained or able to answer questions or fix broken computers or second language or kids with no computer skills etc...	6/3/2015 12:01 PM
348	Even though we practiced in class, my students were very confused what to do when they reached the end of the test. In the list of Test Admin prompts, there should be one that explains to the student how to end the test. I felt like it did a great job of determining those who are at grade level vs those who aren't based on the standards. I had a few students who still have not finished and we started in April. There should be clarity in how to handle these situations. I don't think it would be appropriate for these few to miss all of their instructional time in order to work on a test.	6/3/2015 11:59 AM
349	It was a great disadvantage not knowing what the questions looked like. It is very frustrating that we will not get the results in time to administer appropriate interventions until part way into the next school year.	6/3/2015 11:53 AM



350	Too much uncertainty in expectations and expected results. The logistics of scheduling make-up testing to ensure the classroom activity was administered prior to the performance task were very cumbersome. The wording in some of the prompts and the pairing of the task with the sources seemed unnatural and confusing.	6/3/2015 11:52 AM
351	The Math teachers (high school) told me they were deeply embarrassed to be delivering the test with question about the coffee cup. I took the ELA practice test and found it problematic. What purports to be "beyond multiple choice" is not so very true. Reading passages had a limited number of sentences that could be chosen -- which made it still, multiple choice. 2 teacher colleagues and I took the test together and we did not agree on the same passage. One of the worst aspects of it is that I know \$12 per hour non educators will be correcting the "hand written" portions. I found it a complete waste of money that teachers had to proctor the test and then subs were hired to teach the teachers' regular classes.	6/3/2015 11:43 AM
352	The script for the assessment did not change this year, even though what students were being asked to do had dramatically changed. Often, student questions did not align to any script I would be allowed to say, even though by answering their question, I would not be leading them towards an answer, but merely providing the information needed to understand what was being asked. 1. Students did not read the directions for the performance task. I was not allowed to direct them to the directions. They skipped down to the write-in portion, then were totally confused about what they were suppose to do. The script allows me to say, "just choose the answer that makes the most sense to you" This makes no sense. They are not choosing an answer, but supplying a written response. It would be helpful if the script included, "If you are unsure what to do, please go back and read the directions for the assignment." 2. The assessments took a great deal of time, energy, and computer lab space to administer. It definitely impacted my school as the primary grades lost all of their computer lab time for the two months that 3rd-6th tested. As a special education teacher, my schedule was drastically revised so that I could test students on IEPs and also try to administer their specially designed instruction. 3. As a special education teacher, it would be nice to have information in a more timely manner. ODE changed allowable accommodations as late as March 6th. Revising IEPs requires a parent signature, so it is important that teachers and administrators are aware of information as soon as possible, so that parents can be informed and teams can make important decisions. It may not seem like much at ODE, but to the third grader who is sitting in front of a computer screen, frustrated because they can't read the words, accommodations make all the difference. 4. Math read aloud should be set up for all students automatically. No student should miss a math problem because they stumbled over the word equation.	6/3/2015 11:42 AM
353	The total amount of class time taken to administer the SBAC to my class was thirteen hours. It was administered over a period of thirteen days. This does not include the time required for the "classroom activities" that accompanied the performance task--an additional hour and a half. It is my opinion that four hours is an appropriate amount of time for the assessment of a fifth grader. SBAC took almost four times too long and essentially dominated the entire month of May.	6/3/2015 11:42 AM
354	no, thanks	6/3/2015 11:39 AM
355	It is just way too much. Our job should be to teach kids, not constantly assess them.	6/3/2015 11:37 AM
356	It has been extremely frustrating for students. Timing for the performance task has been ridiculous - there was not enough time and too many students timed out.	6/3/2015 11:25 AM
357	I teach 5th grade. We spent hours on teaching students how to navigate through the tests. During the two weeks we administered the test, we spent over 16 hours of actual testing, and approximately 8 hours of motivational / de-stress activities. Teachers also spent quite a bit of money on healthy snacks, specifically for our testing window. It was intensely stressful for students - I had several in tears during the testing, several with stomach aches, and heard more than one student mutter quietly, "This doesn't make any sense." A few students, due either to absence or just a slower working pace, needed an additional 6-8 hours to complete their tests - during which time they missed further classroom instruction. The amount of time spent on testing was extremely disruptive to our regular curriculum. Not only did we miss instructional time during testing (for two weeks), but we also lost the use of the school's two computer labs for four weeks. Before testing, our grade was using the labs every day for 90 minutes - small groups for keyboarding practice, Moby Max (math and language), Google Classroom for writing projects, and to do research for social studies projects. The testing was also extremely time-consuming (outside work hours) and stressful for educators. All this, and the results will mean nothing by the time they arrive. I will not be able to use the data to inform instruction for these students.	6/3/2015 11:23 AM
358	The testing was: -Unnecessarily long in duration taking up weeks of instructional time -Does not give any feedback to students. -Instructions for students are unclear and teachers are not allowed to help -The PT instruction was useless	6/3/2015 11:16 AM
359	I am an English teacher and this test does assess the kinds of things I aim for in my class. Students SHOULD be writing evidence based, supported, argumentative essays. They should be able to analyze something and give proof to back up their analysis. I have no idea how my students will fare when the results come in, but in the past, especially for the Reading OAKS, there was no way to prepare them for it. I am not going to teach to a multiple choice test . This test seems to be more authentic than the old OAKS.	6/3/2015 11:05 AM
360	This test takes soooo much class time away from the students where they could be much more involved in wholistic, hands on learning!	6/3/2015 10:46 AM

361	I don't believe that some of the tasks assigned to the youngest students (le 3rd graders) are developmentally appropriate.	6/3/2015 9:10 AM
362	The directions for the students were very confusing. The questions were so drawn out, took up so much of the computer screen, and the need to scroll up and down that the students lost track of where they were and what question they were suppose to answer. There were some flaws in the program where questions could not be read, but we were told that these questions would still against the student. The wording was confusing even for adults. I just felt that they were trying to make the test as confusing as possible. It was not a true assessment of what the students actually knew.	6/3/2015 7:10 AM
363	Takes way too much class time. LA tests seem overly long/redundant. Testing window is way too late, and scores not returned before summer negates any immediate value for schedule planning. Reading/writing too mixed to gain intervention needs specifics, though the LA tests do test more critical thinking & upper level skills, which is a plus.	6/3/2015 5:22 AM
364	I am against high stakes testing because this should not be what education is about. Too much time for tests, the emphasis on a narrow "important" curriculum, short-changes students and prevents them from becoming good thinkers and whole human beings.	6/2/2015 10:43 PM
365	The Smarter Balanced Assessment tests multiple skills at a time, which is an obstacle to many students. Students must have stamina, the ability to type fluently, and the ability to track between multiple sources on a computer screen. Instead of testing reading and math concepts, this test screens out students who unable to type, have stamina, and track between multiple sources. For the essay or narrative component, the students are expected to have enough self-direction and self-control to complete the entire writing cycle. This is not reasonable for most 3rd or 4th graders. The issue isn't that they can't write a quality writing piece that draws from multiple sources. The issue is that many can't plan with a graphic organizer, write a rough draft, metacognitively revise content, and edit conventions without adult's providing a structure and time for each piece. Developmentally, many students do not have the stamina or self-control to complete the narrative or essay piece using the entire writing cycle.	6/2/2015 10:18 PM
366	The test took 12.5 hours, a complete two weeks, for all students to complete. I had to cut two weeks out of a social studies unit and completely rearrange my language arts plans for those two weeks. Complete waste of time. On top of it, 1/3 of my students opted out, which was a logistical nightmare and made morale lousy for those who tested.	6/2/2015 10:03 PM
367	The amount of time this assessment took for students to complete was ridiculous. One of my students on an IEP spent somewhere between 12-15 hours to complete the LA and Math components. What immediately comes to mind for my students, especially those on IEP's, is "will the time spent on these assessment generate in a significant learning gain?" An hour lost for this student is significant, let alone the 12-15 hours. It's hard to imagine that the SB test experience will more than make up for those lost hours in learning. Several other students spent 10 hours completing the assessments. I'm also concerned about the subjectivity of the scoring that will take place.	6/2/2015 9:46 PM
368	Testing, learning targets, competencies are a pain. Let's go 20 years down the road and check to see what kind of human beings our students have become.	6/2/2015 9:16 PM
369	I think there are some positive and more informative formats that were used in the Smarter Balanced assessments. I really liked the Math Performance Task (specifically), even if a bit challenging at some grades, because I was able to see the students as they problem solved and worked deeply to solve the problems. It was more real life application. The students also seemed to be very engaged on this assessment. Unfortunately, OAKS always had the "good guessing" factor. This was not necessarily an option for Smarter Balanced. I appreciated that as a teacher as well as a test administrator. I am curious to see what data provided will look like because I do believe there is the potential to have more valid information from SBAC than on OAKS. I did feel the ELA Performance Task was long and difficult at the elementary level...especially at third grade. Third grade students have great difficulty with the skills needed to complete this assessment with a high level of success. I do have a lot more input to provide but it would take a lot of time. Please know that I do not believe that SBAC is all bad and there is no validity to it. I do hope that there is the possibility of shortening the amount of time involved. On the flip side, I do feel that the students who had the skills that we wish all students had, were able to complete the assessments in a somewhat regular amount of time. Skeptics need to know that if you add up the instructional time it took to take OAKS in 2-3 rounds, it did not take that much more to administer SBAC...it was just in one window vs 2-3. Something to consider, publicize, and honestly acknowledge...if we are to be transparent and honest to all stakeholders.	6/2/2015 9:11 PM
370	This survey was vague and biased towards the negative about this test. You didn't ask teachers about their opinions related to test aligning with classroom standards, practice or quality. You didn't survey teachers to see if they felt students were well prepared, familiar with content or responded well to the increased rigor. This survey seems to only reinforce the negative political sound bites in the public media. Why don't you do a survey that truly reflects the teaching practices of the hardworking dues payers like myself who think that smarter balanced and common core are actually improving educational practices and student education and aren't a time suck and drain on our schools and kids. OEA should do a better job representing ALL educators opinions since we ALL are required to pay dues, not just one viewpoint.	6/2/2015 9:10 PM
371	It's a much better assessment.	6/2/2015 8:15 PM

372	Our current, old technology doesn't work for administering Smarter Balanced. I got the spinning ball of doom often daily, and other programs that had been closed would randomly open and boot the kids off the test. The whole time I was administering the test, I walked from computer to computer trying to fix technical difficulties. Typing answers and long paragraphs was a challenge for the younger test takers. The whole test experience was torture for my students on IEPs.	6/2/2015 7:30 PM
373	Any test that has to provide a scroll screen two screens long for a task (SBAC ELA PT) is INAPROPRIATE for 8, 9 and 10 year olds. A test that starts with students pretending that they 'have had been studying a topic in the classroom for the last weeks' seems to be a set up in itself.	6/2/2015 6:25 PM
374	My colleagues and I felt it was developmentally inappropriate for our sixth graders. It took many of them over two weeks to complete just the cad and work sample for writing. We lost over three weeks of instruction time due to practice sessions, testing days and make ups, and that isn't including math.	6/2/2015 6:17 PM
375	Neither students, nor teachers, receive timely feedback. Scoring seems to be a big secret. Several weeks of seat-time (per student) that could have been used for learning were instead commandeered for testing. It is purported to be based on 'standards' that do not seem to have invited, or take into account, child development specialist or professional educator (teacher) input. I'm wondering why the testing economy is driving instruction instead of instruction driving the testing. Perhaps professional proctors should be hired, and the tests could be given over the summer. Parents could be required to bring their students in for several hours, or days, of testing so that instructional time is not sacrificed and we can use students' class time for assessments that provide timely, relevant data and feedback that take into account students' developmental and conceptual readiness so that students can see how they are growing relative to the lessons they are being exposed to. It seems that this type of information would be much more valuable to all concerned.	6/2/2015 6:09 PM
376	It's not at all fair to the students for the following reasons: testing on a computer doesn't work for everyone, the test asks a lot in a little time, the task they must complete is very challenging, they are already aware of the high failure rate, some kids have become physically ill with this kind of testing environment( I had a boy pass out and a boy have a meltdown due to anxiety, it measures success in a very narrow scope, it forces educators to abandon their curriculum and teach to the test all year.	6/2/2015 5:19 PM
377	Some of the questions required students to get the correct answer before moving on. I had one student who made her choice of answer, but the test would not let her move forward. She was in sobbing. This is a bright, strong child according to the manual all I can say is "Just do your best." ?? when a child is trying and trying and crying and the test won't let her pick an answer and move on!! The directions are extensive, especially for the ELA Performance task.	6/2/2015 5:01 PM
378	Smarter Balanced--The name says it all. They can't even put two words together without devolving into erroneous gibberish. You can be balanced smartly or smartly balanced, but you cannot be smarter balanced. Not to mention the fact that balance cannot be said to possess the quality or state of intelligence. My wife, a hyper-literate woman if ever there was one, snorts and laughs everytime I mention the test. It's embarrassing. Then there's the actual problem. This test appears to have been cooked up by wild-eyed-pie-in-the-sky graduate students and professors who have either never worked with children and teenagers or completely forgotten what it means to be a child. The directions go on and on, sometimes for multiple pages on a single part of the assessment. Sometimes their will be multiple pages of side-by-side directions on the same screen. It's madness. And no matter how dazzlingly well-educated a child is, if you ask them to spend week after week taking assessment after assessment, trying desparately to measure every facet of their learning, you simply wont get them at their best the entire time. This test is outrageous. It asks too much of kids. It asks them to demonstrate all at once what can only be discovered in pieces, throughout the year, when given multiple opportunities to struggle and succeed and grow. It is absurdly and unfairly ambitious. I doubt many adults would be able to sustain their best effort when asked to test for an entire month. And don't forget the constant barrage of technological glitches that make every hour of testing a nightmarish farce that negate all results. I hate this assessment on so many levels. It is an abomination.	6/2/2015 4:50 PM
379	Took 4 times as long as OAKS assessment almost 6-8 hours for some kids. Some students could not go to speech therapy or LRC support (which is mandated by a legal document) as they were testing during their pull out time. Very stressful for some students.	6/2/2015 4:12 PM
380	The testing and preparation took so long, that much instructional time was lost.	6/2/2015 4:12 PM

381	<p>I have several issues with these types of tests. In general, it seems that we are trying to give all student the same knowledge and skills and then we are seeing (testing) if they have the knowledge and/or skills. This process is not scientific and, therefore, we are not learning what we want to learn. Below are some thoughts: 1. Student are not instructed under the same conditions, do not prepare for the tests under the same conditions, and certainly do not test under the same conditions. The results can't be compared. 2. The fact that students enter some/part of their answers by keyboarding words/phrases/sentences and that a human will be reading and evaluating student responses immediately calls into question the validity of the score. (I do recognize that a human scorer is preferable) 3. Answering questions in either a multiple choice format or short/long/giant essay will allow a student to express that they do know something or can do something but not being able to express it in either of those ways does not mean they do not know and/or are not capable of something. 4. I do not know how "cut" scores are created and/or evaluated. As it stands now, making the "cut" score in, say, 3rd grade, means you can read at the 3rd grade level....at least that is how it is understood and advertised. "Passing" and "Proficient" are not the same thing. What are they looking for? Who are "they"? For some reason the cut score isn't a simple number of answers correct out of some number of questions given. It seems like it has to do with percentiles and then half the students are below average no matter what score they get. Maybe another way to put it is....the numbers seem to come out so that no matter what happens, not every student can pass. Something feels, all at the same time, silly, counterproductive, a waste of time, etc to say to my students the following, "Good Morning. We will take this week's spelling test in 10 minutes....oh, and, just so you understand the rules, no matter what, you all cannot pass." 5. Not independently verifiable. Any tests offered by a publisher, city, state, group, organization, should present evidence of both reliability and validity. If anyone knows which independent, outside, group verifies both the content, delivery, and evaluation of the process, I'd like to know. If the information is widely known, I'll take the blame for not being aware. 6. These tests have taken far too much time. Instead of teaching and learning, for weeks I have been preparing for and giving tests. After a certain number of days, even if a student were able to solve a problem on a math test under normal circumstances, they would have several reasonable reasons for: simply not....or....not doing as well.....or.....not reading the problem correctly....or....etc...out of sheer fatigue! And, I do not buy the argument that says if you know something, you should be able to do it under all circumstances. I remember the last time I spilled coffee and did not behave rationally for a least a few minutes! :) If anything.....if my arguments above are not agreed with....if anything.....please consider the ridiculous amount of time dedicated to both the preparation and administration of these tests. We are here for what is best of kids and decreasing the school year by several weeks for the sake of manufacturing an, at best, suspect number that will be, no doubt, useless in one year....is not what is best for kids. If someone disagrees with that statement, ask me about my OAKS scores from a year ago. Though they may be fascinating numbers to some, they are useless, so nobody cares. Even further, go back 8 years. It may not seem possible, but they matter less. So I ask, what is the point?</p>	6/2/2015 3:46 PM
382	<p>I had to choke back tears when administering the SBAC. This is not what teaching and learning look like. 40 stressed out kids that I couldn't help, it went against my very nature as a teacher. After personally hearing from the Deputy superintendent of instruction, Ron Saxton, that 70% of student would fail and that he could give NO REASON for administering the test at all, I felt like a horrible person having my bright, kind and insightful students suffer this test for DAYS ON END. When will we stand up to the lawmakers and test makers who profit from this scheme and say enough is enough!?</p>	6/2/2015 3:39 PM
383	<p>This test took a full five days out of my classroom AND another four out of the science teacher's classroom while he administered tests that fell under my umbrella. A total waste of time. I think schools should hire subs. Train the subs in administering the test then allow the classroom teacher four FULL days of curriculum planning and working with team members who are testing at the same to develop plans. Then at least the teachers get to accomplish things rather than wasting days in a computer lab. PS...it is absolutely RIDICULOUS that the schools lose use of our computers for half a year to administer this test. Dumb. Dumb. Dumb.</p>	6/2/2015 3:15 PM
384	<p>Basically we had 4 weeks out of the classroom with prep and actual testing. They is 4 weeks of curriculum lost.</p>	6/2/2015 3:08 PM
385	<p>I hated to administer an online test that I had not seen myself. It's stressful having to learn how to access the test, get students logged on, find the appropriate test names that were written in code, all for the first time.</p>	6/2/2015 2:55 PM
386	<p>This test is NOT developmentally appropriate, and is far too long. Consideration for schools with ONE computer lab needs to happen. Many projects and activities were shelved. Why are we giving a test where the predicted outcome is a that a majority of students WILL fail? Total waste of time and unfair to elementary school kids. And what about feedback for them? No scores? Oregon can do much, much better. The OAKS assessment was far better.</p>	6/2/2015 2:51 PM
387	<p>I thought some of the topics were dull. I didn't speak to a single student who expressed a positive experience from the test. The school was essentially hi jacked to help administer a test that is flawed. As an educator I had to tip-toe through lessons, or completely throw them out because half of my class was testing. The students don't receive instant feedback, and won't receive feedback until next year if I'm understanding this process clearly. That doesn't work for student growth in my opinion.</p>	6/2/2015 2:51 PM

388	I believe that the test will give educators good information about the specific skills that students do or do not have. It will be impossible for students to score falsely high, as it was in the past for good guessers. The information gathered by this type of test will definitely inform our instruction. But the amount of time taken to administer the test, and the delayed results are definite drawbacks.	6/2/2015 2:45 PM
389	I am an 8th grade ELA teacher. The test took most of my student 10-15 days out of my class time. It changed my curriculum immensely! I had to readjust my lesson plans due to the length of this test.	6/2/2015 2:29 PM
390	good idea to create a test that requires skills and thinking bad idea to make it tricky... with not being clear about what each question is asking. like the idea or rigor and rigor being assessed useless when we don't get the results back (for me an 8th grade teacher at all) in time to inform instruction. poor implementation.... lack of training and real time to work within the test, lack of information what was being measured (thus what to teach... specifically skills), lack of ability to administer tests (not enough computers or testing staff) etc.	6/2/2015 1:46 PM
391	5th graders spend up to 18 hours testing. You know who else spends four days testing? Lawyers! The ORELA is only a two hour test, why would we expect 5th graders to test for 18 hours!	6/2/2015 1:43 PM
392	I like the format of the assessment, but the questions are a bit unclear. Maybe even bolding them or putting a number by them will help students recognize them within the text.	6/2/2015 11:42 AM
393	The SBAC is not a positive experience for most students. they were asked to do tasks that are not developmentally appropriate. The instructions were confusing or too wordy for students to know what to do. Several tasks were more of a computer skill test than a true math test. Students could not drag and drop things to the appropriate area because directions were unclear. Testing took 10 hours for my average students, but the impact is a loss of 60 hours of instruction. When students test, they are mentally drained for the day and very little new instruction took place during the 2 week testing window. Not only did my general ed class suffer, but all special services for disabled or disadvantaged students were also disrupted because students needed to be tested in small groups or quiet spaces which made other groups move or not hold sessions.	6/2/2015 10:16 AM
394	my reading class missed 12 days of instruction. a colleague said her math classes missed a combined 62 class periods to SBA and other district testing this spring.	6/2/2015 9:53 AM
395	We were forced to go to a block schedule with almost 2 hour periods to accommodate the testing process for the Math PT assessment. This portion of the test did not take any of my math students more than an hour to complete. The test is unrealistic when it comes to the wording of the questions and the ability for these students (7th and 8th grades) to understand what the question is asking. My studnets knew how to do much of the material on the test, but could not answer the question because they did not know what it was asking for. The work in our text books is worded to their age level, while the test is worded for a college student. I am completely supportive of some type of testing, but this test is ridiculous when it comes to the expectations for students to test 2 hours straight. It has been proven that testing should be no longer than an hour if you want any type of success rate. We are setting these students up for failure as soon as we expect them to test for 4 hours on anything. Each test should be an hour at best and straight to the point. What is it we want them to know at the end of each grade and can they prove they know it?	6/2/2015 9:52 AM
396	My daughter age 9 really hates the tests. She is 3 grades above in math and could pass the high school writing now in 3rd grade. She loves school, loves going and has never asked to stay home from school, until she had to take the tests. The amount of time she had to spend away from interesting learning and technical difficulties that creates high levels of frustration turned her attitude towards school. It took two weeks after the tests for her to get back in her groove of enjoying school. In other words two weeks of drudgery created negative school associations. Terrible.	6/2/2015 9:44 AM
397	News reports and teacher reactions in other areas already put a bad taste in our mouth. Went almost perfectly at DTLC. Need to see how the grading goes. Oaks was shorter, less intrusive, and difficulty seemed about right. If it is true that only 30% passed the SBAC in pilot programs then the "passing for graduation" may be a problem. Also I can't understand why parents can opt-out. Students have to test in almost every class. We have to have a national yard stick. SAT and ACT are around so post secondary can compare oranges to oranges. Why are we and the media jumping all over this issue? OR is second to last in schools and the US 17th in the world? We need more rigor. We are falling behind in the world.	6/2/2015 9:36 AM
398	Standardization is anti-life and anti-freedom. Slippery slope towards fascism. Humans are not robots, no matter how much the combine wishes it so. Private corporations have no business profiting off of innocent children.	6/2/2015 9:32 AM
399	Many students do not even try on this assessment as they feel it is too hard and would rather work on work samples	6/2/2015 9:31 AM
400	The SBAC is much too long. The time it takes to prepare students to take such an exam takes away from core instructional time. For students, weeks of testing is daunting. Smarter Balance could approach testing with rigor yet not take away and disrupt the learning that should be take place for weeks on end. In addition, some of the instructions are so extensive and unclear that some students have difficulty understanding the task. I believe this assessment needs to be looked at to see if it truly assesses the knowledge of our students and that it is worth losing a month or more of instruction for one assessment tool.	6/2/2015 9:27 AM

401	The Performance Task student directions were ridiculously difficult and the 12 weeks of tying up library laptops and lab machines was very hard on all other students in our school. The intense rigor of the ELA tests was very difficult and somewhat inappropriate for their learning levels.	6/2/2015 9:17 AM
402	My daughter was in tears many times because she didn't understand what to do. She took SBAC for 5th graders. She lost out on academic instruction because she spent an hour a day for over a month testing (between the LA part and the math part), not to mention all the test prep time that is lost instructional times. Students are losing out on learning material because teachers have to teach them how to take a test? That is not right.	6/2/2015 9:04 AM
403	Smarter Balanced is an ill-conceived "solution" to a manufactured problem. Public schools are not crippled because we don't test our students enough nor because the tests aren't difficult enough. Public schools are crippled by the devastating poverty created by our upside-down economy. Teachers are crippled by the widespread disdain for our profession created by the testing corporations who have, over the years, used teacher bashing as a marketing strategy to sell their grossly overpriced tests. That school administrators and state legislators would fall for such a boondoggle is outrageous, but I suppose this "crisis" in education creates job security for these people. The OEA ought to spend its time and resources demanding that public funding of schools not be squandered on meaningless "high-stakes" tests; the costs (and not just in dollars) are obscene.	6/2/2015 8:58 AM
404	I would have liked to have seen the classroom activities' topics been closer to the actual Performance Task portion of the test. The students took notes, learned the parts of the brain, and worked really hard to prepare themselves as much as possible for the PT portion. They were vocally and truly disappointed when all their work and effort from the day before was not needed or required to complete the PT. It seemed like an unnecessary hoop to jump through if it was not going to aid or benefit their PT portion. Also, I am really hoping each student receives feedback on their essays. This is a huge deal for me as their writing coach and LA teacher. If all they receive is a number, with no rubric analysis or explanation of what they did or did not do, then the writing portion is another huge waste. No teacher worth anything would fail a student and not tell them what they need to improve upon, or what they did well. The score is meaningless unless you tell each and every student the details of the score. I don't know what we will receive as far as score information, but if it is just a number, and no information on what was missed on the writing rubric, how can we even trust this test? Correctors of the test will be looking at the rubric for each paper, and students should be able to reread their essays and see how to improve their writing. A simple number, after months of not knowing what their score is, will be useless unless we get more information. My students worked hard on their SBACs, and I hope, and trust, that the Smarter Balanced Test correctors and overseers will work just as hard to get us the information and essays back so that we can see where my students are lacking so that we can improve. No one wants to keep taking a test where you fail, and don't know why. Thanks, B. Jensen	6/2/2015 8:53 AM
405	It is a complete waist of time. I lost about a month's worth of teaching to administer a test that I won't even see results on until August. The students will be long gone and I won't be able to do a thing with the information I get.	6/2/2015 8:45 AM
406	The Smarter Balanced Assessment has been an extremely frustrating experience. The test itself has flaws e.g. incorrect answers and/or stems. The time required is ridiculous--such a disruption to the curriculum, especially when the poor kids testes for 4 hours in math and then 4 hours in English. Students had no buy in! The rushed through the test. Any "data" received from this testing is invalid. Overall, a waste of time. I can authentically assess my students' reading and writing abilities within the context of the classroom without the SB test.	6/2/2015 8:30 AM
407	The idea that students at age 8 through 9 can write paragraphs on their thinking is ridiculous. Most of my students can only provide one sentence answers. Given I work in a poverty school, students are behind by one to two years coming into fourth grade. They can't even master the concepts at grade level.	6/2/2015 8:27 AM
408	Students were unclear with the ela assessment what to do. The test for 3rd grade ela was not appropriate developmentally	6/2/2015 8:26 AM
409	Title I - Can't be a part of the testing at all.	6/2/2015 8:14 AM
410	Students were very overwhelmed and stressed out due to the difficulty and length of this assessment	6/2/2015 8:13 AM
411	Several concerns: There are a couple of issues that I feel interfere with SBA being an accurate or valid assessment of students' knowledge and skills: 1) Clarity of directions and questions for students was vague; students might know the answer/have the skills, but were unsure of what the question was asking them to demonstrate or do. 2) SBA's requisite use of technology and keyboarding skills greatly inhibited some students' performance. Ability to write quantitatively and clearly was limited by students' lack of keyboarding skills. The process for some was so tedious and slow, their finished product did not accurately represent their knowledge and abilities in the subject area.	6/2/2015 8:09 AM
412	Many Special Education mainstreamed high school students didn't feel like they had a chance of passing. They were shocked at the shortness of some of the tests and left feeling uneasy about what that meant....good or bad, because they some had heard the testing level adjusts to your answers as you go. Their biggest relief has been that there are other ways to meet the state requirements for graduation.	6/2/2015 8:04 AM
413	This test is a horrible disruption to education, the students are frustrated, the teachers are frustrated and it really isn't showing any value to the education of our students.	6/2/2015 8:04 AM

414	I was an administrator of the SB test in the spring of 2014 during the pilot... I found the test very developmentally innappropriate! The testing takes too much time. Our computer lab was used strictly for testing from April through June. As a primary teacher I need to be teaching my students how to use computers, but cannot do that if the lab is unavailable for 3 months out of the school year. I witnessed the amount of stress and frustration this test puts on staff and students. The test is NOT a good indicator of what students have learned in school.	6/2/2015 8:03 AM
415	not smarter, testing is unbalanced	6/2/2015 8:01 AM
416	The time spent out of the classroom for students is way too much. Schedules having to change for the whole school to administer Smarter Balanced Assessments were also very distracting and disruptive for classes.	6/2/2015 7:59 AM
417	The rigor is good, but all assessment should be to inform instruction and the results and feedback are too delayed to make changes to instruction.	6/2/2015 7:55 AM
418	The test was more of an endurance test than an academic one. The time the manual gave to complete the tests was wishful thinking at best. Also, there is a major equity issue in taking the test. Our school has no air conditioning. The temperature in the computer lab rose up to the high 80s. There was just no way to cool it off. Students couldn't be expected to perform in those conditions.	6/2/2015 6:56 AM
419	The lack of clarity of the instructions rendered many of the results invalid. For example, there may be a section of text, then instructions for a 'task', then the same text, but this time with selectable fields. The students have no idea what the 'question' even is, & I cannot clarify for them. The tests take far longer than anticipated. My average student took three sittings for the ELA CA; two sittings for the Math CA; two sittings for the Math PT; and four--yep, four-- for the ELA PT. That's not counting the classroom tasks. Many took far longer. They were exhausted. A teacher who currently has a student teacher spent an additional week pulling multi-grade groups to complete testing.	6/2/2015 6:22 AM
420	Stricter protocol at the high school level: no cell phones, limit bathroom breaks, monitor access to the Internet while testing. Run it like the AP Tests.	6/1/2015 11:45 PM
421	The hardest part was the time it took students to test. It took most of my 6th graders 8 days to complete the CAT and Performance Task for Math, and they took longer in their ELA class with that test. I get that standardized testing is here to stay, but the amount of time it took away from instruction, the amount of time it took for students while just sitting quietly, it was not appropriate. Something must change next year.	6/1/2015 10:59 PM
422	It took our 5th graders almost 4 weeks to finish the ELA and math assessments (including the performance tasks)--having about 2 hours a day to work. They were mentally drained after taking the test, and behavior issues became a problem throughout the school during testing time. There was a loss of technology use to other grades in the building. The school has to hire a substitute for up to 6 weeks to supervise the students not taking the test when the large group was taking it (ERC students, small group and one on one testers, and those that opted out)--since not all grades can test at the same time due to a lack of technology. We are 4 weeks behind in our reading program because it was put on hold during testing. Then there's the question of, how are these being scored? If the performance task isn't being scored, since there is no funding for the scorers, what's the point in putting students through this?!	6/1/2015 10:49 PM
423	Huge waste of time. I lost 5 weeks of instruction this year due to testing. Kids won't even see results until next year.	6/1/2015 10:03 PM
424	The tests required way too much time to be taken away from teaching. The math performance task is overkill and had a fifth grader in tears trying to figure out why he had to take SO many tests. I approached the testing with an open mind, but it is just too much. As a fifth grade teacher, I had to devote 5 weeks to testing.	6/1/2015 10:01 PM
425	I felt sorry for my students. Not only did the test take too long, they missed out on valuable learning time in an already short school year. The SB ELA was way too long.	6/1/2015 9:37 PM
426	I had 3 students that were so frustrated that they didn't understand the way the Performance Task information was worded, organized that 1 crawled under a table and cried and then typed in "I give up" in the blanks.	6/1/2015 9:27 PM
427	It should be shorter. Too much time taken for both CAT and PT. Couldn't we alternate between CAT and PT? If we have PT could we get rid of worksample requirement in Oregon?	6/1/2015 9:23 PM
428	This assessment just takes away from learning and teaching, it doesn't provide feedback that allows me to do my job better. Students should have more opportunity to show authentic ways they have learned.	6/1/2015 9:16 PM
429	My students were very frustrated with the test. We practiced how to take the test, how to maneuver through the test, and they still had numerous troubles navigating the test. The instructions were vague and could be interpreted many different ways.	6/1/2015 9:05 PM
430	I've seen many of the practice questions and they are developmentally inappropriate.	6/1/2015 8:56 PM
431	SBAC steals time from teaching. There is no research that shows it to be a valid measure of anything. Our kids should not have to be guinea pigs. We should all buy stock in Pearson.	6/1/2015 8:54 PM

432	My students were extremely frustrated by SBA, as was I. The time necessary to prepare and implement was significantly greater than in the past, and the test was far beyond the ability level of most of my students, who are from a disadvantaged population group. Many students could not even understand the directions, much less the passages. We also had countless computer problems and poor support from the district. We were told by our district office not to let students know that they could opt out. This is a horribly written test, and it was poorly implemented. Students learned nothing from it, and only felt like failures as a result of taking it. This test makes me want to leave the profession. I do not think I can administer it again.	6/1/2015 8:49 PM
433	Very time consuming without immediate results, which frustrated many students. They felt they did poorly, but wanted confirmation they had done alright. How are these tests being scored, humans tend to be expensive and subjective, where did the money come from?	6/1/2015 8:39 PM
434	Smarter Balance, without immediate results, is valueless. We have lost our special ed aides to proctering tests and students are taken out of classes for days at a time and fall behind in their classes. Very disruptive and the controlled environment of testing no longer measures what students really need in college classes and the workforce.	6/1/2015 8:39 PM
435	Watched a young man rub the side of his head, both sides for 5-10 minutes Rub his forehead, sat back frustrated and finally he looked at the computer and "FLIPPED IT OFF" a two handed fluff off Had to laugh but all I could say was "DO YOUR BEST ! " REALLY a bad testing experience	6/1/2015 7:30 PM
436	The time limit on children to produce 3, 5 or 8 paragraph papers in a 10 calendar day time frame was ridiculous when they don't spend every day in the lab. The questions used words that some kids had never been exposed to.	6/1/2015 6:42 PM
437	SBAC is not helpful as a formative or summative assessment because there are not multiple opportunities nor guiding pretests. Additionally, SBAC is very time intensive for both staff and students.	6/1/2015 6:10 PM
438	I had students not understand the given instructions for several questions. When I read them, the question was ambiguous. I was unable to help by interpreting the instructions. All I could do was tell the kids to do the best they could and access the comments. Even then, I am unsure how much credibility these comments from my students will be given. I did encourage legitimate, reasonable comments, but discouraged comments like "this is stupid."	6/1/2015 5:58 PM
439	This series of tests took over TWO WEEKS out of my already way too shortened classes (I teach Humanities. Both SS AND LA combined into a one hour class. But still with all the same requirements of both content areas.). I wasn't allowed to know what was being tested. I have no idea of the context. I can't help the kids - or even look at the screen. I had to sign a secrecy contract (hopefully I'm not violating that). The results won't be posted until September. Most kids are expected to fail. Ridiculous. Seriously ridiculous. Oh, and there's a culture of fear among teachers to say anything negative about SBAC. Or about Opting Out. I am furious about the entire situation.	6/1/2015 5:38 PM
440	It seems that the SBA is an awfully long assessment that could be consolidated. I have concerns about students as young as 3rd grade typing when they have had very little typing education (which is a skill that does not need to be "trickled down" into teaching in such young grades). Typing gets in the way of what young students can answer.	6/1/2015 5:37 PM
441	It's not needed.	6/1/2015 5:30 PM
442	I think that while it is fine to increase standards, the shift from OAKS to Smarter Balance is too abrupt and the test is much too long. Had I had any input, I would have rolled it out slowly over multiple years with year one being (for example) the CAT tests in reading and math and a writing sample as done in years past. During the following year, we could slice off some of the CAT and add a short essay component to Smarter Balance along with a writing sample. During the ensuing year, we could then add the Performance task for Math while shortening the CAT test. Finally, during the last year of implementation, we could add the Performance task for Language Arts while significantly curtailing the CAT in Language Arts. Another possible outcome would have been to keep OAKS in tack for all grades but 3rd grade this year and with each ensuing year, we could phase in Smarter Balance for the cohort of present 3rd graders. That way, the kids' testing does not change abruptly.	6/1/2015 5:26 PM
443	Too much loss of class time taking it and preparing students. Students were expected not to just be able to answer the question but know how to type as well. There isn't enough technology in our school to even prepare students for this.	6/1/2015 4:55 PM



444	<p>I hated feeling like I had to teach to the test, but you sort-of have to or the kids really won't be prepared for the way questions are written and tasks are presented. The vocabulary, wording, and way questions are written seem unfair in general, but particularly unfair to ESL students. Some of the questions are just poorly worded. Some are imbedded in paragraphs of text which led students - at times - to have difficulty even understanding what the question was asking them to do or answer. There are few resources available either on-line or in book form that help teachers prepare their students for - not the material - but HOW the questions will be phrased or will look because many of them look unlike anything you would encounter in textbooks or assessments in curriculum provided by our school district. That questions are so confusing is so unfair to the kids. Many of the questions totally go against GLAD or SIOP principles which totally confuse ESL and non-ESL students alike. It really isn't testing them on their knowledge - but their ability to understand a confusing question. It stresses them out because those confusing questions or ways to answer the questions are unlike anything they've seen before because we have NOTHING like those questions to show them or help them prepare for. Another thing is the prep lesson we gave before our 3rd grade ELA performance task on landforms. Per the SBAC resource, we pre-taught our students the definition of landforms and discussed caves, islands, and lakes specifically. Guess what? None of the sources had to do with geysers. How many third graders have ever had an occasion to see a geyser either in real life, on TV, or in a book? Well, at least in my high ESL, 65% free and reduced lunch school - NOT THAT MANY. There was also a narrative task where students had to write a story about chasing a hat through a canyon. No offense, but that was a dumb prompt. Why not just have kids explore a canyon? Why do they have to chase a stupid hat? Why can't they make up their own adventure? Another thing is one day, our school district's Internet network was hacked and the Internet kept starting and stopping which totally screwed whoever was scheduled to test at that time. Maybe SBAC had nothing to do with that - but that never happened with OAKS. Of course my own child - who attends a high SES school - thought the test wasn't too bad. Surprise, surprise - middle and higher-class students are more confident about taking the SBAC. One thing she did not like was waiting a year for her score. Why can't there be two parts to the SBAC? The first part can be the traditional multiple choice or true/false questions that students can receive feedback on immediately after they've completed the test and the second part can be the short answer/essay that had to be graded by humans. That way the kids have a general idea of how they did and won't be stressing out about the unknown. I see what SBAC is trying to do in getting our kids more ready to answer the sophisticated critical thinking questions and tasks they'll face in college. But is the SBAC, as it's now presented, really executed fairly and equitably? Think about how many people across the country are speaking negatively about SBAC. There must be something wrong if that many people are disenchanting with this test. Heck, I don't hear nearly as much people complaining about the validity of the SAT, ACT, LSAT, MCAT, (insert name of other test). And in my class' case, we're talking about a test for 3rd graders. You're telling me that writing a test for 3rd graders is harder and more confusing than writing a test for future doctors and lawyers. Give me a break...</p>	6/1/2015 4:41 PM
445	<p>It is too soon to roll out the Smarter Balanced Assessment. There were very few practice tests or other relevant resources available for teachers to share with students and there are still many unanswered questions about the assessment. Presently, very few students are able to successfully pass the assessment and are feeling overwhelmed about the impact this may have on their ability to graduate. Due to limited resources and poor planning on the part of the creators of this test, teachers were ill-equipped to prepare students for this assessment and, consequently, students are being set up for failure.</p>	6/1/2015 4:30 PM
446	<p>The precious classroom instruction time lost for my students to test was HOURS upon HOURS. For our small school to complete 4 tests per classroom (5 for 5th grade with the science test) it took months. It was painful and broke my heart watching my 3rd graders try to decipher what the test was asking them to do in the multiple paragraphs of instructions and directions listed even before the actual test began. The classroom background building activities before the performance tasks were much more basic and did little to build the rich depth of knowledge needed to understand and score proficient on the actual test. My students were stressed out, I was stressed out, my test administrator was stressed out, and I know my students' parents will feel the same when they see their students' test scores.</p>	6/1/2015 4:21 PM
447	<p>This test is too complicated for most of our 3rd grade students. The instructions need to be very short and clear. When second language students do not understand one of the words, they don't understand what is being asked. It has already been proven that it takes 5 to 7 years to learn a language and now we are having to reprove it. Teachers are being set up to be penalized because their students do not have the language skills to pass high stakes tests. Another problem, is kids are being tested to death. My kids are being pulled from their classroom reading and math tests to finish their SBAC tests because of deadlines. Our kids are making growth and they can not be forced to do more than they are able to do. It appears that test makers believe if kids are not getting it, just up the difficulty and they will improve. This will not work. They have to be taught and scaffolded at the level they are working at. I have 8 third graders that are working at a first grade level. Just because they are in a certain grade does not mean they are functioning at that grade level. It is torture to see them try to struggle through something I know and they know they can not read.</p>	6/1/2015 4:13 PM
448	<p>I am a resource room teacher (high incidence special education) in a K-5 school. This test took a long time to administer and a long time to understand accommodations.</p>	6/1/2015 4:02 PM

449	Time requirements for each test session were longer than class sessions, interrupting not only class instruction for the core class but also in the adjacent period for each student. Only a portion of each class roster was tested. We spend considerable time working out the logistics of sharing computer lab space and who could supervise other teachers' non-testing students. This was time that we all really needed for planning our regular instruction, grading, and preparing lessons. We also needed even more planning time in order to make good use of the instruction-time interrupted by having guest students in the room and also instruction-time interrupted by having our non-juniors in another teacher's room. We did assign reviews and enrichment activities, but with the ever increasing number of state standards, most of us had to sacrifice at least an entire unit of required instruction because of lost classroom time. We also spent more time before and after school tutoring kids who had been absent for testing in other areas, missing the instruction of the day. Technology requirements left no computer labs available for use by other teachers for instructional purposes for weeks on end. Students had been told in Spring 2014 that if they already had passed OAKS that they would be exempted from SBAC testing and were resentful at the change of policy. Some were dismayed to miss AP classes just before the big test in order to take tests that would be of no impact toward graduation or college placement. Motivation was a huge problem and I know many of the students I proctored were finishing in less than 20 minutes. I wonder if they were solving any of the problems at all or if they were deliberately entering guesses in order to finish quickly and be released to their normal routines regardless of their score.	6/1/2015 3:58 PM
450	The test seems to be more a measure of student motivation to test than of their actual skills and knowledge.	6/1/2015 3:33 PM
451	It was an extremely cumbersome test for students and teachers and other staff. Not sure how a more challenging and time consuming test will help students learn more and be better prepared for the future. In fact, it took away a lot of learning time.	6/1/2015 3:29 PM
452	There are so many things I dislike about this assessment I don't know where to begin. 1. The instructions for the students (what they have to read themselves during the test alone) are ridiculous! Many of my 4th graders were overwhelmed and sat in their desks defeated or started crying. 2. The technology students were asked to use was sometimes frustrating to students. They couldn't figure out what they were doing wrong and the test would not let them advance to the next question. Again, more tears! Head on desk. Some students just gave up. 3. I think it is extremely unfair to make students take a test for which they have had little or no instruction on how to "pass". I am NOT surprised entire classes of junior students at the high school level refused to take this. I say good for them. To have this test standing between them and graduation is absurd, unfair and I'm glad they walked out!!! 4. This was a pretty NEGATIVE experience for me and my students. It took too much time out of the classroom and time that should have been spent learning. It took time to practice it. When I showed students the practice tests their eyes "bugged out" and their "mouths dropped open" at what was expected of them at 4th grade. 5. I hope I never see this assessment again. It is not authentic in terms of what students are capable of and no assessment should take as much time as this one did. I have never had students groan and complain as much as they did with this assessment.	6/1/2015 3:25 PM
453	The logistics of implementing 4 to 5 computer based lessons for hundreds of students in a building with one computer lab has been beyond challenging. In addition, the PT catch up for absent students has been an additional hurdle, as well as offering second opportunities for those still taking OAKS and getting kids caught up that take longer has been very disruptive to many students, classes, teachers, and to overall learning. The interface with the SBA platform is also not optimal, leaving students feeling confused, unsure, and frustrated with the tasks and teacher/ TA not able to assist.	6/1/2015 2:10 PM
454	The classroom activity is ridiculous. The way the test is set up in three parts is difficult.	6/1/2015 2:05 PM
455	The previous testing was spread out throughout the year, so was disruptive over and over again. This was very disruptive, but for a short period of time.	6/1/2015 1:56 PM
456	I work with GED students and SBAC has NO relevance to these students. They were required to take it so as to help the school meet the participation requirement set forth by the state. This caused a major disruption in our school day and for those who wanted to take the GED test. This is just another case of the State of Oregon to use a, "one size fits all" solution in dealing with our students. This did nothing but frustrate students and staff alike!	6/1/2015 1:54 PM
457	Students were easily frustrated by the directions, tasks, format, and method of delivering answers. They preferred simple multiple choice responses. There were many glitches getting the test up and running to start sessions. The Math assessment was so incredibly frustrating to students that all of them, at some point, just clicked on anything in order to be done. Students who are used to earning passing scores were devastated to get non-passing scores - particularly in Math.	6/1/2015 1:51 PM
458	In the program that I work in as an Alternative Program within the district, I see no need for the students who attend here to be taking these tests. Their time could be better spent studying and having classroom discussion regarding passing their GED. This test was not only disruptive to the classroom but to the students that had to stop what they were doing in order to meet the education guidelines.	6/1/2015 1:50 PM
459	My SPED students schedules were disrupted for 8 weeks!! Our wonderful progress the first two terms almost came to a standstill because the schedule went out the window with all the hours of testing. The lack of classroom time was very disappointing as we watched our students progress slow significantly!	6/1/2015 1:48 PM

460	I work in a program where students are attempting to obtain their GED. I don't understand why any of them needed to waste their time doing this test when it is needed for graduation. Our students are not graduating and do not receive a regular diploma....what is the point in wasting so much time with requiring them to do something that isn't needed?	6/1/2015 1:45 PM
461	Students just typed anything to get to the end of the assessment.	6/1/2015 1:15 PM
462	My district did a fantastic job of providing support, resources, and time in labs well ahead of testing. Most students felt prepared and did not think the test was as difficult as "the beast" we were painting it to be. While we don't have scores to know how we did (a flaw), most students liked the more interactive aspects of the test rather than just punching in a, b, c, responses. As most of what was on the test reflected textual evidence and practice we had done in class (Vale Article responses) few felt there were any "surprises." Granted, taking the test early provided me with positive reflection when I broached the topic with students. Not sure how they would feel after taking ALL the tests for disciplines other than just mine.	6/1/2015 12:44 PM
463	Three days for a 5th grader to complete one exam is too long; up to 2 hours a day. I don't assign my college students tests that long.	6/1/2015 11:42 AM
464	I think that the test is too long. The reading component on the math test was difficult for those students who struggle with reading.	6/1/2015 11:34 AM
465	The student directions are not written in plain English in a way that students can understand them clearly. It probably sounds like we're speaking in another language when we read those directions to a 3rd, 4th, or 5th grader (these are the students I was involved with for testing.) When a student is stuck on a problem, not because they don't understand the problem but because the directions are asking them to do something that they are not easily able to do, we are not able to use our professional judgement to troubleshoot the issue. I'm not talking about helping them with an answer. I'm talking about a student who reads the directions of a problem correctly, is trying to follow those directions and is having technical difficulties because the method of answering the question is unclear. This is extremely frustrating for both the test administrator and the student. The performance tasks are all listed in the test administrator module. It was very confusing at first to choose the correct performance task. This is not explained anywhere in the administration manuals. Also, the classroom activities do not indicate a subject area when you print them out. NO WHERE ON THEM DOES IT SAY MATH OR ELA. This is ridiculous to me. I was pleasantly surprised at our students' ability to type answers and to use their limited keyboarding skills.	6/1/2015 10:32 AM
466	There were many glitches in the math test for the side by side Spanish/English, and there wasn't a place to leave comments or concerns about the mistakes on the test. For example, one question gave the same option twice for possible answers. Another only showed the answer part in Spanish. Horrible.	6/1/2015 10:28 AM
467	I was not involved at all, but the impact to my classroom was huge. So many kids were pulled out so many times and, as a result, fell far behind in classwork. This resulted in an incredible amount of stress for kids and teachers alike. The kids did say that the test was not so much different than OAKS, so the stress was generated by missing so much class.	6/1/2015 10:27 AM
468	I am not against standardized testing. I am against the resources that it consumes from inception to conclusion. Furthermore, it is given unrealistic emphasis and importance. There need to be clear limits on this sort of thing. For schools with more limited resources, these tests are more of a measure of resources and student access to those resources than a measure of student knowledge and school performance. While more and more resources and importance are poured into testing, less importance and resources are put into basic needs and education of students. It is starting to look like the goal is to destroy public education in America. Immediately following this frontal attack is the attack on teachers. Teacher evaluation sounds good, but is a thinly veiled assault on teachers. The inference is that it isn't the students' fault that they are not meeting performance standards. It is the rotten teachers. To all of the powers that are forcing this stuff on American education I say, "Look in the mirror. You are the problem."	6/1/2015 10:25 AM
469	We lost two weeks of teaching time administering the SBAC. Some students lost even more time in the classroom than that. Those who took longer to test, 4+ days, were students who are already struggling in class. They lost more class time and got more behind by taking that extra time to complete Smarter Balance resulting in more homework and more catch-up time. Many of my students felt very nervous and exhausted with the hours of testing. Many students felt like the directions were confusing, even high achieving students.	6/1/2015 10:18 AM
470	Smarter balanced provides a better, more comprehensive test than OAKS. The tests allow for different ways of thinking and problem-solving (not just multiple choice). At all levels, students don't have enough keyboarding training and enough experience in composing text on screen to complete the tests in a timely manner.	6/1/2015 10:06 AM
471	The testing takes FAR too long. Having 4 separate tests and then having to do STAR testing on top of all that, is just WAY too much. The kids are losing valuable classroom time. The tests tend to take longer than what was predicted.	6/1/2015 10:05 AM
472	We had some computer glitches. For example, one student came to a writing question but didn't have time to write and when he logged in the next day it had moved onto the next question. Also another student used the take notes box and it didn't save what he wrote to help him the next day when he logged in.	6/1/2015 10:00 AM

473	As a teacher, my classes were disrupted by SBAC for over a month. SBAC testing created a lot of stress for students and teachers. Students were constantly called out of class or by invitation. They got behind on their work in all their classes Teachers had to rethink lesson plans for over a month.	6/1/2015 9:41 AM
474	The directions were really hard. Several questions the students did not know how to answer and did not know how to proceed. The test was too hard for my students. They did not find it to be meaningful because it was so hard!	6/1/2015 9:40 AM
475	The administration of SBAC for SPED took five and a half weeks to complete. This took away from valuable classroom instruction time. The students were confused and did not fully understand what the test was asking them to do. The language in the assessment was difficult to follow at best for the adults and not being able to clarify it to the students was extremely difficult. The language on this assessment is NOT consistent with the language used in the classroom when it comes to directions. Hopefully this will be addressed and fixed. The fifth grade assessment for the class performance portion on the Space camp was horrible to watch. Students were asked to create schedules, figure time constraints, and figure cost points. This was so hard to watch the frustration level of these students who tried - other students gave up and put nonsense answers in to complete the test. The unfortunate thing that will come out of this horrible assessment is that teachers will end up teaching to the test since this assessment determines their ability to maintain their job.	6/1/2015 9:34 AM
476	This test took far longer than the already tedious and time consuming OAKS test. My 5th grade students we're exhausted with a loss of stamina after half the tests were complete. They were relieved when it was all over.	6/1/2015 9:29 AM
477	Not enough computer labs at our school. We had one lab of thirty new macs and another with 30 pcs cobbled together by the tech person at our school. The school is designated Title I with a population of 1000 plus 6th, 7th and 8th graders. The SBAC "testing window" did not allow for this. Contingencies for issues of infrastructure should be established forthwith. The writing performance task "start date to expiration date" which is 10 days should be much longer to allow for absences, weekends and long weekends that fall within the 10 day window etc. A great need for "scored assessment samples" in order to inform students, staff, and parents about how the test is scored, what is a "meeting" score Average "lengths of time" needed and taken to complete State Tests are wholly inappropriate even in the best of circumstances where students have been prepped on test format, done simulated test practices and are highly proficient in terms of the assessed skill or content.	6/1/2015 9:21 AM
478	Teachers had some training from our district, but it was minimal. That was not because we did not devote time to training, but because information from SBAC was minimal and came dripping out as the year went by. Student directions were not at all clear, even for the teacher. My higher performing students still had questions about what to do, and, of course, I was not able to help them. Lower performing students were completely overwhelmed by all of the verbiage in the directions and just made a guess at what was being asked of them. Both experiences led to a very frustrating experience with the new testing system. The impact of this testing system was huge. We devoted more than ten instructional days in each subject to taking this test. Testing should be subsidiary to assessment. Some activities required the whole class to participate. Due to student absences, we had to repeat or delay these activities, which in turn, forced us to reschedule testing times and prolong the whole testing experience. Because our school has limited access to computers, students were not as prepared for this type of testing. We did implement keyboarding for early elementary students, but more of my third graders were hunt-and-peck workers this year. In comparison to the OAKS testing, SBAC was definitely a much more stressful experience with less useful information gained. Students used to get immediate feedback on their scores. Now those scores will not be available until late summer. Students also had at least two opportunities to test and possible improve their scores with experience in the system. Testing one time does not provide enough time for students to do better. One test on one day does not give an accurate picture of what a student can do.	6/1/2015 9:09 AM
479	It is developmentally inappropriatet to ask middle school aged children to take 4 tests which basically amounted to over 20 hours of test taking. The SAT is the the most important test a high school graduate takes and it is over in around 3 hours. Why should 12 years have to take a 20 hour test? You could screen students overall ability and performance with a much shorter assessment and you would probably get better results because when 13 year olds get frustrated they just start clicking buttons and writing down nonsense. This assessment might be ok for the top 1/2 of the students, but the bottom half are just baffled: they can't figure out the instructions let alone do the tasks. You can't legislate away the bell curve, and it is just cruel to make lower ability students spend so much time doing tasks that are way above their comprehension level.	6/1/2015 8:33 AM
480	We are in week 6 of SBAS administration and I haven't taught my students in weeks. Each grade level takes a turn of no services for 2 weeks of grade level assessments. I expect to try a different strategy next year to provide my students consistent services.	6/1/2015 8:32 AM
481	Students who are less likely to pass, due to already being below grade level, end up spending longer on the tests, wasting time that could be spent learning. There should be another survey about Smarter Balanced after we actually get some results. Most teachers are expecting to be disappointed by the quality of information this test will give them about their students' proficiency and specific learning needs. My relationship with my students suffered this year, as I spent so much time trying to prepare them for the test and then spent a lot of time away from them while they were taking the test. Students were not able to print passages, which is completely unfair.	6/1/2015 8:13 AM

482	Administration of the Smarter Balance Test took away from much of my student contact time as a Speech Language Pathologist. I am now faced with writing Progress Notes for this quarter and will have very little data because so much of my time was not spent on therapy. My students suffered from very little contact this quarter.	6/1/2015 8:04 AM
483	I was responsible for preparing our students for the writing portion of the smarter balanced test. It takes a long time to prepare them for the ELA SB part, but the performance task part really takes a long time to prepare for.	6/1/2015 7:49 AM
484	The length of time that it took for all students (3 to 5) to take all four tests was huge. There was no feedback as to how they did so there is no goal to shoot for but then again no opportunity to take it again. As an adult how many times would you try your best with no feedback on how you were doing? By the fourth test even the teachers just want it done and over. The school did a good job of weaving it into the day but in our case that left writing out for almost three weeks. Even if only a few students needed to finish it didn't feel right to continue needed instruction and leave them behind.	6/1/2015 7:35 AM
485	it was such a long test especially the reading that our 8th graders were exhausted after it and then were upset when they also had to do MAPS testing later in the year.	6/1/2015 7:10 AM
486	We need to stop standardized testing all students, statistical analysis of a small number of results is sufficient to do the things standardized tests can do. There are far better ways to assess students and support their learning than to disrupt a school's entire ability to provide meaningful education for the testing month.	6/1/2015 6:33 AM
487	My whole month of April (prime learning time) was disruptive and I will say lost. When we weren't testing, our aides were with classes that were. It was a pain in the rear finding the time to "reteach" the students that were absent the Performance Task information. Can not reflect on the questions, as obviously I did not see them. I sat in the corner and read the paper and offered encouragement to students when needed.	6/1/2015 6:19 AM
488	Smarter Balanced is neither	6/1/2015 6:18 AM
489	So little information was available about the assessment that it was difficult to prepare students for the form of the test. Even while taking it, we would receive information (after the test had already started) about how to correctly answer questions. Every computer in our lab came across some type of glitch. Some students were skipped ahead of questions and not allowed to respond to them (jumping from question 1 to question 4, for example, with having never seen numbers 2 or 3). Some students had keyboard malfunctions (they would just stop working in the middle of the test). Others would simply be logged out randomly. Others, when their test was paused, would report that their test had been paused for over 1,000 minutes, when the test had only started 5 minutes earlier. Normally after a test is paused for 20 minutes, they are not allowed to go back and change answers. If this is the case, these students missed opportunities to answer questions. We also had issues with the listening portion. It would sound like Charlie Brown's mom, or would have no sound at all (even though the initial sound test would work). Very frustrating for students and staff.	6/1/2015 6:15 AM
490	Too long. The stacked questions for English/Spanish were too hard to read. Should have had different fonts to distinguish between read aloud directions and stories. Too many words on page for math tests. Hard to filter through all the content as an adult--almost impossible for kids!! Lots of kids just guessed when there were too many words--how can that be accurate of what they know?	6/1/2015 6:08 AM
491	Does not seem developmentally appropriate for many grade school kids; is not worth the effort to administer; severely diminishes student/teacher morale; forces teachers to work on their own free time; places so many restrictions it is stressful on entire school community. Thanks for considering this: Smarter Balanced seems dumber to me.	6/1/2015 3:05 AM

<p>492</p>	<p>As of tomorrow we are moving into week 9 of testing with no break other than 1 day for a field trip and another because we were all so weary of the thing that we couldn't think about it another minute so we took a day off. I teach in a Title I school in a mixed age 7, 8 and 9 year old classroom (2nd and 3rd grade) which I fiercely believe is a brilliant model for life and a supportive environment for seeing and responding to each child as a unique individual; it pushes me/us to teach to the person rather than mindlessly teach to the discreet, largely non spiraling benchmarks of the grade or mandated program materials. With 5 out of 12 3rd grade families opting out and 12 2nd grade students, we are all held hostage by the test while 7 students try their best: drafting, revising, editing, calculating and checking then rechecking each answer. While we all support their real and true efforts (otherwise there really is absolutely NO point for students) it's ridiculous to think even a graduate level computer based test would ever ask this much from any student. 2 weeks ago after testing each day for 60 to 90 minutes, we came to the deadline day for the 3rd Grade ELA Performance Task - day 10 which includes weekends. Seriously?! 5 students out of 7 were still actively working on this portion of the test. We started testing on this particular day at 8:30 and worked for 2 separate 45 minute sessions in the morning then continued right after lunch at 11:30. We continued on for an hour, then another, then another. Every 30 minutes or so, I announced the time that had passed and checked in with each student, offering them the opportunity to close down and let it go or move on, gauging for themselves how they were feeling and what choice that they would like to make for themselves. Long story short, 30 minutes before the bell rang I could see the tension building for several students. I told them shutting down the test was more than acceptable and that they had clearly given more than could reasonably be expected... I told them that all I could offer was extending the day beyond dismissal time. 1 student chose to close down at the day's end and 3 others opted to call home and stay after school to continue working. One ended at 4:30, one at 5:00 and one at 5:20 pm. I cannot begin to express how upsetting I find this. Where is the line? My 3rd Grade students are taking a standardized test for the first time and have been instructed in the genre. Therefore they are problem solving and strategizing around this specific type of reading/questioning for the first time and they are taking it seriously. Those that are still testing are exactly the same students that haven't given up and defaulted to an avoidance of failure coping skill or decided that this isn't worth their time and given up completely. Yet the trade off for trying is to miss a significant amount of classroom instruction for 2 months. I for one, am disgusted with being used as a tool for this pathway to privatization and have repeatedly expressed an interest in being part of a school which stands up for its students, community and public education by refusing to administer the test. Bottom line for me as a 25 year veteran teacher who loves what I do with a passion? Everything we need to know is answered with the following questions: • Who creates the test? • For what purpose? • Whose voice is represented and not represented in test design, application and use and resulting sanctions? • How does this test support learners or the learning environment? • How has this test been designed with the wide range of child development factors in mind? We know that all learners will never be at the same place at the same time in any given area from fine motor/gross motor development to number conservation to the very skills it takes to transfer phonemic awareness to phonemes - a great body of highly respected and repeatable research shows this consistently across time. • How does the test match the different intelligences of learners and/or the modalities of our wide variety of learners? • In what ways is this or any other standardized test designed to measure growth within a school year? Is there an interest in knowing this outside the classroom or building level? Why not? • What supports in the form of professional development, enhanced supports for high need learners? • What protocol or expectations are there to make sure basic information about the structure and format of the test have been provided to schools prior to the test? •How does the test show the growth of an English Language Learner in relationship to concept development vs new language development? •How is SB designed to level other societal factors such as generational discrimination, lack of cultural competence within most school buildings and/or poverty, unequal opportunities, distrust in a school system designed by and for the majority race and the middle to upper middle class, etc? Absolutely no single thinking person could possibly believe that Smarter Balanced, or any other standardized test used for the same purpose, is in the best interest of students once all of the information is presented. If most families knew why and for who (whom?) the test is created and for what purpose, they would opt out faster than you can say, "all messed up." When that happens, I'll be standing by with an opt out form.</p>	<p>5/31/2015 10:31 PM</p>
<p>493</p>	<p>I am not against standardized testing, if it is reasonable. We have spent the last 3 months of the school year focused on testing. This has taken so much valuable teaching time away from my students. The format and layout, especially of the performance tasks was difficult to understand and inappropriate for third graders. The enormous amount of time it took to teach the kids how to just maneuver the tests was compounded by the amount of time it took for them to take them. I had a third grader spend about 9 hours on the language arts performance task alone. The technology expectations for a third grader are not developmentally appropriate.</p>	<p>5/31/2015 10:07 PM</p>
<p>494</p>	<p>Took up way too much instruction time</p>	<p>5/31/2015 9:13 PM</p>
<p>495</p>	<p>It was a horrible waste of 14 hours of teaching. 14 hours that is ridiculous</p>	<p>5/31/2015 9:00 PM</p>

496	<p>Being on medical leave this spring, I did not administer the SBAC. However, I do know my K-6 Title I school administration stopped all Title support services as of 4.10.2015 so the three teachers and their assistants could administer testing, including SmarterBalance, until the end of the school year. We have thirteen classroom teachers in the building. Nearly one-fifth of our teaching staff and almost all of our classroom assistants weren't teaching our highest risk students, just testing. The developmentally and educationally inappropriateness of SmarterBalance is absolutely Orwellian. As a former Special Education teacher who has administered countless standardized tests, the protocol in all was to establish a baseline and ceiling. The ceiling was three consecutive errors and the testing moved forward. SmarterBalance has no ceiling or safety net to protect the child. It was designed not by educators, but by those whose idea of measuring student success was by measuring the child's failure. Edubusiness is about creating and sustaining obsolescence. It is about harming children under the guise of progress and accountability. It is about control, power and profit. The SBAC? Thugs in suits. That's just my opinion. L. Sue Powrie</p>	5/31/2015 8:56 PM
497	<p>I administered the SBA to 3rd, 4th and 5th graders on my IEP caseload. Since I needed to read the math SBA to several students at each grade level, and serve as a scribe for written responses for the SBA reading answers for 2 students, I became very familiar with the assessments for both the CA and the PT. I believe the math questions were confusing and complicated. Students were not sure what they were to do with the information provided. Many times, far too much information was provided, and it wasn't clear where the students were to look for specific information. The questions required too much information in the written response and I believe students forgot to include all the required information. They simply answered a part of a question and moved on. The graphs/charts/tables were confusing. The headings were confusing. It wasn't clear what the question was or if it was a question at all. Many students raised their hands to ask me what they were supposed to do. Of course I could not tell them. If I were to take the 3rd, 4th, or 5th grade tests, as a highly educated adult, I would need to really take my time to be sure I was looking at the correct information, and then transfer it to the correct answer space. On the math and reading PT, there were 2 screens and students needed to go back and forth to reference information. In my opinion, this was not a developmentally appropriate task, IEP or not. To require elementary students to go back and forth, toggle up and down to refer to information, to go back to the other screen and answer the question, was far too demanding of short term/working memory skills. These tests failed to give valid information regarding what the students really knew. The tests also required a great deal of my time to administer. I logged over 40 hours since the beginning of April on SBAC testing. These hours were "stolen" from specially designed instruction time for my students who were taking the tests.</p>	5/31/2015 8:55 PM
498	<p>The test is too long. Too overwhelming. By the time we got to the Performance Tasks, many of the kids were 'done'. The kids who were motivated and who really tried hard were disappointed because they didn't see a score that validated their efforts. I had many students who finished very fast; would like to see a correlation between time spent on the test and scores. I would like to be clearer as to what is on the test. Some of it was hard for the kids just to manipulate the screen; dragging items and scrolling sideways/up/down. I didn't get to a lot of curriculum that I usually cover 4th quarter because of the amount of time giving this test took.</p>	5/31/2015 8:54 PM
499	<p>The time it takes to level the field by getting kids who usually don't spend time on computers is huge. If we are going to keep this up, how are we going to compensate for all the lost time teaching kids how to use the technology to even be technically ready to take this test?</p>	5/31/2015 8:50 PM
500	<p>The questions were very age inappropriate, the level of math needed far surpasses the fifth grade level. I think every senator and test writer should be required to take and pass the test. The last four weeks have been pretty much testing almost every week two days for about 2 hours. The computer labs in the building were unavailable for any other purposes.</p>	5/31/2015 8:48 PM
501	<p>Smarter Balanced assessment is neither smarter or balanced. When just one of the questions has 35 words in it for a third grader to read,comprehend and implement you know someone who put this test together had no experience with third graders. I always say, if I want to see how good of a driver you are, you don't need to take me all the way to Arizona for me to get a good idea as to your skill as a driver! The same can be said with this Smarter balanced testing, we don't need to have children in the computer lab for 6 plus weeks to get a view of their learning/comprehension. Can you say overload? True story, one child was looking intently at a math question. He turned to me with a pained expression and said, "What, WHAT is this?" (He had no idea how to solve the algebraic equations ) After a moment , he looked at me with a sad look and said "I'm JUST a kid!" I felt awful that this nice little boy had to suffer through this Smarter Balanced testing!</p>	5/31/2015 8:38 PM
502	<p>I teach 3rd grade students. They have no experience with tests like these. To expect them to read and follow the instructions within the test is absurd. The directions are not written at a 3rd grade level, and for an average 3rd grade student, it is ludicrous to expect them to excel at this endeavor.</p>	5/31/2015 8:20 PM
503	<p>Way to confusing and difficult for intermediate kids. Too much typing. Not fair for schools whose kids have less experience with computers due to low social economic status</p>	5/31/2015 8:15 PM

504	<p>Many accommodations that were listed on student's IEP's did not work as needed, including print on demand and text to speech. There was a question on the ELA CA 7th grade that gave many students, sped and gen ed, did not understand and asked me questions, and it was difficult as I could not direct them on how to properly answer the question. ELA PT WAAAAAYYYYYY to long. Very confusing for students to do on the split screen. Students did not understand what they were suppose to do or how to answer. Students in 7th grade took an average of 12-15 hours to complete all four portions of the test. This is too much time out of the classroom away from instruction. As some students took less time, they still lost instruction as teachers could not move on in their instruction until the majority of students were finished, and then there were a few who missed instruction to continue testing. The 10 day window for the PT was not enough time, and since weekends we counted, we had many students who were not able to complete this portion within the time frame due to limited computer space and man power.</p>	5/31/2015 8:11 PM
505	<p>The SBAC absorbed a gross diversion of resources and instruction time, from relevant learning. Students were often confused by ambiguous instructions and questions and left feeling diminished and deeply frustrated.</p>	5/31/2015 8:10 PM
506	<p>How is it ethical to ask students to do a variety of tasks and items without clearly specifying the assessment criteria? There are rubrics given to the scorers as they assess student results, but the students are not given the rubric; therefore, they are not fairly given the opportunity to present the information the raters are looking for. I saw this first hand as I scored the interum assessments - the rubrics outline information that was NOWHERE in the question or prompt. This needs to be corrected or, frankly, the results don't mean a damn thing.</p>	5/31/2015 8:09 PM
507	<p>I believe that Smarter Balanced was not Smarter and it was not Balanced. It is yet another flawed high stakes test that brought with it stress and frustration to both teachers and students. I teach 6th grade ELA and administered the SBAC to 108 children...that's right - I said CHILDREN....yet we push them through these rigorous tests for an average of 16 hours...longer than a law student would take the BAR exam. Sure, "it is over the course of many days" but just imagine what we could be instructing during these 16 hours. With an IEP cluster in my class and an EL cluster in my other class, I have on average 16 students who read 2 - 3 levels below grade level. With the "stretch lexile" that these tests are written in, that means some kids that read at a 4th grade level were given texts written at an 8th or 9th grade level! This is insane! I had children crying..putting their heads down...or simply just typing "I have no idea" in the boxes.... In addition to the stress, logistically it was a nightmare! Trying to get 980 kids through 2 computer labs is no easy task...starting in April, no classes could use the labs for the rest of the year for any instruction. We have kids who do not even know how to type, cut and paste, or even search via a search engine!! These kids may be tech savvy and can post a pic on Instagram no problem, but as far as using a PC adequately, they are far from proficient. But even the computer teacher had to hold her computer classes elsewhere so her lab could be used for testing. Furthermore, the technical glitches were numerous - keyboards would lock up 10 -12 times per period which would require a student to log off and log back in....often when a child would pause for the day - they would log back in the next day to find that the test had submitted or that they were moved 3 - 4 questions ahead. Some of the computers would just start reading the stories out loud - or the screen would invert and the student would again have to log off and log back in...how this could lead to even remotely usable results is beyond my comprehension. Then, as students would finish tests, they would go to the library and basically sit and chat for days because we could not resume regular lessons until the 4 day testing window was done. However, this was not near enough time for about 60% of my students so for the next weeks they would get pulled out of various classes to finish the tests....missing critical instructions in those classes causing their grades to fall and many unhappy teaches and parents. The saddest thing about all this is that the results will only tell us the same things we have known for years....the sub populations will fail significantly (as well as many others according to predictions). I mean, what would a company do if they had a product that failed 70% of the time - what do you even do with those results??? I would hazard a guess it would get thrown out and they would start from scratch....some administrators seem to think that parents will get the results for their children and analyze them and focus on their child's weaknesses...maybe even get tutoring in those areas or work on them at home...well, as an educator for 21 years I can say with certainty that will not happen for the majority of the kids...especially the kids who need it the most!! And how are teachers going to use this data - we are given 2 days at the start of the year to prep for the entire year and 50% of that time is spent in meetings..how are groups of teachers going to take results of students they had the YEAR before and use them in any way that is useful????? I have never been more disenchanting by education than I have been starting with No Child Left Behind up through Race to the Top...I have seen what high stakes testing has done to kids and teachers and it is morally and ethically wrong. My heart breaks for the public schools of America....</p>	5/31/2015 7:42 PM
508	<p>Someone is making a lot of money off of our children. I teach 3 rd and 4 th grade students. The amount of writing with supporting details is NOT developmentally appropriate at this age level. There is no immediate feedback like the OAKS test, and there seems to be no clear plan on how the feedback will be delivered. I do not like any high stakes testing, but OAKS was at least straight forward, leveling the questions as the student tested. The DOK level for this age is inappropriate. Students are really being tested on their keyboarding skills which includes keyboarding stamina. Plus, we should be testing growth in relationship to IQ. Factor in life changing events, like losing a parent/ grandparent, moving, etc. our children are not one size fits all robotic individuals. If my child were in school, I would opt out of this test for him. He was a TAG student, but I feel the response questions and their value in the test is inappropriate.</p>	5/31/2015 7:26 PM
509	<p>Each test should be required to have should have a common practice reading level indicator. To many directions placed in to little space.</p>	5/31/2015 7:07 PM



510	The ELA PT is not appropriate for third graders. Most of my students are just learning how to type, some don't even have a computer at home, AND there is no technology class available to students at our school. THE ELA PT was an exercise in frustration for many of my students. They are still developing their skills in writing a paragraph, but the ELA PT required that they write a multi-paragraph essay and cite two different sources... not appropriate for third graders.	5/31/2015 7:00 PM
511	We lost over 10 hours of instructional time due to the administration of the SBAC and the special schedule we used at our high school.	5/31/2015 6:49 PM
512	I feel the tests are too long and developmentally inappropriate for 3rd and 4th graders. I don't believe the testing will yield any information about student learning that we don't already get from less time consuming and more appropriate assessments. Directions to students are unnecessarily long and confusing.	5/31/2015 3:51 PM
513	For the few students who who were capable of completing the ELA Performance Task, the test was a challenging but satisfying experience; however, for approximately two-thirds of our sixth graders that portion of the test was meaningless.	5/31/2015 3:23 PM
514	The "Smarter Balanced" tests this year were a horrible experience for my students, myself, and other teachers and staff. The test instructions were poorly written, and the test itself seemed to do nothing but upset my students. I would say that administering this test was one of the most difficult things I have done in my career, and i truthfully don't think I can do it again.	5/31/2015 3:14 PM
515	This assessment is not appropriate for 3rd grade. We are into our second month of testing.	5/31/2015 2:45 PM
516	It took too long. I lost a month of instructional time. The "lesson" to prepare students for the performance task was awful, yanking me in and out of a script so that I struggled to remember when I was on script, when I was off, what I was allowed to say to students, and what the whole point for them, besides getting it over with, really was. There was no easy way in the system for individual teachers to access what students had designated supports NOT embedded, which means we had to keep separate records...inefficient and time-wasting. Also, we won't know until sometime next fall how we did...after students have forgotten what they struggled with. The writing portions will be scored out of state, taking needed jobs from teachers within the state, and taking away our opportunity to get calibration with new rubrics, which haven't been calibrated at all at any level, as far as I can see. It usurped all of our available technology, 2 labs and 2 sets of chrome books, for the duration of the school year. As a matter of fact, we're STILL testing, having students yanked out of class at random times to do more, either because they didn't finish during the scheduled time, or they were absent, or both. Meanwhile, I can't access labs or chrome books for regular instruction. At all.	5/31/2015 2:01 PM
517	Tests take too long. Way too many days are wasted testing when students could be learning instead.	5/31/2015 1:56 PM
518	The amount of time students must spend to complete this test, combined with the lack of information and instruction for teachers made this a very frustrating experience.	5/31/2015 1:27 PM
519	I've taught for 22 years and this was the first room clear I have had during a testing session. It happened twice, a child who was getting no guidance other than "Do your best," kicked over the computer screen and shrieked like a wild animal. The rest of the children were very upset but tried to complete the written portion of their ELA assessment. It was well beyond their training or age level abilities. All of the test preparation in the world could not have helped them write at the stage they were told to. It was sickening.	5/31/2015 1:24 PM
520	I am a special education teacher, K-5. This test has absolutely no benefit to any of my students. We already know how they are performing. We provide special education services to help them build the skills they need to be successful in school. This test conflicts with these services. So, although they will derive no benefit from taking it, they are removed from the specially designed instruction we deliver in order to comply. I have some students who missed out on four weeks of instruction. This is a travesty. I ended up testing all of my 3-5 grade students who are on IEPs, -- because the Gen. ed. teachers freaked out and thought that they could not handle testing those students (along with their Gen. ed. students.) That means I was giving 12 different tests !! 4 per each grade level. I was not teaching, in my classroom, for almost 4 weeks ---- only testing. :( As I gave this test, I wondered if the designers had ever met a child before. I can guarantee you that the test is not valid for at least 90% or more of my students. For a few, their emotional/ mental health issues prevented them from answering questions they did not know, and moving on. My students took the test seriously. Some were in fear that failing it would prevent them from advancing to the next grade. This was heartbreaking to see.	5/31/2015 1:22 PM
521	It is developmentally inappropriate to expect 3rd graders to keyboard. ODE literally changed their minds one weekend and decided elementary age students could have the ELA PT and CA passages read to them if it was in their IEPs. Suddenly all classroom teachers wanted SpEd students IEPs modified. My principal said it best: "we are building this plane while we are flying it." One positive about SBAC, it has made so many accommodations open to all students.	5/31/2015 1:10 PM
522	It is a surprisingly better test. OAKS was mind-numbingly boring for kids with just multiple choice questions. I am seeing students much more engaged in the questions and approaching it like a puzzle to be solved. They are tired when it is over but they are more invested in their results.	5/31/2015 12:50 PM
523	My students returned from taking SBA expressing feelings of frustration and feeling defeated. The time that it took away from instruction was also departmental, and it didn't help inform my instruction one bit.	5/31/2015 12:42 PM

524	Until every student, classroom and teacher are learning and teaching through complete technology only using computerized testing to evaluate schools and achievement is not balanced or a true reflection of the content and concepts mastered. Our students knowledge and perseverance is greater than trying to figure out how to select, drag or highlight the "best" choice.	5/31/2015 12:36 PM
525	25 hours of instruction time is what we lost in my 5th grade class. We had to cut two science units and a social studies experience to accommodate it. All that lost time with no impact on my students success combined with negative feelings and many tears makes this simply a poor use of time, energy and emotions.	5/31/2015 12:36 PM
526	When high school students are already taking ACT, SAT, IB and AP tests...Smarter Balance is overkill. Many of my Juniors were stressed to the max and I'm not sure how well they did on any of the tests. On the other hand, several scored very high on the SAT or ACT and felt the SBAC test was not valid. I personally feel that the SBAC test and Pearson is taking advantage of a broken system.	5/31/2015 11:52 AM
527	*Our school does not have ample laptops to accommodate this model. *Our students do not have needed keyboarding skills. *Our regular leveled reading instruction has been disrupted for a long period. *The idea that ALL students will be attending a one time whole group prep session required prior to taking the Math portion is wishful thinking. We have parents opting kids out already.	5/31/2015 11:45 AM
528	The smarter balance is a waste of tax dollars!! It also disrupts the teaching in the classroom! The administration at Rainier School District disrupted the classroom way to much! The administration had poor communication letting teachers know when the test was taking place and how many periods!	5/31/2015 11:21 AM
529	Our school had to build a sort of quiet area for testing right I. The middle of a hall. Our children old not go to the bathroom without an adult to walk them past testing area. Very stressful two weeks for student and teachers.	5/31/2015 11:18 AM
530	Whoever footed the bill should get their money back, with all the technical glitches. Beyond being a questionable test, it's a faulty product.	5/31/2015 11:16 AM
531	More guidance was needed at the state level. We spent a significant amount of time practicing and taking the test than previous years. There was too much time taken away from instruction. Reading the testing manual was a monumental task and impossible to remember all the instructions. Our "expert" at the district level, who was in contact with the state, gave us conflicting information from what was printed in the manual. Students were stressed, and some spent way too much time on a question because they couldn't figure out exactly where to click to move on to the next question. The students were exhausted!	5/31/2015 10:58 AM
532	The test takes too long. My classes were impacted for a little over two months. Since I teach multiple grades levels in one class, there were many days when over half of my class was absent for testing. I would say that I lost at least a week, five full classes, of instruction, at each grade level that I teach. Instructions for the practice test were very unclear and in several instances, the program would not allow the students to perform the indicated task.	5/31/2015 10:53 AM
533	I found the procedures and layout of the SBA to behighly biased toward student from more affluent families and students who have more computer access. Additionally, this assessment has far more limited accommodations. The testing length of time significantly impacted services for students on IEPs. (For just shy of 2 months)	5/31/2015 10:45 AM
534	SBAC unfortunately cost my students (especially those who needed additional time) way too much instructional time. The ELA Performance took my third graders approximately 5 testin sessions (5 hours), the ELA CA took my third graders approximately 4 testing sessions (4 hours). I had a total of 4 students crying because they did not understand the instructions. I had others who got fatigued after attempting to understand the instructions and did not put much effort into the assigned reading. There were some students that could not figure out how to answer some questions (technical process) they just clicked until they could finally advance. In one case I had a student stuck on how to answer a problem for 2 hours. Finally, I had one student who felt so unsuccessful at the assessments that they locked their parent and pricipal out of the car when they got to school because they did not want to have to test more. This NEVER happened with OAKS. The Math sections have been a bit smoother. My students still do not understand much of the instructions but they have at least figured out how to get from one question to the next. This was very helpful in linking the amount of time it took them. The assessments have eaten up a total of three weeks so far and we will also be finishing testing next week and some students will need the last week of school to finish. They have missed WAY TOO much instruction for this. The students who have taken the most time and struggled the most are the ones who need the most instruction. Wasting days of lessons on assessment for them will be very detrimental to their learning.	5/31/2015 10:35 AM
535	Students were confused with the wording of many of the questions. They were unfamiliar with how to use certain functions on the computer that were required. Also, the amount of time it took some of my 9 year olds to type a paragraph was painful and consumed a lot of instruction time.	5/31/2015 10:12 AM
536	It takes a long time. The advanced students on my team took at least 4 days to take both ELA tests. The mainstream students took 10 days to take both ELA tests. In math it was 3 to 5 days for most kids to complete both tests.	5/31/2015 10:04 AM

537	Teach at a community college in a professional technical training field. We have had some assessment tools introduced and that we are required to use. I am not sure if they are part of the state mandated assessment. Others on our campus are much more aware of these details than I am. Frankly I think assessment for the state or feds is not worth my time. I do it every day in every class in so many different ways that are not easily charted.	5/31/2015 9:42 AM
538	my students tested for 30-60 minutes nearly every day for FIVE WEEKS. they're third graders! sbac made me seriously consider leaving public schools.	5/31/2015 9:36 AM
539	The limitations on administrators in giving directions are unreasonable. We are threatened into not even being able to explain directions about a test, and many of the questions and ways they have to answer is confusing or new to students. Like answers with no letter to let the students know their choices, and vague responses of "error", but no way to explain the problem so the student can move onto the next question. We aren't allowed to help get them through this, and doing so would have nothing to do with cheating or giving correct answer, just how to answer it. I have English Language learners and this is unfair to them. The practice tests are nothing like the real test, so a waste of time.	5/31/2015 9:31 AM
540	What a useless waste of time. I spent over 16 HOURS of class time administering this test to my students.	5/31/2015 9:28 AM
541	This is just another layer of testing. For college preparedness, the SAT and ACT are already in place. The resources that are used at all levels of bureaucracy to make this test happen are wasteful. No single test should determine graduation for any student at this stage in their cognitive development; the use of work samples to replace the test only worsens the burden on schools and students. Smarter Balanced is a largely redundant, definitely expensive, and overly complex corporate and bureaucratic initiative.	5/31/2015 9:27 AM
542	A waste of quality teaching time. Spent an unrealistic amount of time teaching how to take this test and administering this test.	5/31/2015 9:20 AM
543	I teach wellness, as the counselor in a k8. Some students missed as many as 6 or more classes. Especially those who took the test separately one on one or small group- these are students at risk who may need wellness the most	5/31/2015 9:19 AM
544	Many checked accommodations simply did not work, for example text-to-speech. Many students tests simply did not go on to the next problem. Several students did not get the full time because SBAC counted 10 calendar days instead of 10 school days. Overall, it was a bad experience.	5/31/2015 9:08 AM
545	Invalid questions. For the performance task half of my class had a different question from the other half that tested different concepts. How is this valid when comparing students? Questions were sometimes grammatically incorrect. Instructions within test weren't clear for students, especially for those questions that had them choose or move items.	5/31/2015 8:59 AM
546	The testing is especially difficult in the math classroom due to the fact that we have mixed grade levels in all of the math classrooms as compared to English classes. We essentially lost multiple class periods due to the Juniors testing. We struggled with figuring out what to do with the other students in our classes while the Juniors were testing. It has also been a real struggle trying to get all of our kids tested in the testing window. The last six weeks of the school year are already busy with trying to finish teaching the curriculum, end-of-year activities, graduation, etc. Many kids are gone due to A. P. Testing, Spring sports, Band/Choir competitions, field trips, college visits, etc. These absences also caused many kids to "time out" on the Performance Task portion due to the 10 calendar day time limit.	5/31/2015 8:36 AM
547	As a classroom teacher, teaching to the test is more prevalent than ever before. Pulling students out of both electives and required, sometimes college-credit, classes completely disrupts end of year learning	5/31/2015 8:35 AM
548	It is not developmentally appropriate in content or in administration.	5/31/2015 8:24 AM
549	This test isn't as bad as it is unnecessary, cumbersome, and used to perpetuate an evil agenda that is bad for kids.	5/31/2015 8:17 AM
550	We tested for 8 weeks to get all parts finished. I had 5th grade students in tears because they couldn't figure out how to move on to the next question and we couldn't help them. By the end of testing students were so burnt out that they just rushed through. We didn't get to have our small groups for reading, and often had to eliminate math lessons to have time for testing.	5/31/2015 8:09 AM
551	We went from Oaks - 4 hours in the computer lab over a week to 10+ hours in a week, and this was their second week of testing where they got a different test that took 10 seat hours. The only positive thing was I could remind them to take breaks. No one, not even an adult should be expected to sit in front of a computer in a high stakes situation and read highly technical material and then write with any clarity. If they could print, highlight, outline and discuss the way we do in the classroom, I'm sure the results would be more favorable. Also, I do not see how we are going to get any usable data and results from SB if we do not see the kids next year and analyze the results. Only a human can score that test and if a computer is supposed to, it will not be valid.	5/31/2015 7:44 AM

552	The teacher prep material only talked about preparing students for understanding the internet and inferred from the directions that it would be about how the internet has impacted culture and people's lives. Half of the students it seems did get a prompt similar to that, Then I had some of the students saying, "they are asking about apps what are apps" I teach ELL's many who don't have computers or internet at home, a few have phoes with internet but I did not teach about apps because my pep material didn't mention them. Also the way the instruction and three essay were set up on line was hard for many students to follow. If they are going to have to absorb so much material they should be able to have the articles printed out so they can more easily interact with the text but that option is no longer available.	5/31/2015 7:43 AM
553	Delayed scores and huge waste of instruction time. These tests are pointless and defeating to all.	5/31/2015 7:42 AM
554	Too long!! Took 60 hours (at least) of teaching time away from 5th grade teachers. Not sure teachers will walk away with any detailed informative information on how to move forward with students based on data. 60 hours of lost instruction better mean some amazing assessment tool.	5/31/2015 7:39 AM
555	I had a student on an IEP who left a testing session in tears and with a headache. Another student who recently arrived to the U.S. just put his head down on the table because he could not understand the instructions or how to complete sections of the exam. Overall my students felt deflated and more unsure of themselves after testing. I would calculate around 20 percent of my year was dedicated to SBAC and district mandated SBAC prep.	5/31/2015 7:33 AM
556	The ELA test took an inordinate amount of time for the students ti complete. They spent seven one hour class periods testing, and a good third of my class wasn't finished after that so they were pulled from other classes over the next week. It was all kinds of students that took that long, from struggling to high achieving. In total with test preparation, which was two days, they lost nearly two weeks of instructional time.	5/31/2015 7:29 AM
557	Completely frustrating & unclear to our students (& many adults)! I work with students with learning disabilities (middle school), who have to take the standard (not extended) test. It took 5 weeks of me giving up the support of my caseload students to administer this test... Just to 25 students! I had kids that figured out they could skip through most questions by typing "idk", & others that truly wanted to be successful at the test, but broke into tears when they just couldn't understand WHAT the test was asking them to do! It was 100 times more painful to myself & my students than OAKS.	5/31/2015 7:21 AM
558	The tasks for elementary aged students were NOT developmentally appropriate. Directions were too lengthy and contained multiple steps so that students were easily overwhelmed or confused. The length of the CA tests were too long. The window for the performance tasks needs to be extended and should not count non-student days in the test window. There were several problems with the operating system including students being booted off from the test. We had one student who was booted out of the test 12 times within one hour-long testing window. The problem took several days to resolve. We had a student who came from another school and had already completed the ELA performance task, yet the ELA task for our school kept appearing on the manage reports system as incomplete. Only when looking up her information individually did it show that the ELA test had been done.	5/31/2015 7:19 AM
559	At my school we lost almost 2 months of instruction time. We started after spring break and just finished last week; next we is our last week of school.	5/31/2015 6:55 AM
560	I was discouraged that my students on IEPs that use calculators as an accommodation were not allowed to use this tool when needed. This should be considered non-compliance of their IEPs.	5/31/2015 6:50 AM
561	We (5th grade) spent four entire school days giving the assessment. After that, it was a complicated process figuring out who needed to finish what pieces, figuring out who would teach the lessons for the test, etc. The lesson for the ELA in particular was simple, not unpleasant, but unnecessary. Kids complained non-stop that the test questions were unclear and many complained about how hard some of it was, even top students- especially top students! After losing more than a week of teaching to testing it was not easy to get the class back into a good stride. But that wasn't the end of it. Because we are so understaffed, and have large class-sizes, all of our support staff was needed to then go test the other grades. Third grade, in particular, couldn't concentrate the testing into one week, and so for the next FOUR WEEKS! we lost the little bit of reading/math support that we have for our students in classes of over 30 kids. I deplore the testing, but I did my best to make it less stressful and even fun for the kids- I brought in snacks, gave them breaks and extra recesses. Still, it was huge amount of lost time teaching. And, still, many kids had tears in their eyes as they tried to manage the test, and I couldn't help or support them in any way at all. It is SO unnecessary and harmful. I have so much information on my students- I know how they're doing. IF we have to test at all, (the highest performing schools in the world, Finland, test ONCE- in 11th grade- the test of the testing being teacher driven) it should be simple and much, much shorter. However, the fact that we test like this has everything to do with evaluating teachers, breaking union contracts and unions, and destroying public education so that the private sector can appropriate this previously untapped slice of the financial pie.	5/31/2015 6:45 AM
562	Smarter Balanced Assessment is much more difficult to administer, the students are very disinterested, and is extremely disruptive to the whole school. Results will not be available until next school year, at which time the student could care less. The Smarter Balanced Assessment is causing school districts to seek other methods of assessment which will meet graduation standards set forth by the department of education.	5/31/2015 6:40 AM

563	It is way too long. The abstract reasoning demands are out of nine year old students' zone of proximal development. The layout and style of questioning with multiple answers was confusing. Some students spent 12to 14 hours testing.	5/31/2015 6:21 AM
564	The Smarter Balanced test is a betrayal of my students. I spend the entire year encouraging my students, pushing them to do better and better by placing reasonable and developmentally appropriate tasks in front of them, then encouraging them to do even better. Smarter Balanced is none of the above. It is not reasonable or developmentally appropriate. The test is oppressive and excruciating. Students leave the test feeling like a failure. Smarter Balanced is not just a bad idea and a waste of time; I firmly believe that Smarter Balanced will have negative effects on students and their education.	5/31/2015 4:46 AM
565	The kids were often confused	5/31/2015 1:14 AM
566	-invalid measure of writing skills for third grade as they can not type! -overall, twice as long as predicted by SBAC to take -directions were poorly set up on the screen -48 questions in CA and essay for the ELA, what is being measured/over measured? -impacted over 15 hours of instruction time easily -lose of access to library for days - classes using carts having to cram in testing so next teacher could have carts -shuffling kids who finnished or opted out from classroom to classroom while testing. -6 weeks of testing in the building	5/30/2015 11:27 PM
567	I understand the idea behind it but it is way too much testing for kids. They loose so much class time and valuable learning opportunities due to test prep and testing, which does not help them get college and career ready. Many students are not taking the test seriously because they say it is too much and won't change anything for them.	5/30/2015 11:05 PM
568	Positives: * Mirrors the rigor of the CCSS * Provides opportunity to examine and assess writing skills * Is much harder to just click through and guess * Classroom Activity to give background information for Performance Task * Our district head of SBA administration was extremely helpful and responsive. Negatives: * Instructions are extremely long and unclear (for the 6th - 8th gr. Performance Tasks there are at least 5 paragraphs of reading that set up the pretend situation the student is supposed to be in and then at least another paragraph of actual directions. The pretend situation is wholly unnecessary and very confusing. The language used in the directions is very dense and very "white".) * It is unreasonable to expect students to complete a task like this as a completely independent and individual assessment. We teach them that writing is a collaborative effort because it truly is. I would never submit assessed writing without having multiple, trusted colleagues review it first. * Non-educators from other states assess our students' work. * We do not receive the results until the next school year. * It's too long! This assessment takes away days of instructional time. It also takes longer for students who are qualified for SpEd and ELD services. These are the students who need as much instructional time as they can get and they're getting disproportionately less than their gen. ed. counterparts. * This last one probably does not apply only to me but does not apply at every school. I am a reading specialist at a high-poverty middle school (90% qualify for free and reduced lunch). The students I serve are those who do not have IEPs but who are reading at least two grade levels below benchmark. Some of them are emergent readers (around a 1st grade level) and they are the ones I work with every day. I somehow became the de-facto site coordinator despite the fact that the assistant principal was the official site coordinator. I was taken away from my regular teaching duties for 5 weeks to perform SBA administration duties. My tier 3, academic priority students were not given any of the supplemental reading instruction they require during these 5 weeks (except for the few times I was able to use my lunch break to quickly plan and teach a lesson). * In conclusion, it's a lot of work, anxiety, and lost instructional time with absolutely no benefit (and in many cases there's actual detriment) to either students, their families, or their teachers.	5/30/2015 10:53 PM
569	It's a big, racist money-maker for the corporate education "reformers." We voted for a moratorium, but "seat-at-the-table" politics preferred by OEA leadership instead got us a moratorium on the results. Weak stuff like that illustrates why so many of Oregon's teachers don't feel like OEA is relevant. It's time for some new, radical leadership, like in Chicago or Seattle. It's time for a state-wide strike. It's time for a social movement union, instead of this service/business model that we have now.	5/30/2015 10:37 PM
570	It was so confusing for the kids. "What is this asking?" "How do I enter the answer?" "What am I supposed to do?"	5/30/2015 10:28 PM
571	1 hour a day for 4 weeks, my students missed valuable instruction time. The practice test is misleading and NOTHING like the test questions. So unfair to have children type paragraphs when they have never had keyboard lessons. I could go on...	5/30/2015 10:22 PM

572	The SB Assessments were much more difficult in implementation than I thought they would be. Personally, I have no problem with the rigor of the assessments themselves, but rather I object to the length. I encouraged my students to take their time and do their best work. This is standard practice in my classroom and we talked about how our state tests would be no different. My wonderful students took this message to heart and worked incredibly hard on the tests, harder than I expected, really. As a result, the tests took a TREMENDOUS amount of time to administer. Because we also had to do the science OAKS testing (fifth grade), taking FOUR more tests after this--TWO of which students get 10 days to complete--We ended up testing for over a month. Granted, we will probably arrange our schedule differently next year, but with tests that are as long as they are, I will always encourage my students to do their best and take their time. So it's still going to be a major, major interruption in our school year to stop and test for this long. This was my biggest issue with the tests--the length. Other than that, we did have our secure website crash all the time, so kids were having to shut down and restart computers constantly. Also, the reading of lengthy directions that basically do NOT match up with the type of tests they are taking is annoying. I think that's it. Thanks for asking for my input.	5/30/2015 10:21 PM
573	Some questions were appropriate, but many...especially the math were not appropriate. When I polled my students, I had many students who liked the challenge of the test and the typing portions. However, I also had students that preferred OAKS instead. Student directions were generally too complicated. Test was too long...would have liked to see about half the amount of questions. Too much teaching time lost due to testing. Initially, it was complicated and stressful to just be able to administer the correct test to students. In general, I thought the test was inappropriate for students and took way too long to complete.	5/30/2015 10:19 PM
574	Why haven't we come out more strongly in opposition to this? My one opt out student did more to educate me than OEA did. I'm frustrated by this.	5/30/2015 10:17 PM
575	It took students way too long to complete and took hours upon hours away from instructional time.	5/30/2015 10:10 PM
576	I believe that we need a nationally borked assessment. It needs to be reasonable for students to complete (not 6 or 7 actual testing hours). The results also need to be timely for teachers (results returned in July! That is ridiculous). The test should have relevance for students and teachers. SBAC was overwhelming for everyone.	5/30/2015 10:09 PM
577	Too much time spent on assessments, with no results this school year to assist us in helping our students. My students and I have been frustrated by the process. The wording of the tests was often confusing for my students, but I could not assist them. The questions need to be straight forward. Access to computers was extremely difficult in our building. Often had a couple of students testing when most others were done. Not a good use of class time. This has been the most frustrating and stressful year I have ever had. I do not see myself teaching much longer. Testing is NOT why I went into teaching...so sad! We have completely lost focus! School used to be able joyful, active learning. It no longer has anything to do with joy or learning!	5/30/2015 9:57 PM
578	The page and a half of directions that my 4 th graders were being asked to read for the reading performance task. I would never plop a page and a half directions down on a students desk a tell them to follow them with no help. Notes did save for many of my students. The fact that the wouldn't just automatically save information is ridiculous. This led to students crying because their hard work was lost. Who came up with the "great" idea that students should have 10 consecutive days to finish the performance task. Someone obviously, wasn't remembering that schools aren't in session on the weekend. The number of technical glitches that occurred during administration of the test was inexcuseable. The creators of the SBAC should be embarrassed.	5/30/2015 9:54 PM
579	It is way too long! We lost over two months of interventions.	5/30/2015 9:50 PM
580	As they work out the bugs, I think it will be a better indicator of student achievement than OAKS.	5/30/2015 9:48 PM
581	Third graders are not ready to type the elaborately required answers on the SBAC. They are not developmentally ready to craft writing while searching a key board for letters while trying to remember how to spell and then include punctuation... There are so many skills being used in one answer, I don't think we will know what we were testing- was it writing skill, comprehension of the text, spelling, typing skill...????	5/30/2015 9:47 PM
582	The time required for testing in addition to the confines of the testing window made it grueling!	5/30/2015 9:46 PM
583	Questions were written very poorly and often confused students. Too long. Reading on screens was difficult. Did I mention they were too long.	5/30/2015 9:44 PM

584	I administered the third and fourth grade tests in all areas. The reading passages were extremely long. It was very challenging for younger students to read the length of the passages on the computer and remain focused. The students had a difficult time, especially with the PT, in finding the prompt. Many of my top performing students asked during the test, "I don't know what I'm suppose to do." Directions were very unclear and difficult to find. The PT questions must be rewritten for clarity. Another issue my class and others at my school had was the time out component of the PT. We are on a four day school week. I administered the PT on Tuesday, began on Wednesday, continued Thursday. On Friday a few students were absent, therefore, they were timed out of the test. We are not back in school until the following Tuesday. Last year, my students did extremely well compared to my district and the state. We worked hard all year long and set personal goals committing to excellence on the OAKS. I'm not looking forward to receiving the scores as I know they didn't do well because of test confusion and frustration. Thirty-five years of teaching, I've given many tests. This one is a failure.	5/30/2015 9:36 PM
585	I'm a SpEd teacher and my kids got NO value from this test.	5/30/2015 9:33 PM
586	The test is much too long. My students spent at least 10 class periods just on the ELA tests. Many of the question types are confusing for the kids. The test format is not user-friendly; some kids had trouble finding directions.	5/30/2015 9:28 PM
587	Smarter balanced testing took students out of my science classes to complete Sback tests and for some students who did not have good attendance it caused them to miss additional days.	5/30/2015 9:27 PM
588	I believe the intent behind SBAC has potential to be one that pushes teaching & learning beyond simply knowledge- students need to construct meaning. I don't mind that BUT the assessments take longer than SBAC states is typical & takes over the use of an elementary computer lab for 2+ months. Any technology integration with instruction disappears as technology becomes a tool for taking a standardized test. Furthermore, I'm in a district where students have been taking a STAR assessment in reading & math every three weeks. Our kids our overtested. It's sad to see what has become of the system.	5/30/2015 9:24 PM
589	The amount of time necessary for this assessment was extremely disruptive to in-class learning time. Despite having more class time added to the annual schedule this year, I wasn't able to get through the same amount of content in depth as previous years due to the almost 2-week disruption of classes for SBAC. The students in my classes who opted out or who were not juniors just had "work days" which amounted to no new teaching because I didn't feel it was fair or equitable for those who had to take the test to miss out on learning and be behind the other students.	5/30/2015 9:24 PM
590	The amount of TIME to give the Smarter Balanced Assessments is out of control. We spent a full 7 hours taking just the first assessment (we gave the SB Math PT first at our school). This is the amount of time that was estimated to take ALL of the assessments combined. In addition to all of the time spent testing in just ONE hot computer lab for our entire school, there were also hours and hours, weeks and weeks of test prep in order to help the kids feel successful once they got in there. The assessments were way too difficult for our poverty students despite the crazy dedication I show in trying everything I can to get them performing at the level spelled out in our CCSS. Honestly, the entire second half of our school year was completely devoted to testing . . . ELPA, OAKS Science, SBAC Math PT, SBAC Math CAT, SBAC ELA PT, and finally SBAC ELA CAT. School is just not fun anymore.	5/30/2015 9:20 PM
591	The SBAC impacted my students greatly. Not only did it disrupt regular instruction, but many students were impacted emotionally. The level of frustration and anxiety I witnessed, in my otherwise confident and capable students, was disheartening. In my opinion the test is developmentally inappropriate and the format of the test made it very difficult for students to be successful. The directions were confusing and included far too many steps. There was too much text on the screen.	5/30/2015 9:20 PM
592	The amount of time necessary for this assessment was extremely disruptive to in-class learning time. Despite having more class time added to the annual schedule this year, I wasn't able to get through the same amount of content in depth as previous years due to the almost 2-week disruption of classes for SBAC. The students in my classes who opted out or who were not juniors just had "work days" which amounted to no new teaching because I didn't feel it was fair or equitable for those who had to take the test to miss out on learning and be behind the other students.	5/30/2015 9:19 PM
593	SBAC is inappropriate for 3rd graders. the performance tasks would be good class/group projects done with guidance, but are too much for 8 year old individuals. Also,the computerized format for the performance task is difficult. Paper and pencil would be better.	5/30/2015 9:15 PM

594	<p>Our students 3rd-8th had completed the SB practice test, and some attended other workshops. Teachers met individually with students to go through the computer interface, how to use tools, and types of problems that would be included. Students were also encouraged to use a keyboarding program to be more familiar with typing. Students overall felt prepared for taking the test. We were more focused on making the testing situation a positive experience than we were on teaching the content of the test. At the end of the test most students felt good about their experience. Some even thought it was fun and that they had done well on the test. My frustration is that students as young as 3rd grade are having to type in their answer and also do the ELA Performance Task. This is so foreign to the way reading source text and writing responses is taught. Students did not use the strategies they normally use in writing responses. They just wanted to compose short answers since the typing takes them so long. It was not a test about reading or writing or math skills as much as it was a test on keyboarding skills and composing at the keyboard. It will not be an accurate assessment of their reasoning or writing skills. It also felt that the designers of the test were just trying to see how "cute" they could be in how questions and answers were formulated. Too many click and drag, dots and lines, and some that were totally unclear as to what the student was to do to enter an answer - so some struggled for 5-10 minutes just trying to manipulate the computer. This just discourages them. I did a lot of prep work with students on the performance tasks. We did sample tasks in small groups. We also found items on various websites which students completed. Again, I was very disappointed with the subject and quality of the performance practice items. I was also puzzled by the classroom activities which often seemed so disconnected to the actual tasks that the students ended up doing. There was an increasing frustration among the parents and many asked about the option to opt-out. I could relate to their feelings. Why should their kids take a test that wasn't really going to be an accurate assessment -- one that wasn't going to "count"? We had one family opt-out of the 40+ families that were testing. I encouraged them to see the test as a learning experience. Students will continually be faced with testing -- it is not going to go away -- sadly. It also gave us an opportunity to talk to students about perseverance and doing their best. It was also the only way that the people behind Smarter Balanced were going to get evidence about the quality of the test. Overall, even though I was very frustrated with having to give the test, it went smoothly, students hung in there and did their best, and we celebrated in the end.</p>	5/30/2015 9:14 PM
595	<p>Ridiculous test! Math did not test my student's math skills. It was more about the reading and language ability of the child, not what they understood about math concepts. The performance tasks were way too difficult for a third grader and the necessary typing skills were not realistic. There was no usefulness to the assessment.</p>	5/30/2015 9:12 PM
596	<p>SBAT is a terrible waste of time and money. The test doesn't try to assess what the kids know- it is trying to trick them.... My kids were assessed with the NWEA MAP test this year and I got a lot of information that is pertinent to my teaching... SBAT scores the kids on their typing vs their knowledge, took forever, my kids were frustrated and exhausted- for what? We won't get results until next year...it's an autopsy, not a check-up... I am appalled at how much time it took. We had to preteach before the performance tasks and those lessons were ludicrous. What a waste of my valuable teaching time in every aspect of this ridiculous assessment...ugh.</p>	5/30/2015 9:10 PM
597	<p>One of my students spent just over 18 hours completing the four SBAC sessions and the Science OAKS. He was in tears. The kids simply don't have enough training to access the format of that test. It's not as much about the content as it is about the unfamiliar format. It broke my heart to do this to them. The lucky ones were the ones that gave up early and finished an entire section in one session. It was simply cruel.</p>	5/30/2015 9:06 PM
598	<p>Our districts internet system was not able to handle the amount of information trying to go through the system all at once. ~ it took FOREVER, this meant canceling groups (I am in SpEd), which meant I was not providing service time I basically shut down 75% of my resource time for 7 weeks. Seven weeks! ~ students didn't seem to understand when to pause/save - we honestly thought we prepared them for this aspect. Most importantly - The questions seemed over and above developmental and cognitive abilities for each grade. The pressure placed on the teachers trickled down to the students. - no one was happy</p>	5/30/2015 8:54 PM



599	<p>I think the most frustrating thing about the SBAC is that it takes away from true teaching and instructional time. Our admin told us that we didn't need to "teach to the test" because if we were doing the CCSS correctly, the students would already be "prepared" to take the SBAC. Given that we are still trying to figure out CCSS and use it most effectively for the sake of our students, we knew that our students would not be prepared to take the SBAC without major complications. So, instead of reading, writing, discussing things that engage and interest our children, we spend weeks trying to help the students write responses that contained the correct key words. If you're not an English teacher, you might not understand how long and complicated the process of teaching writing is. It is time consuming! Some of the students in our building, were unable to finish their test in the "ten day" time period because 3 of those ten days was taken up by a three day weekend. Ridiculous. The children were so upset. We assumed the ten day time limit would not include weekends because - well, there's no school on the weeknds! Another point of frustration is that our school is fairly limited in its technology. We really struggled to get all 315 kids through both English and Math SBAC testing with our limited number of computers. This, of course, shut down the possibility of using the computers for any other academic purpose, including three classes that REQUIRE computers on a daily basis. That was a little frustrating to say the least. We also had to completely rearrange the bell schedule in order to accomodate this lack of computers and need for more time to test. Both the students and teachers were frazzled for weeks while the testing occurred, but our regular periods are so short, it just wasn't enough class time to allow students to test. SBAC is just another test. Like all the other tests that have come before it. We won't see the scores until after the school year is over, which means the outcome of those scores is damn near useless to us in our teaching. Sure, we can refocus for the next year...when an entirely new group of students walks through our doors with an entirely different set of needs and abilities. It is so frustrating! Why can't teachers with degrees be trusted in their own profession? Why are my assessments and knowledge of my students' abilities not good enough or valid enough? No teacher is paid well enough in this country to put up with the whirlwind of nonsense our education system has become.</p>	5/30/2015 8:44 PM
600	<p>If we are going to continue to use this test, our students need to learn typing skills by 3rd grade, and need to be taught how to use a word processor. This means EVERY student needs to have access to a laptop or computer every day, not just once or twice a week, and we should transition at the elementary school level to having students do their work on the device instead of in writing with a pencil. We also need to come up with a "standard" response for when a student does not understand the directions. Just telling them to pick the answer that makes the most sense DOES NOT make sense if it is not a multiple choice response, but instead they are being asked to highlight a response, pick one of two words, etc. Somehow, it should be acceptable to read directions, point out where the directions are, or something to help the students show their learning, instead of getting frustrated because they do not understand how to use the test. I suspect I will have more comments when we finally get the first set of scores. However, I do not think this will be an accurate picture of the ability of my students who are not reading at grade level.</p>	5/30/2015 8:43 PM
601	<p>Get rid of it.</p>	5/30/2015 8:36 PM
602	<p>The tests are very time consuming and take away class instruction time.</p>	5/30/2015 8:32 PM
603	<p>I teach sixth grade. The questions were ridiculous. They were overly complex and the no student should have to test for five hours in one subject. I highly doubt much credible data will come from this. It's my belief that SB tests were not meant to be passed.</p>	5/30/2015 8:26 PM
604	<p>Our school had a high percentage of students who opted out of the test. It was too easy for them to do this, I believe. So our school results will be affected.</p>	5/30/2015 8:22 PM
605	<p>It is too long and difficult for students. It is difficult as a teacher to prepare students to take the assessment.</p>	5/30/2015 8:15 PM
606	<p>While the info button was meant to explain how to answer a question, students still had to read how to do so. On a test, they can't focus on paying attention to the actual test question if they have to read through a video first. Also, many students would raise their hand and simply not know what they had to do, specifically with hot text. In an effort to not invalidate any tests, teachers could not give students any guidance in simply how to answer (or when the hot text help statement was shared, students didn't understand it). Administration took up so much class time, and after the test students were drained for much of the rest of the day. When there are so many tests to administer, we can't have that many days impacted by testing fatigue.</p>	5/30/2015 8:11 PM
607	<p>This takes so much time. This being all the testing. Want more time to teach the actual skills we are testing.</p>	5/30/2015 8:08 PM
608	<p>The ELA assessment had questions that more than half of my class did not understand. They were so confused they raised their hands to ask what to do even though I had made it clear I could not help them. That appears to be putting them at a clear disadvantage. I can't figure out what the test was actually testing, their ability to figure out the question or their ability to read and respond to the question. The ELA PT took a really long time for the kids to write and revise and then type their final draft. A large number of kids were in the lab for more than 4 hours on this part alone. They 4th graders have been taking state writing tests for many years but this seemed to be as hard with much less time forecasted in the directions to teachers. If the test wants them to do their best then more time needs to be the norm. I think SBAC could be given a couple of years through out their schooling to keep records and not every single year from 3rd grade on.</p>	5/30/2015 8:03 PM

609	At the 11th grade level, the most frustrating part of the SBA is the time it takes away from actual learning in the classroom. The tests themselves took twice as long as the OAKS did in the past, and that time was nearly doubled again with the interim assessments. Also, having the test in the junior year was especially disruptive. Some of my juniors took the SBA math test, an IB math test and a challenging in-class math test within a week or two, and that was just one subject. There is a lot of redundancy between all of the tests our students take.	5/30/2015 7:59 PM
610	I administered the test to students with Learning disability, communication disorder, ADD, and autism. The tests were too wordy, kids were lost as to what to write. It is so frustrating to give a test that says to them, "LOOK, ANOTHER THING YOU CAN'T DO!" It is poorly written and took four weeks of my teaching time to do. Not the best use of my time or talent.	5/30/2015 7:50 PM
611	As a resource room teacher for students with "mild" disabilities, I can attest that some students were so anxious that they stayed away from school during testing days while others made themselves cry or vomit because they were so nervous. Scores were not given to students, they do not know what a "passing" score is, there is no feedback for teachers or students to benefit from. Testing took students away from general education class instruction, so disabled students who were already behind in their assignments missed even more class time. I have been in education more than 30 years, and since the testing mania started, I have witnessed that society has less respect for teachers, and teachers have less trust and autonomy. I have been forbidden to do extra, "fun", enrichment activities because I must always test, test, test (such as one-minute reading fluency timings) and take data, data, data. There are fewer school-wide theme-based activities or holiday traditions. There is little joy in learning any more. I bravely displayed a poster in my classroom (from Syracuse Cultural Workers): Childhood is a Journey Not a Race. But that is not the philosophy of a government overtaken by corporate rule.	5/30/2015 7:48 PM
612	Keep in mind that, as a teacher, I was not supposed to see what was on the test. However, since the computers kept having issues during testing, I did see bits and pieces of the test. Don't sue me. Pros: The test is set up much more like the authentic assessments I do in class. I think that the math curriculum choices my school made prepared the kids for the language and methodology used on the test. Depending on what sort of results we get back, this test could possibly be of more use to me as a teacher as far as individual student scores. Let's be honest: the previous OAKS results were so nebulous and vague that the only thing they did in my district (Beaverton) was sell real estate. They were essentially worthless for helping me better support my ELL or low-functioning students. I am eager, again, to see if these new tests offer more useful data. Cons: I gave the 3rd grade tests. The instructions and formatting of the test were not kid-friendly for children of this age at all. Far too much text on a page, far too many instructions to have to refer back and forth to on the task performance for language arts (the instructions were longer and more detailed than what I've seen be given in the college writing classes I've helped coach.)! The ELA task for 3rd grade was too long. Not a bad test for someone a bit older, but too much for kids who are barely able to type and who are overwhelmed easily. Our computers had numerous problems, and we had to request extensions for both the math and the language arts performance tasks because of computers going into the "rolling wheel of death" mode or just plain freezing during testing. During our final day of testing on the 3rd grade ELA test, a bank of computers all froze, and the kids could neither finish the test nor log off properly. As a result, they lost a portion of their work. Some of them (but not all) of them were not able to get back on and finish the test, even though we submitted all of their names to the state to request reopening the tests. What was that about? Typing took about 7-10 hours for some of my 3rd graders, and I had 2 that cried through the whole thing. Another student (probably with coaching from his parents) wrote weird, random stuff down about Minecraft (I found this out when his machine froze). Of course, I'm not supposed to know what is on the test. I teach at Springville K-8 and we are about 150 kids over capacity. Our librarian gave up her workroom to make a testing lab, and our tech aide taught tech with go pros off of a traveling cart to all 33 homeroom classrooms in order for us to have the 2 testing labs necessary for us to get our 900+ students through the testing this year. Next year, we have to add 5 more classrooms, and other than a double portable that will be added to existing portables this summer, we have no place else to go. We are already teaching in the biggest storage closets and will be cleaning out the kindergarten closet to teach ESL in next year. The closets cannot be fitted as testing labs because they lack the electrical supplies necessary. I wish that testing could be done in 1 lab, possibly with grades 4, 6, & 8 instead of all of 3-8. That would help with our overcrowding issues. I am angry that we have had to change our math curriculum AGAIN (this is the 6th math curriculum I've taught from in the 11 years I've worked in Beaverton--Chicago Math, Mathland, Bridges for Kindergarten, Investigations, Everyday Math, and Engage NY) just because it better fits the language and examples on the math test. At what point do we choose materials because they fit the benchmarks best and not because they teach to a test?	5/30/2015 7:46 PM
613	The test took so much of my teaching time away from my class/ students! valuable teaching In the classroom was disrupted by all of the sb testing. Not only that but the practice tests as well. I am in awe of how disruptive it was not only to my class but for all of us having to administer it. I felt so badly for my students that they had to be on a computer for that amount of time for testing. It was a total negative experience and one that I hope will go away!	5/30/2015 7:36 PM
614	The length of time it takes to test, along with the required classroom activity, has been disruptive to learning in all classes. Students in high school have been pulled out of two weeks or more of their other classes, which have had to stop and wait for juniors to finish testing.	5/30/2015 7:35 PM

615	Our school administrators put in great effort to minimize the impact of the SBAC on our students, but the test itself does not lend itself to being education friendly. Students spend HOURS on this assessment, and most who shared with me called it tedious and confusing. As a school, we teachers were academically "treading water," as students were rotated through each of the tests. In particular, I found the Language Arts component analyzing poetry to be incredibly over the top in terms of sophistication for all but the highest performing students. The SBAC needs a complete overhaul.	5/30/2015 7:30 PM
616	I am a special education teacher and I can't believe the negative impact this test had on my students. They were extremely frustrated. These same students did not have the same experience with the OAKS.	5/30/2015 7:28 PM
617	I work with 2 3rd grade students with behavior issues and this assessment just created more behaviors. While trying to read the instruction/directions of the performance task one student started yelling, banged on the keyboard, and then pretended to type and after "typing" hit the submit button and said "I'm done!". I still have another student I am trying bribe into attempting to finish the test. He spent @ 10 minutes on the test and is refusing to go back. The general education teachers started early in the year but are still working to get all of their students finished. They have had to add time to their already planned testing schedule, which in turn has changed to music and PE schedule for the whole school, which in turn has caused behavior issues for my special needs students who run on predictability.	5/30/2015 7:27 PM
618	I teach a 4-5 blend in a high performing school (generally 90% of my students have met on the OAKS in previous years.) The main issue with the SBAC is how much time it takes. My class started prepping after spring break (and many other classes earlier), and we are just finishing now. That is two whole months where testing or test prep is a significant part of our day. My students worked really hard on the tests but are just exhausted now, and I have had to cut or eliminate some of the meaningful and rewarding work we normally get to at the end of the year. A fourth of the year is far too much time to be devoted to testing. The SBAC ELA performance task is too complex for 3rd and 4th graders. It is appropriate for 5th graders, but it seems like the only difference between the 5th grade version and the younger version is easier texts, but the complexity is similar. That is a problem. Also, students NEED to be able to print out the sources to be able to effectively organize them, and this is only an option for IEP kids. The SBAC math performance task was poorly designed for 5th grade. It required a task that would have been simple with manipulatives but was very tricky without them. The math itself wasn't that challenging, but the task made it very difficult for even really strong students to understand the math required.	5/30/2015 7:23 PM
619	This assessment did not seem developmentally appropriate for my students. The format was very overwhelming and many of the questions were confusing for the students. The majority of our students do not have computers at home or much experience with computers, so the typing on the ELA assessments did not show their best quality of work. The amount of time all of these assessments took took away from many valuable hours of instruction.	5/30/2015 7:21 PM
620	All the news publicity about the number of students expected to fail the SBA was very harmful to the students. They went in thinking they would fail. The accommodations for students with special education needs were not enough to truly level the playing field. SBA has taken over one of our three computer labs for three weeks so far. We are already short on computers for classroom use; this greatly affected instruction, as did having the students pulled out of class for days. Some parents found out about exempting their students from taking the test, but there was no information given to them about how this would affect high school graduation (due to state law that students have to pass the OAKS or an equivalent). Nor was there any information given to parents and students about the classes they would then have to take to have the equivalent.	5/30/2015 7:17 PM
621	This test has made the last 2 months extremely tense for our students. The test takes too much time, and all learning seems to stop just to prepare kids for this test. Why does it take so long for students to complete this? Each class must schedule time in our one computer lab to take these tests. Internet connections go down weekly, so we never know if they will be able to do the test or not. One 5th grade students said the other day, "No more testing!" One student refused to do it because, " It's dumb." That student proceeded to fill in whatever he wanted just to get through the thing. This is absolutely the worst assessment of student knowledge that the government has come up with. It absolutely does not measure what kids know.	5/30/2015 7:09 PM
622	Cons: The directions are pretty cumbersome, though now I have a better idea how to prepare for that. The length of our classroom activity for the ELA PT at 5th grade was too long. A little over an hour. The PT itself was a bit too long. If that could be shortened some, perhaps by 30 minutes, that would be good. The questions were often difficult for the kids to unpack what was being asked of them. Pros: My students liked not having only multiple choice questions. They found the subjects for the PT's interesting. I appreciated having a test that emphasized more critical thinking and application. Those are useful and important skills, whether on a state assessment or one of my own classroom assessments.	5/30/2015 7:02 PM
623	There is way too many words involved in the directions for students on each problem. The students become confused from the unclear directions to even make sense of what they need to do. The test is too long when you take in to account the performance task and computer portions. Things were changed or added to the administration manual last minute causing frustration and confusion for administrators.	5/30/2015 6:43 PM
624	The SBA took 8 weeks to get all of our 3rd, 4th, and 5th grade classes through. That is 8 weeks of not being able to use the computer lab for anything but testing.	5/30/2015 6:42 PM

625	Students were often testing 2 or 3 different times each day, reading and math, to complete all tests within the window. Students tested the first day back from spring break, Friday afternoons, and were often called out of classes to finish.	5/30/2015 6:34 PM
626	The directions for students were purposefully vague	5/30/2015 6:23 PM
627	Why do we continue to evaluate our programs by giving the same questions to all students at the same time? There is no way that this cannot favor the majority ethnic, socio-economic and gender groups.	5/30/2015 6:13 PM
628	We had all field trips and extra curricular activities cancelled without prior warning due to testing this year. This is unprecedented in our district. This is not education. This is not valuable. The data is not useful. It hasn't helped my students and it hasn't improved their educational experience or their learning. It's ridiculous.	5/30/2015 6:07 PM
629	Accommodations were difficult for students to access, especially speech to text. Computer skills like cycling and dragging, using the mouse for the calculator were not that easy for some students.	5/30/2015 6:06 PM
630	Computer lab closed to everyone else from March thru End of May! Hard time getting answers from district/state people about rules and materials allowed! My son who attends a different district was opted out of testing due to his IEP! But even that was a mess! Had to get very push to get him opted out and then was told things would be handled differently during testing in his district! Computer glitches all the time. Spent way more time testing, prepping for testing, teaching how to take the test and just stressing over the test. I've never seen so much test anxiety!	5/30/2015 6:00 PM
631	We did test prep and practice with students. Even so, they were frustrated by the format of the test and how to use the math tools. It was also difficult for teachers to 'discover' the ins and outs of how to answer questions even though we had all read the manual. The test took a good deal longer for students to complete than was specified in the SBAC materials. About half of my students gave up midway through the tests and gave up.	5/30/2015 5:54 PM
632	Many technological glitches made this very frustrating. Also, students had performance tasks that expired before they were able to finish. There was no whole-class access to computer labs for more than two months. Questions were confusingly worded, even for me. On fourth grade tests.	5/30/2015 5:54 PM
633	Any assessment that students cannot access is a poorly designed assessment.	5/30/2015 5:38 PM
634	The time spent prepping my students to take the SBAC took time away from my general teaching. I had to prep them on what was expected...how to read the questions and what questions would be asked. We continually went into the computer lab to practice SBAC practice tests, Performance Tasks, etc. By the time we had to take the actual tests, the students were worn out and most were not doing their best because they were tired of "assessments". When a child takes a reading test and must read numerous passages they must be reading on grade level to comprehend the text, but when the next task is to write an essay then the reading test has turned into a writing test. I thought we already had a writing test, why do we have to make the reading and math SBAC into a writing test as well. This does not show what students can read or what math problems they can solve...it tests whether they can organize and write down what they know. I have many students who are great readers, but they are not great writers...Using the SBAC, they cannot show their strength in reading, it only shows their inability in writing. Likewise, those great in math may not be able to explain their thinking about the concepts they know. On a side note, I did not think that the OAKS was totally valid as a benchmark either, since it was totally assessing a student's ability to "pick a right answer" rather than really "knowing" the answer. There is no right process for accessing student knowledge at this time because children are individuals, not robots, and a classroom teacher uses many strategies for assessing whether a child has knowledge about a subject. Teachers do not use ONE test to assess whether a child has mastered a concept...strange how Oregon uses ONE test to rate a school on whether they are doing their job at educating their students.	5/30/2015 5:36 PM
635	Smarter Balanced Assessment takes a very large chunk of time out of the teaching school year. The purpose is measurement of learning, but in practice it gets in the way of learning. 3rd grade students, 8-9 year old children spending 6 days out of their school learning time to be tested in ELA & Math? Why? This does not include any of the time teachers at all levels may have spent with their students preparing them just to be tested. Smarter Balanced Assessment does not enhance learning. The former Oaks tests were shorter, and were indicators. At best a State test can only be an indicator. It is a poor choice for prioritization of educational funding. How many \$\$ were spent training teachers just to give the tests appropriately--seat time x hundreds of staff members? How many \$\$ on development and distribution etc? What is the benefit received for these costs? In what ways do students benefit from these tests? Test making businesses are taking the funds that could be spent on teaching the students--either through updating materials, teacher training, or additional teaching or teaching assistant staff that serve the children rather than taking from them. .	5/30/2015 5:20 PM
636	The estimated times are extremely skewed with the ELA portions taking easily double that of the math, and the level of difficulty is inconsistent: the ELA CAT was considered fairly easy by students while the ELA PT was thought to be brutal. The math was just the opposite with the CAT seen as quite difficult, and the PT was easy.	5/30/2015 5:10 PM
637	The assessment was written in a way that was difficult for the students to understand. I do believe that the text was written above my students grade level.	5/30/2015 5:10 PM

638	In general, the administration of Smarter Balanced was similar to the administration of the previous OAKS tests. However, there are some specific areas where Smarter Balanced is problematic to say the best. The most egregious problem is that both Smart Balanced and Common Core are not in any way developmentally appropriate for children. I teach 3rd grade and although I do have a few students (maybe 5 of our 35 - and that's another story!) that were able to handle Smarter Balanced in a way that resulted in a positive experience, that vast majority of the children were overwhelmed and frustrated. This wasn't because I didn't do a good job of teaching them, it's because the majority of the students were not developmentally capable of doing this type of work. I don't believe I have a particularly low performing class (I've been teaching for 30 years!). It's pretty clear to me that Smarter Balanced isn't designed to assess student performance - it's designed to make public school look bad so that right wing nut jobs can divert critically needed resources to their private or for profit schools.	5/30/2015 5:07 PM
639	While the Common Core Standards appear to be a realistic standard for teaching and student learning, the testing situation was confusing, and did not appear related to the standards. Much stress on students and staff.	5/30/2015 4:58 PM
640	Die! Die! Die!	5/30/2015 4:58 PM
641	Poorly worded questions and interface. Very unnatural feeling. Did not flow. Quesjrond and prompts felt very subjective. Not being able to print the articles was poor practice. My kids love highlighting and writing margin notes, so the interface made this a huge challenge. Also, the digital highlights did not save so students got very frustrated. Some even cried. Horrible experience, and we had to participate or we lose our title 1 finding. We did not have the luxury of opting out.	5/30/2015 4:56 PM
642	There are too many tests to take, and they took too many hours to complete! Scheduling the computer lab was a nightmare, but what was even more difficult was making time and finding someone to administer the tests when children were either not finished within our allowed computer lab time, or if they were absent and had to start the test late. I felt I had leave out important curriculum that I am required to cover because we didn't have the time, and that is with a year of only having one short 15 minute recess after eating lunch.	5/30/2015 4:44 PM
643	A high stakes test that only looks at Math and English is not balanced to begin with. The disruption of real education was huge in our school.	5/30/2015 4:44 PM
644	1. Not all questions were kid-friendly. Some students had a difficult time understanding what was expected of them. 2. It took an extreme amount of time! I can't believe how much teaching I was not able to do due to having to be in the computer lab testing. 3. There was too much information on a page for third and fourth grade. The kids checked out because it was overwhelming.	5/30/2015 4:40 PM
645	This test is inappropriate, disruptive and does not make any sense.	5/30/2015 4:37 PM
646	Sbac was not a smart choice. It took wwaayy too long to administer, too little district support was provided, too many disruptions and too long to take. Also, the impact on students and teachers has been very negative. Students were stressed out and overwhelmed with anxiety. Teachers responses were the same as students. This was not a well thought out and well planned change for anyone except maybe the test makers/money makers.	5/30/2015 4:32 PM
647	Dump it	5/30/2015 4:27 PM
648	For special education kids these test are difficult.	5/30/2015 4:22 PM
649	For most of our students the SBA was not a good experience. The directions were often confusing. The tests took several sessions for them to complete due not only the number of questions but the level of sophistication in which they were asked to respond. I proctored most of the exams at our school which took 4 weeks.	5/30/2015 4:16 PM
650	SBAC caused so much stress and unhappiness in our building to students and staff. I had several SPED students in tears not understanding ANY of the reading portion of the test. My EL students also felt frustrated and overwhelmed by the complexity of the texts. The directions were poorly written at best and there were so many technical issues I lost count. By the end of my 4 day testing window on the performance task only 13/36 students were done. Our testing coordinator is putting in 12-13 hour days trying to figure out how to get all the kids tested. Visiting the library was a nightmare for weeks because it was filled with kids who were done testing and caused problems due to the lack of activity and supervision...no one could use any of the labs for 3 months because they were used exclusively for testing. Students missed days of class instruction to finish Reading, writing and Math SBAC .... Furthermore, in the end all the results will tell us the same information the NAEP tells us as well as other tests... Our sub pops have huge gaps...the sad thing the data won't tell us is how to create effective schools in dysfunctional societies.	5/30/2015 4:06 PM
651	I have just finished 5 weeks of testing in my high school. Between SBAC and AP testing I have not been able to teach to a class full of students. This has had a serious negative affect on the curriculum being covered, depth of knowledge of the students, attitudes of both students and staff, and a school environment that was very negative. A huge waste of time and I won't get any results back until it is too late to help any of my students.	5/30/2015 4:04 PM

652	Reading level for 3rd grade students way too inaccessible. The Performance Tasks were so laden with directions that most of my ELL students couldn't even wade through them to get to the actual task. Again, why are we administering a test to our students fully expecting 65% to fail? This is not 'raising the bar', it is clobbering the students over the head with the bar.	5/30/2015 3:57 PM
653	A lot of instructional time was taken away from the students to take the SBAC. The time projections that were put out were less than what it actually took the majority of my students to complete. I felt like I was "teaching to the test" in order to prepare them for what they were going to see, especially when it came to the performance tasks. Since 3rd grade is their first exposure, I felt that it should have been scaffolded more. I believe the test is more rigorous than OAKS, which is a positive, however I don't necessarily think it was age appropriate.	5/30/2015 3:51 PM
654	It took my students 3 times as much time as was recommended for this assessment. My students were lethargic and extremely moody during the testing window. They commented that the test was extremely long and that they missed the other things that we do in our class time together. They hope to never do this test again.	5/30/2015 3:47 PM
655	The phrasing of the questions was extremely vague and confusing to the students.	5/30/2015 3:46 PM
656	How will this genuinely effect my students in a positive way? I am not convinced that this is an effective tool that will directly help children.	5/30/2015 3:44 PM
657	For students on the autism spectrum it takes way to long to complete.	5/30/2015 3:32 PM
658	The 7th grade ELA assessments were way too hard. They were developmentally inappropriate, and the directions were often confusing. It's too expensive. I don't have faith in the scoring of the constructed responses or the essay. The opt out experience did not go well. SB should be scrapped in its entirety.	5/30/2015 3:27 PM
659	I feel horrible for putting my students through it! The test was ridiculous! I have high achieving students who test very well. The only thing I did to prepare them was to do the practice tests. Those were horrible and the math problem solving didn't even work! I told my kids, "Well, lesson learned, after inputting it 3 times and it still won't work?!!!" I didn't waste any other time test prepping because they already were losing so much valuable class time testing. My classes scores will be good data for what my students could do on that day and time. I am just glad I do not have to take the ridiculous tests my fourth graders did and have my score reported publicly!!!!	5/30/2015 3:26 PM
660	I teach 2nd grade. My class has been blocked out of the computer lab for over TWO months due to SBAC. My third grade daughter (who I opted out from SBAC testing has lost HOURS (I don't even dare to estimate, but perhaps 50+) of instruction time over the course of these months due to test prep and administration. As a teacher and parent, I am outraged.	5/30/2015 3:23 PM
661	SBA is just a weapon devised to punish teachers, students and school systems. It provides NO useful information for,parents, students or teachers. It is developmentally inappropriate.	5/30/2015 3:19 PM
662	In my building in order to get everyone through both the CA and PT, we tested from March-the second week of June. As a specialist that not only teaches, but also much provide a separate testing location for some students, not much happened in social skills groups during that entire time, impeding individual education plan goal growth.	5/30/2015 3:16 PM
663	The 10 calendar day window of time for the performance assessment is not fair to students. The amount of time it takes students to complete all assessments is completely disruptive to students' instructional time. Staff time and resources are pulled from students for a significant amount of time.	5/30/2015 3:15 PM
664	The test took a total of 10 hours to administer, nearly two week of instruction for my class. The other class with whom I share instruction took another two weeks. This cut into the curriculum that we were to teach and cut a total of a month out of that curriculum, social studies and science.	5/30/2015 3:05 PM
665	I am a Special Education teacher. Although my students took the individually administered Extended Assessments, we are still impacted by SBAC. My students have not had technology or Library in their regular locations for months, because the Tech Lab is in the Library, and the library is closed for SBAC testing. The individuals who teach library and technology have become nomads who wheel their lessons and supplies from classroom to classroom. My students have not had access to check out books in that time either. As for the students who ARE taking SBAC, how can the government justify eliminating that much instruction time for an assessment? Assessments are supposed to inform instruction, and the only thing we are learning with SBAC, is that it takes too much time. Set kids up for success, not failure!	5/30/2015 3:04 PM
666	My students, reading 4-6 years below grade level in Middle School, missed a week and a half of reading instruction to take a test that none of them have any hope of passing.	5/30/2015 2:58 PM
667	It is absolutely not an appropriate assessment for students thst are dual identified as ELL and with a disability. I had many students in tears, frustrated that they had difficulty reading the assessment and making sense of the overall language. They had the skills necessary to complete the task, but mudding through the directions was challenging.	5/30/2015 2:57 PM

668	I don't see how this assessment will be sustainable when you look at the cost of training and paying people to score the written parts of the test. Also the amount of time that will pass between taking the test and getting results will be problematic. How will they help me as an educator when so much time has passed and those students are now in other classrooms? The students got very burnout by the time we had done the interim tests, with no feedback or results, and then did the actual tests. It is too close to the end of the school year and they are burned out on tests!	5/30/2015 2:56 PM
669	As a parent I am unhappy with this test. My daughter has never had test anxiety and during this testing seAson my third grader developed the nervous habit of chewing her fingernails to the quick and then chewing on her fingers until they were red and swollen. She has never done this before. As a teacher my students lost on on way too much instructional time for these tests.	5/30/2015 2:55 PM
670	We had many hours of professional development about SBAC but when it came right down to it none of it was relative or made the administration easier. Students were tested for over an hour for 4 weeks straight and 8th graders for 5 weeks. That does not include the practice or interim SBAC's. The practice and interims were very different from the actual test...or so the students tell me....because of course I can't see the test, or talk about the test. From what I overheard students saying some students had performance tasks much more challenging than others. Any test that the teacher can't see what is on the test or the results of the test have very little impact on improving the quality of education. The test needs to be less secretive. There were many many errors on the test. I teach my students to label the units, but the test wouldn't let you do that.	5/30/2015 2:53 PM
671	The SBA was extremely stressful for my fourth grade students. It was way too long and many students expressed frustration that they felt that they did poorly. Due to the lengthy disruption in out schedule, I was not able to teach an entire science unit.	5/30/2015 2:42 PM
672	We spent over 45 hours testing students this year. Over the last two months my students have lost so much instruction time due to this test. By the end of our testing students were unengaged and no longer cared about the test and just wanted to be done.	5/30/2015 2:41 PM
673	My experience is with the High School Mathematics assessment given to high school juniors. I work at a public charter school that serves low income, high needs students. These students have had a traumatic history with education and are at our school to earn credits and work experience to try to achieve their degree and live a successful, productive life after high school. Many of these students are behind in credits and have many gaps in their mathematics knowledge that we as a math department help fill over the course of their time with us. We do everything we can to help students cope with their math anxiety, gain confidence in themselves and problem solving skills from the math that we teach, and end up not hating mathematics as much as when they came to us. The SBAC took every positive step we had made with these students in years and destroyed it in a few minutes. Everyone of my students experienced such a high level of anxiety and trauma from the test that they reacted in negative, counter productive ways. Some started yelling, others crying, all of them bonding together to say how awful this test was and how dumb they felt trying to take it. This assessment was so bad and harmful that it did not and will not be an accurate assessment of them or their skills. Instead it will be a trauma inducing, stress and anxiety catalyst that leads to my students clicking through and doing everything they can to get rid of the test so that they cannot have to deal with the stress and anxiety any longer. The effect this test had on our school climate was massive. Students returned to class distraught and upset and feeling like failures. They couldn't get it out of their heads and proceeded to talk about it for the rest of the day. They couldn't focus. They couldn't calm down. The experience simply ruined their days and the school culture. And that was just day one. This is not the right test for my students. This is not the right test for my school. I was told that originally this would be an easier test that students would have to write more extensive details about to prove their actual high cognitive problem solving skills. This is sadly not true. It's a test so difficult that it has been proven to be built for many students to fail and couldn't even be passed by professionals with professional stem degrees. There is simply not enough space here or time available for me to tell you all of the horrific aspects of this test or how much damage it has done to my students and my school. And to think that people will look at this "data" (that we can't do anything with because it's not valid and we won't get it back until the fall) and somehow judge our students, teachers, and school from? What a complete and utter disgrace and injustice.	5/30/2015 2:35 PM
674	The amount of time dedicated to testing in uncalled for and in the case of students in grades 3-5, inappropriate. Would we rather spend our precious instruction time educating the youth of our communities or testing them for reasons unbeknownst to teachers, students, and parents. The fact that students tested have not had common core standards for the duration of their K-12 education is laughable. The lack of transparency shows lack of moral and ethical values at best. Students and teachers are not here to be experimented on. If there was ever a way to drive more people out of a profession, this testing regiment and culture is it!	5/30/2015 2:35 PM
675	The assessments are too long. Our students took approximately 20 hours each to finish all the tests. We tested for 5 weeks straight at about 45 minuets a day.	5/30/2015 2:30 PM
676	It is far too time consuming. It caused disruption of daily routines, student participation in ELD and SPED services, which we are legally obligated to provide.	5/30/2015 2:15 PM
677	Layout and design of the computer portion of the performance tasks is not developmentally appropriate for third graders.	5/30/2015 2:14 PM

678	It took our third graders nearly two months to complete the test with three to four half hour sessions a day. This really disrupted our schedule and reading block.	5/30/2015 2:11 PM
679	While I believe assessment is important, the disruption to instruction, and the access to technology put our building at a standstill for almost 2 months. In the bigger picture of the instructional year, that is an incredible amount of time loss. Life the nationalized SAT and ACT exams, perhaps it would be more useful to have students test when school is not in session.	5/30/2015 2:06 PM
680	My fifth grade students spent on average 16 hours testing. The amount of time taken away from learning is unforgivable. With so many hours of testing the entire scool schedule was upturned to get everyone into the lab. Testing started before spring break and ended the end of May. How can that be ok?	5/30/2015 1:55 PM
681	It takes up too much instructional time. 31 hours for one student to complete, 25 minutes for some. The last three months have been nothing but assessments disrupting learning time. I have had students stare at their computer screen for an hour and do nothing. 10day timeline for the performance task is also joke. Several kids lost this opportunity. I understand the need to know how Oregons students are performing, but this isn't the way to do it.	5/30/2015 1:51 PM
682	It felt like in many cases that the requirements needed for understanding how to use the technology outweighed the use of their knowledge for that skill. For my poverty students it became frustrating because of their discomfort with technology....like finding which word was the valid word for the definition....click on a word in the story and the math manipulation to create shapes and things. Is that testing their understanding of that academic skill or their ability to manipulate the computer. The performance task was ridiculous for my Spanish speakers who had to read and write in English, when all their instruction is done in their native language. What was that testing?	5/30/2015 1:47 PM
683	I am a substitute teacher. For several weeks, most of my classes have had students missing because they are testing- they aren't finished, or they say they're finished but an administrator says that they are listed as not finished. One day, I had a job where the lesson plan called for the use of ChromeBooks, but they were being used for testing. It took a teacher and an administrator to abandon their duties to make my lesson possible. I am angry about the cost, the lack of reliability of the test, and the fact that low-paid scorers (bachelors degree preferred) are being trained to produce scores within the "expected ranges." There is very little evidence to support the usefulness and reliability of this test, the opportunity cost is enormous, and there is plenty of evidence that its use is a detriment to K-12 education.	5/30/2015 1:44 PM
684	This was an incredible disruption to our entire school.	5/30/2015 1:44 PM
685	Too long of an assessment. My students lost many hours of classroom instruction. Many of my 8-9 yr olds told me that their head was going to explode, they had headaches, and even fell asleep at the computer. They lacked typing skills especially for the performance task. The test itself was extremely difficult since students were not allowed to print. The math performance task required the use of both sides of the screens as well as the question above to answer the question on the bottom. Confusing and difficult to navigate. The direction were not clear so students were not sure what was exactly being asked.	5/30/2015 1:41 PM
686	We changed our entire school schedule for four weeks, losing hours of instruction in all content areas, plus planning time. The time it took for students to complete was nowhere near what we were told it would be, most students took much more time to finish.	5/30/2015 1:41 PM
687	No ideas of passing scores, no way to view results, we are at the mercy of corporate companies for the assessment. Questions/answers are poorly written and way beyond grade level.	5/30/2015 1:26 PM
688	I think there is some good in the SBA - I like how the ELA assessment has kids reading and writing to show how they can interpret complex text and integrate multiple sources. I like how the Math assessment incorporates so much real-world problem solving. My concerns: 1. The directions were unnecessarily wordy, making questions that students COULD answer successfully not accessible. Also, there were times when students couldn't look at both the question and the information they needed to answer the question at the same time (like a chart on the Math PT). If printing questions is no longer going to be an option (which I still don't understand why that's not an option - that is EXACTLY what I would do as an adult), then they need to fix that glitch. 2. The test took longer - 1.5 weeks per subject instead of 1 week per subject for OAKS. 3. There has been very little information communicated about how these tests will be scored. 4. From what I understand, it is taking a LOT OF \$\$\$ to hire & train scorers. Why isn't this money going back into the classroom when we still haven't added back everything from the recession?	5/30/2015 1:17 PM
689	Some of the highest kids in my class are experiencing a great deal of frustration-from the way that the questions are worded to the amount of time it takes from learning. Suggested time frames are inaccurate; my fifth and sixth grade students have spent three 1.5 hour sessions on the literacy performance task, and will need at least 2-3 more of those length sessions to complete the task.	5/30/2015 1:16 PM
690	I teach third grade. The Language arts performance task was not aligned with third grade CCSS. It was aligned with 4th grade standards. The directions were a page long for the essay piece. This caused tears and frustration for some of my students. Previously, my students have enjoyed the OAKS. Also, between the prep my school did and the actual exams, we used at least 16 hours of instructional time to complete this. Smarter Balance has got to go! It is destroying our students' self esteem and is wasting valuable class time.	5/30/2015 1:05 PM



691	For two months our daily schedule was interrupted and re-scheduled to accommodate this state mandated assessment.	5/30/2015 1:04 PM
692	The test is long. I had students take over 7 hours to complete. Any other 7 hour tests I can think of result in a license to practice medicine or law. We had frequent computer issues - loading slowly, tests not saving correctly, tests stopping in the middle and losing student work. The power glitched once during the time tests were being administered, and multiple students lost work. The time frames also caused problems. We are on a 4-day week and Friday, Saturday, Sunday still count against students even though they can't take the test then. The math performance task 24 hour window also caused scheduling problems and resulted in students missing classes other than just math to finish.	5/30/2015 1:02 PM
693	As our school Title I teacher I was not allowed to help administer the Smarter Balance Assessment. However, one of my educational assistants, who is only part time Title and part time whole school, is our school testing coordinator. She and one other EA were away from their regular instructional assignments for 5 weeks. No one was able to sub the entire time, so both women had multiple subs. This greatly affected the performance of their groups for way tooooooo long. Next year we will have more than one computer lab specifically to shorten this amount of time.	5/30/2015 1:01 PM
694	It took too much time away from teaching. Too many kids didn't feel good about themselves while taking it	5/30/2015 1:00 PM
695	I'm not opposed to state testing, but this test was arduous. There were issues with how questions were written and functions with in the test didn't work. The students will not receive feedback that is worth the amount of work that they put into their responses. The length and number of segments is excessive and students are not set up for success.	5/30/2015 12:57 PM
696	As a parent, I am concerned about the stories I have heard about District and School administrators bullying and intimidating students and parents who ask about opting out of SBAC. I am also concerned about District and School administrators either intentionally or ignorantly misleading parents and students by telling them if they opt out they have to take an alternative assessment as opposed to do an alternative learning activity while their peers are testing. I am dismayed to hear about school libraries and computer labs being closed for weeks due to testing, as well as stories of Special Ed students who have lost weeks of SpEd instruction due to testing which puts them further behind than they already are. I worry about the students who will have their self esteem and confidence battered as a result of taking the unvalidated SBAC and the lost instructional time for all students. I am grateful OEA is doing this survey and am eager to hear about the results. Thank you!	5/30/2015 12:48 PM
697	It does not provide the type of data that will help me with the instruction of my students or inform me of their levels in the various academic areas.	5/30/2015 12:45 PM
698	While the third grade content was reasonable the question prompts were not. In testing it is not appropriate to have prompts above the reading level of the content being tested. Students missed questions not because they could not read and understand a passage but because the question was very poorly designed. For third grade math, students sometimes entered numbers with the keyboard, sometimes by clicking on a keypad on the screen, and sometimes by dragging and dropping the number. Why? A test does not need to be cute, stick with one entry style. Students were often more confused by the mechanics of the test than the content.	5/30/2015 12:40 PM
699	students are worn out and frustrated from the smarter balanced assessment.	5/30/2015 12:35 PM
700	Whew! 26 days later. What a lost of instructional time!	5/30/2015 12:29 PM
701	As a teacher for almost twenty years, I had never had a student cry during standardized assessments until this year. With unclear task instructions, complex, unfamiliar uses of the technology interface, and tasks outside of the scope of our current curriculum, the level of student frustration was incredibly high with Smarter Balanced. Then, there is the amount of time students spent on the assessments. With the 4th and 5th graders I work with, there were some who took over nine hours on the ELA performance task alone, and that is not counting the class lesson. That was over seven school days, with two days including two hours of work on this test alone, to complete the writing portion of the test. The student who took the longest was not the most challenged, but rather the student who generally scored highest on other standardized tests. This student was so negatively impacted by the testing, their parents chose to opt them out of the remaining tests due to the combination of emotional stress and seemingly irrelevant data the testing may provide. All in all, testing this year was a nightmare, and one I will not repeat.	5/30/2015 12:26 PM
702	It is incredibly difficult to schedule because Juniors miss important class time. In particular, in mixed class, college classes that have their own required curricula, the class HAS to continue while juniors miss class. This puts tremendous stress on Juniors to get caught up during an already difficult time.	5/30/2015 12:21 PM
703	Ridiculously difficult and developmentally inappropriate for my third graders. A waste of time because it's not a useful tool for driving instruction or even assessing what students know because you must be very technologically savvy to even have a chance of scoring well. We don't have the money to have a computer for every student to do their daily work on a computer, so students are penalized for this.	5/30/2015 12:20 PM

704	The Assessment required way too much time out of the school day. This seriously disrupted the implementation of established programs such as AP and IB. Plans were not laid out at the start of the school year. Content wasn't aligned with district targets. Accurate information was not given to students and their parents about the test and teachers in our district were given a directive to not let them know they could opt out. The purpose of these tests was not made clear. It seems to be about evaluating schools, but then students can't graduate without passing? Which is it? Does the test do an accurate job at both? (NO!)	5/30/2015 12:19 PM
705	I believe the test was set up to ensure students fail it. Why else would you have a question about data in Table 1 but have a picture of Table 2 next to the question? Why else would you have third graders typing "essays" and information articles? My students have computer lab one day a week. None are fast typists. A big formatting problem was students couldn't find the question. There would be a lot of text and the question would usually be at the end of the text, but it look just like the piece that they just read. Is there a reason they can't bold or change script to identify a question? Why would you have the language arts performance task be about landforms? Is that intrinsically interesting to 8 year olds? The whole test was formatted poorly for a third grade user. Plus student learning was severely disrupted for 3 weeks. I cannot see how these tests--all 3 weeks of them-- benefited my students one bit.	5/30/2015 12:18 PM
706	The smarter balance test confuses endurance and rigor. All that should be needed to know whether a student can write (rigor) is one essay, not the myriad (endurance) of reading and writing as presented on the test. We will not know whether a student can write because they don't have endurance to do the test. This is not the fault of the teacher for not teaching endurance, but the nature of the subjects involved. Our SPED kids could show their mastery to some degree, but on this test they melt down, feel lousy about themselves, and do not benefit from the process. In fact they, along with all of the other students, are harmed by this multi day emphasis spent on assessment rather than on instruction. My colleagues would probably call me a standards based believer, but this method of assessment is absolutely soul crushing and I am not proud of the profession and certainly not proud of the law makers themselves who probably could not pass this test and in the very least, sit through the grueling and cruel days.	5/30/2015 12:13 PM
707	Smarter Balance is neither. The length of the assessment is ridiculous and not necessary. Collection of meaningful data should not require so much testing. SBac is an Edsel.	5/30/2015 12:11 PM
708	The SBA left the students frustrated and giving up on trying their best. The test asked them to perform complicated tasks with no report of how they did at the end. Many gave up trying their best, so it wasn't a true assessment of what they know.	5/30/2015 12:06 PM
709	It was frustrating because students were expected to type in lengthy replies to questions, yet they have no keyboarding experience. Our school only has 1 small computer lab for 350 students. Additionally because of the amount of time implementing the Common Core, we eliminated pretty much all extra curriculum such as social studies and science. There certainly wasn't time to teach the students how to type. Some kids saw the amount of work required for the Smarter Balanced test and they just shut down. Others raced through the test just to be done with it as they have no stake in how they do. There is no penalty for doing poorly and also no reward for doing well (we won't even get results) until the current students are half-way through their next year of school. The only people who get penalized for poor performance are the teachers. Also without prompt test results, it is hard to adjust teaching to make it better for the next year.	5/30/2015 12:04 PM
710	I am a special education teacher, K-5. This test has absolutely no benefit to any of my students. We already know how they are performing. We provide special education services to help them build the skills they need to be successful in school This test conflicts with these services. So, although they will derive no benefit from taking it, they are removed from the specially designed instruction we deliver in order to comply. I have some students who missed out on four weeks of instruction. This is a travesty.	5/30/2015 12:04 PM
711	There is no question that teaching to the higher CCSS is a good idea, but testing them when they are 8 years old seems to take more time away from good teaching than necessary.	5/30/2015 12:00 PM
712	CAT wasn't too bad, similar to OAKS, but not as well worded items. Perf Tasks were poorly designed and wording was horrible. Items were confusing, assessing multiple skills beyond math, and not coherent in flow or appearance.	5/30/2015 11:59 AM
713	I lost 5 weeks of instructional time with my juniors because they were pulling kids out for testing. We only have 1 computer lab, so we can't test all our kids at once. But it's not fair to do instruction that kids will miss because they are testing, so during the 5 weeks they were pulling kids, I basically had a study hall in my English class. I feel like the kids really lost out.	5/30/2015 11:52 AM

714	The tests were very time consuming and disruptive to our educational program on many levels; loss of computer time, loss of intervention time for students, loss of instructional time. The test itself does not appear to reflect the adopted curriculum of our school district. Teachers are continually working under our district mandate to have strict "fidelity" to district adopted curriculum while at the same time recognizing that the reading and math curriculum do not cover all the core standards on which students are tested. The tests themselves are unfair, for example students with daily access to computers for written language and math activities are comfortable working with the interface encountered during testing, while students who do not have regular access to computers such as mine, as less adept and at a clear disadvantage. Additionally the new "rigor" of the tests seems rather unfair to students. I am all for the standards being tougher and indeed want my students to excel in all aspects of the new Common Core, however, students and teachers need to be given more time to develop their expertise with the standards prior to implementing the new tests. Beginning Smarter Balanced this year, made no sense to me, and only serves to discourage students, families, and teachers. The Smarter Balanced Assessment does not appear to have been developed with experienced teacher therefore questions do not appear to be at appropriate developmental levels for students. The authors of Smarter Balance are earning loads of money from our state, and we appear to be stuck with an inappropriate test that could very well undermine the successful implementation of the common core standards. As a veteran teacher of over 34 years and someone who willingly embraces changes to our craft and champions new research to move students closer to their lifelong learning goals, I am disgusted by the current system of assessment and frankly worry it could serve to undermine public education. OEA must find the means to spark an informed public debate about overhauling these inappropriate assessments, and demand that the state look at other options.	5/30/2015 11:51 AM
715	The SBA takes away too much learning time for our students. It is also hard to have all the computers needed to administer these assessments with the budget cuts we have experienced.	5/30/2015 11:51 AM
716	This is the worst testing experience. It took four weeks out of my curriculum. My library is now merely a testing center. No books, no computers, no integration work with the librarian- she's just there to test kids who absent. This was an intensely stressful time for my students- and I teach gifted kids, who will probably do well. The time, the disruptions when the network would go down, disruptions in schedule, being tested on the computer when they are used to paper test- much worse for any student who was absent ever! I do like the critical thinking skills tested here. That is about it. If students took the test every three years, it would be better. Or not at all.	5/30/2015 11:51 AM
717	Instructions were too long, instead of step by step instructions and they were not clear for students. Too wordy and not a useful or true assessment of students and their learning. The ELA test was specially hard for ELL students as the instructions are not student friendly for Native English speakers, imagine how bad they are for an ELL student who is at language acquisition level 1, 2 or 3?	5/30/2015 11:50 AM
718	Our computer lab was closed for four weeks for SBAC. It was closed again last week for district math testing and will be closed again next week for district reading testing. Our 8, 9, 10, and 11 year olds have finished off their year with six straight weeks of testing.	5/30/2015 11:48 AM
719	The Performance Tasks need different student instructions. The language in the Performance Tasks need to be simplified.	5/30/2015 11:40 AM
720	If this is truly a way of improving instructional methods and leveling the playing field for students with culturally and socio-economically diverse students, why aren't scores available within a reasonable time frame that would enable teachers to inform their instruction?	5/30/2015 11:33 AM
721	Based on my review of the sample items provided by SBAC for selected response items in ELA gr. 3-5, the quality is remarkably poor. Texts are presumably chosen because they are in the public domain and thus do not incur costs for use. Some use very old fashioned language that would be unfamiliar to children. Some make assumptions that young readers will be familiar with certain experiences, like diving into the deep end of a swimming pool, that would be unusual. For me, a retired elementary teacher who still cares about the quality of teaching and learning in schools, the poor quality of the testing is items is one aspect of SBAC that should be analyzed. Of course this is hard to do when items are kept secret.	5/30/2015 11:29 AM
722	Students were very confused regarding the wording of questions, even with mini lessons and a focus on vocabulary instruction for math and reading this year. They also had confusion regarding the purpose behind this level of testing for their grade level.	5/30/2015 11:19 AM
723	Since we have to use computers to administer SB, students were pulled from other classes in smaller groups. This caused disruptions to regular classes for an entire month. Getting students caught up from their excused absences has been a challenge. Since the computer labs were being used for SB, other classes did not have access to computer labs for a month.	5/30/2015 11:17 AM
724	The smarter balance test took away weeks of classroom instruction. The test itself was stressful for some students and actually caused tears. It is now the end of the school year and I am behind on curriculum that should have been taught but I had to spend a few weeks teaching how to use the technology aspects of this test and the new format. It took 6 weeks to give this test as we only had access to computers one hour each day. The test took WAY longer than what they said it would take. By the time we were done I had to give my kids another set of district tests and give work sample assessments. It's just too much! This is way too much for 9 and 10 year olds.	5/30/2015 11:16 AM

725	I teach math and my students lost 3 weeks of instructional time in order to take this test.	5/30/2015 11:14 AM
726	Students complained frequently about headaches and sore eyes on testing days. I believe this was due to looking at the computer for long chunks of time, which is worry-some. I do appreciate that students only get one attempt at taking the test. In the past administrators pushed to have kids in the SPED program to take all three tries at OAKS, even though teachers felt it wouldn't have enough of an impact to have them "meet" or "exceed". I am happy that pressure is gone this year. Teachers wish we had the scores earlier to help with instruction. If the students' scores come home in the summer, what's the point of an 8 hour test? I won't have anymore opportunities to help them learn by then. I enjoyed the in-class part of the math and ELA performance tasks (elementary). They helped kids picture what the problem was asking, clarify questions on vocabulary, and it got them excited about the topics. I think this was very helpful for English Language Learners!	5/30/2015 11:12 AM
727	My students were frustrated and angered by the test and the fact that I was unable to provide much guidance or any real goal to aim for. After it was all said and done, my students lost a full 15 days of instruction to the test and have absolutely nothing to show for it. It is ridiculous that we were forced to subject ourselves and our students to such a poorly organized and run high stakes test, and fully lose three weeks of school to do it. Embarrassing!	5/30/2015 11:12 AM
728	The separate lesson before the Performance Tasks really complicated the time schedule. Students could not take the PT until they had the lesson, but students were absent. There was no easy, quick way to repeat the lesson. I would suggest the "lesson" be in bedded as the first part of each PT.	5/30/2015 11:11 AM
729	I am a Special Education teacher. Some of my students are reading three or four grade levels below their enrolled grade, yet they are not "low enough" to qualify to take the Extended Assessment. Therefore, they were subjected to a test in which not only could they not read the articles required to complete the Performance Task, they could not even read the directions for what to put in the text box. I was not allowed to give them any help other than a paltry "do your best." Several students began to cry because they desperately wanted to "do their best" but had absolutely no idea what the prompt was. Eventually one of them started typing a story about his favorite video game. I almost started to cry myself, because this is a third grader who in September could not write single words independently, and is now able to write a topic sentence and three supporting detail sentences, spelled phonetically and punctuated correctly. In addition, he now reports that his favorite thing to do is write, and he does it at home most evenings by choice. He has made two years worth of reading and writing progress this year. Yet he will fail this assessment, because he is not yet reading at grade level.	5/30/2015 11:09 AM
730	Doesn't give me any significant information for instruction for my current students. I am better served as a teacher to use my ongoing unit assessments to help meet my student's immediate needs!	5/30/2015 11:07 AM
731	Shame on anyone who thinks yet another "test" is what students and educators need.	5/30/2015 11:07 AM
732	It was very difficult to prepare my student for the SBA because our school adopted curriculum does not align at all with the fifth grade common core standards. Also the the children in the community that I teach are not expected to be stand alone student. The SBA questions were three steps too much for my students to try to work through. We need lots more parent understanding of what SBA expects their child to be able to accomplish. Independent thinkers is what we need and it seems the trend in education is to have students working together. Where is the independence in that?	5/30/2015 11:05 AM
733	The test was a very inauthentic assessment. The skill set they were testing for could easily have been done by a classroom teacher with an authentic assignment. The directions were very confusing and the vocabulary was extremely high-level. Many students just wrote "I don't know" as an answer in the writing part. Many showed signs of anxiety and stress and frustration or they just silently gave up. More of the high level students spent more time completing their test . More of my high-level students missed a week class instruction to finish so it was hard to teach something new as half the class was gone. The test directions, answers and questions were often confusing. The test questions were narrow and the performance task was worthless. This test is not an accurate reflection of the skills of my students and their abilities. There was a lot of stress about implementing practice and interim tests in order to prepare students for the SBAC. My school tried to use iPads for interim testing and it was a complete and utter disaster. Several teachers I know spent almost the entire school year teaching argument writing because that was their focus to get ready for the smarter balanced test. By then most students were completely burned out on testing at all and their behaviors and engagement showed it. The focus on the test really narrowed the curriculum taught in the classroom and students did not have a well-balanced experience. The directions were very overwhelming and many kids gave up even trying to read them. Very few if any parents knew they could opt their students out. Students were frustrated when they did not get immediate feedback on how they did. This test is a waste of time money and provides little if any feedback that is relevant to my teaching. I philosophically chose not to spend very much time on the practice test. However my principal was expecting us to all administer the interim test on iPads. Luckily the iPads were a disaster so I did not have to do that. I spent probably half an hour just showing them the new format as the class. Other teachers did use the iPads per principal request and spent hours and hours in a completely dysfunctional environment as they did not work.	5/30/2015 10:53 AM

734	The students spend too much time taking the test. Students who are absent are forced to finish testing more time in one day, than they should. We need to remember these are children who are independent thinkers. They want to do well at first, but after 2 or 3 hours of testing (even spread out over 3 or more days) the test no longer holds their attention. They begin guessing, just pressing buttons or daydreaming. It doesn't matter how much we work On persevering, they are still kids. When they do finally finish there is no feedback for them or us. Also the missed class time is detrimental. For one test, language arts or math, students spend 2 class periods getting familiar with the testing situation. Then another 3 class periods testing. They do that 4 times.	5/30/2015 10:49 AM
735	I teach 11th grade ELA -mostly AP English Language and Composition. Our high school did AM and PM blocks alternating to distribute impact. That was a mistake. Our AP classes were all in the last weeks before exams and this is a difficult time to miss class. We had subs in most of our classes while the regular instructors were proctoring exams. Learning was impaired in all settings. I would advocate for taking a week to get all testing completed, right before or on return from Spring break. Teachers would not be teaching their regular class schedule so we could also save on substitute expenses. 9th, 10th and 12th grades could use this time for their Personal Education Plans, forecasting, volunteerism, meeting essential skills through work samples, etc.	5/30/2015 10:49 AM
736	This appears to be a draft of an assessment. So poorly executed! Additionally, the length is extremely inappropriate for any K-12 student, and the younger the student, the more inappropriate it is! Third graders in our school spent 20 hours in the ELA testing environment and another 8 hours in the math. That is beyond ridiculous. Also, the test interface is horrible and difficult to use. Again, third graders with little to no experience using technology found just the physical experience incredibly frustrating. And the test had many errors, as if it still is in "beta".	5/30/2015 10:49 AM
737	The middle and high school students at our facility spent 21 days working on it - for multiple periods a day, and only 1 student completed all of the components. That is 21 days where students were pulled from their LA, SS, and sometimes Mth and occasionally Science classes, not receiving instruction of any kind. We were originally told by the district level test coordinator that we did not have to do it at our facility because we are a school for children in mental health crisis. Our principal would not accept this, and enforced that we had to offer the assessment. What good does it do to test children who have been out of school for long stretches and are now with us because they were in the news for jumping off of a bridge, or they are in the middle of a horrible schizophrenic episode and they are convinced that a van of government people are in a van in the parking lot waiting to come over and nab them, or they are dealing with the emotional trauma of having found their parent dead from suicide or overdose? What does that inform politicians, teachers, or anyone in society? This is how well Johnny can perform grade-leveled math while in the middle of a psychotic break! What good does this knowledge do anyone on the planet? What we need are explicit protections so that we don't have to waste precious time and valuable resources administering something more crazy than our population. As you might imagine, we don't have a lot of resources or supports at our facility. Administering SBA meant that we had to stop pulling students for 1:1 academic supports because those teachers who had offered these supports were busy overseeing testing. Our testing students were not interacting with their peers in a classroom setting and learning or accessing support for pro-social behaviors. Instead, they were isolated and forced to concentrate hard and do things that made them struggle emotionally. They were already isolated before they came to us, and they struggle with concentration because of the social/emotional/mental health issues. This testing simply prolonged their social/emotional/mental health status and pulled them away from the therapeutic setting to put them in a testing center setting. How inane is that? There needs to be specific wording that identifies that certain settings DO NOT NEED to test. A school that is attached to residential treatment facility should be one of those settings. I would offer that a school that partners with a mental health agency to provide day treatment to ensure that wobbly socially/emotionally/mental health challenged students also be protected from testing to ensure that they are receiving the full therapeutic and academic support that they need to step down to their neighborhood schools. Also, that 8.5 hour guesstimate for how long the test would take for 8th and 11th graders? No no no no no. It was not even close. Again, we tested for 21 days, for multiple periods, and only 1 student at our facility completed the battery of assessments. PLEASE, don't let my words die on the vine or be wasted. PLEASE speak up and do something! Stop the insanity. Common sense says that the public is going to insist on some sort of test. That is where we are, socially and politically. We have an oligarchy that is ruled by big business, and Pearson is big big business. However, there must be an appeal to reason and compassion, and my students need our voices to be heard to protect them during their time of frailty and fragility.	5/30/2015 10:47 AM
738	Even with the practice tests, students were unprepared for the actual test. Unfamiliarity with the test format, vocabulary, and use of tools made the test really frustrating for students.	5/30/2015 10:45 AM
739	On average each student in my class spent 8-10 hours testing in order to complete all aspects of the Smarter Balanced Assessment. This does not include practice tests or time spent in the classroom familiarizing them with test format and teaching strategies. Because best practice for testing has been shown to test in small groups I could not test all students at one time, which meant that nearly ever day, for 1 hour each day, for 6-8 weeks I was testing. This greatly impacted instructional time and therefore decrease student success. Because my students and I were testing, my students were not able to have more instruction and practice toward mastering the CCSS. The Smarter Balanced Assessment also caused my students to be more stressed and worried about school. They were very concerned about the test's impact on their future. Many students complained of being tired of testing and wanted to get back to 'real school'.	5/30/2015 10:43 AM

740	The student instructions were very wordy and hard for children to access, especially those with learning disabilities or limited English. That said, I felt that the questions and tasks in the actual test were better than those of OAKS.	5/30/2015 10:43 AM
741	Too much time devoted to testing with SB. It shut down much learning and other programs, projects	5/30/2015 10:43 AM
742	I am an speech/ language pathologist and testing interfered with my ability to access students To meet the time needs they had on their IEPs, as well as assess for initial and three year evaluations. I was scrambling and panicking for over two months!	5/30/2015 10:42 AM
743	This test was especially problematic for students with disabilities. The instructions were very lengthy and wordy. There are multiple steps in each direction and the directions/instructions did not stand out against the text. It would have been helpful if the instructions were highlighted so students could clearly distinguish what they were being asked to do. The test also required significant computer skills beyond strictly typing answers. There was not enough time to fully instruct students on the tools to use to adequately complete the tests. Students became overly frustrated and often defiant during the testing. I do not believe it allowed for an accurate assessment of sudden ability or knowledge. Overall the time it took to prepare and test students in the special ed setting alone amounted to a loss of over a month worth of instruction.	5/30/2015 10:40 AM
744	The amount of time that it took away from my teaching was appalling! It literally tied up our computer lab for six weeks. No one else could go in and use technology because half of our school was being tested. Our poor tech. assistant did not "sign up" for this. After this testing she put in her resignation.	5/30/2015 10:40 AM
745	There was a lot of confusion and a lack of communication in my building. Some students were given the wrong test and then were not allowed to take the right test.	5/30/2015 10:39 AM
746	Very difficult For Special education students	5/30/2015 10:36 AM
747	Terrible experience for Special needs students	5/30/2015 10:33 AM
748	This first sentence is to protect myself: I only read questions [in a monotone voice] on students' computer screens when they asked me to do so and if they had previously signed a paper allowing for this; hence, this is the only way I know what any of the questions stated. Some of the wording was confusing. Many of the questions seemed to have very little in common with the SBAC practice test questions. Bottom line, and I've been saying this every year for more than 15 years: We need to return to testing as was seen in the past, e.g., Stanford Achievement Test* (SAT), Iowa Test, etc. There are numerous reasons for this. Here are just a few: 1. The American Psychological Association--which produced one or more of the tests that I am thinking of--allowed students to bubble in their answers (possibly 40 questions per test), so we wouldn't have to deal with computer glitches. 2. Even though the questions were grade-leveled and multiple choice, they revealed more about what students knew and could do than the current test which fails at attempting to determine if students can apply specific concepts. 3. Those former tests were much less expensive to administer. 4. Feedback to the public, administrators, teachers, parents, and students was much more timely, results were more user-friendly, and everyone could view reports that gave them more complete insight into each individual student's progress. 5. If my memory serves me correctly, I believe the SAT* (not the one for college admission) covered about ten subjects and could be completed in approximately two-to-three days, for all subjects combined. Including student absences, this never took our school more than one week out of the entire school year, allowing for much more instruction and lesson practice time in the classroom.	5/30/2015 10:30 AM
749	So much lost instructional time, and disruption of interventions/supports for English learners, struggling readers, students with special needs, and general population	5/30/2015 10:29 AM
750	Implementation of SBAC has made me start thinking about what other profession I can switch to. Weeks and weeks of testing has made it impossible to teach curriculum. The behaviors in my classroom have been awful. Asking 3rd graders to test and prepare for weeks on end is WRONG. It is an awful way to nurture a love for school. The worst part of the process is the ELA student performance task. What a JOKE! How can this be developmentally appropriate? Most of my students took days and days and still did awful. Most of them don't even read at the level necessary to figure out what the task is asking of them. Oh my gosh, this assessment alone makes me want to quit teaching, not because I won't prepare my students (my job evaluation is on the line....another ridiculous aspect of this ridiculous assessment), but because the stress it causes to these wonderful little people is not necessary. I had to stop teaching curriculum weeks early this year in order to make time and prepare for SBAC. What a shame and what an awful turn in our system.	5/30/2015 10:28 AM
751	Immensely time consuming. Tied up computer lab for 2 months. No feedback until next fall. Child abuse	5/30/2015 10:25 AM
752	10 calendar day testing window is ridiculous. Don't start a test before spring break. The math test takes longer to complete than the ap calculus test, absolutely ridiculous	5/30/2015 10:21 AM
753	The assessment takes much more time to administer than what the state indicated. It takes so much time to administer that instructional time for students is impacted by weeks. My greatest concern is that we are expecting more from our students but using all our instructional time testing. The accommodations for students on IEPs are also less than they were allowed on OAKS, making it more difficult for them to even understand the directions.	5/30/2015 10:19 AM

<p>754</p>	<p>Not a single teacher at our school was trained properly and as a result there was unnecessary anxiety about how to administer the performance tasks. I suspect the training didn't happen because the administrators did not know what to do and left it for the teachers to figure out. That's a reflection of poor leadership. Once a clear understanding of how to perform the classroom activities as they relate to the performance task was reached, the test was actually enjoyed by most students. One student actually said "wow, that was fun, I like when I get to give my ideas". Is the testing too much? Yes, it is. Our school gave each grade level 8 mornings in the lab. from 8:30 - 11:00. That equates to 10 hours to test 27 students in 5 tests, yes, 5 tests for 5th grade students. Reading, math, science, reading performance task and math performance task. This is not enough time, and it is too much testing. There was also no foresight by our district in allowing for make up tests for students that are absent. Teachers with 27 students are left to figure that out on their own as there is no test coordinator to take kids from classes to test them while the teacher continues teaching the other 26 students. Sick kids happen, but the rest of the class should not have their instruction interrupted so a student can be tested. When we asked about the plan for administrating make up tests we were told to "figure it out among yourself" Again, another reflection of poor leadership. There is NO way these tests should be allowed to be part of teacher performance. We have overcrowded classrooms (out of 27 students, 2 Ell, 1 Life skills, 6 sped, 2 behaviors), with no support, they expect us to be successful, high absenteeism rates, unsupportive administrators, outdated curriculum, abusive parents, disruptive students in classrooms and nowhere to send them when they are disruptive (again, poor leadership for not having a system in place) and now high stakes testing, all leading to very low teacher moral. Schools need to be revamped, administrators need to be current and knowledgeable, teachers need planning time built into their day instead of being at work until 8 &amp; 9 pm consistently and on weekends. Students and teachers need to be supported not continually verbally abused by administrators and parents. There are some real issues going on in our schools that nobody care to address. I, and a number of my colleagues are feeling very disappointed in our union as we feel very unsupported. and we continue to beat up daily by our administrators and parents. It's just absurd.</p>	<p>5/30/2015 10:16 AM</p>
<p>755</p>	<p>Before I fully understood what was going to be required by the SBAC, I was all for it. OAKS was a joke (at least at my school, where I was able to get my class average on the math 15 points over exceeding) and the quality of the SBAC questions and the minimal multiple choice seemed to finally encourage thinking and understanding over lucky guessing and trap answers. I would read posts on Facebook feeds like Rethinking Schools and roll my eyes at all the anti CCSS &amp; SBAC vitriol pouring forth. What were teachers so afraid of? Having their weaknesses exposed? But then as the test neared and I started looking more closely, I began to get anxious. My kids were not ready to think and respond in this way. So I switched into test prep overdrive. Science and social studies disappeared as we worked through lengthy performance task practice (thank goodness other school districts had their act together and had practice materials available online) and numerous reading passages. Homework became all about blatant test prep (under the guise of mastering 4th grade skills), and I felt guilty about how hard my kids were being worked. But they handled it amazingly well and for the most part were very ready for the test. But at what cost? The month leading up to the reading CAT &amp; PT was almost entirely devoted to refining techniques for a test (a test whose results we won't even see until the FOLLOWING SCHOOL YEAR SO I CAN'T EVEN USE THE RESULTS TO INFORM MY END OF YEAR INSTRUCTION OR MY PLANNING FOR NEXT YEAR!!!! sorry, I'll calm down now---that part just really frustrates me). And then the test day arrived. Suggested time for CAT was 1 hour and the PT was 2. Ha Ha Ha Ha! My average completion time was 4 hours for the CAT (with my more meticulous students taking around 8 hours over 12 sessions), while the class's PT average was probably around 7 hours (and I couldn't tell you how long some kids took). Due to a bizarre 10 calendar day time limit constraint we had to test 2 -3 times a day, every day for 6 school days. Guess what we weren't doing when we weren't in the lab for the PT? That's right, getting ready for the math test. Math was a bit saner, but between the adaptive and the performance task, my class was still in the lab for about 6 more hours. Put that together and you're talking about my average student testing for about 17 hours! And when we weren't testing we were avoiding anything too taxing so that they were mentally ready heading into the test. When I originally read about all the time wasted by these tests I thought they were the rants of insecure teachers looking for excuses. But now that I've been through it, these tests are ridiculous. I love the quality of the questions. I love how it pushes my higher students in a way that OAKS never did. But we basically lost a month of school to testing, and that doesn't include all the instruction wasted by test prep. Oh and our reading IA's were pulled to help run testing with our easily distracted students, so the primary wing lost the bulk of their reading support. And our technology teacher got to lead a 2nd PE class for the past month and a half while 3-5 worked through testing. Thank you for putting out this survey. There has to be a better way.</p>	<p>5/30/2015 10:15 AM</p>
<p>756</p>	<p>SBA is taking assessment in the wrong direction. More stress. More work. More student &amp; staff anxiety. This is not what is best for kids.</p>	<p>5/30/2015 10:13 AM</p>
<p>757</p>	<p>Very disruptive, time consuming frustrating and restricted access to technology. There were also several issues and delays with technology during testing</p>	<p>5/30/2015 10:10 AM</p>
<p>758</p>	<p>It was not appropriate for students who were below grade level. They couldn't read it so why waste valuable instruction time!</p>	<p>5/30/2015 10:05 AM</p>

759	The administration of this series of tests disrupted our learning community for over six weeks. No useful information was gained. Students were not only frustrated by the directions (and someone please check the lexile levels of instructions and compare to grade level) and the difficulty of the tasks, but were further frustrated when told they wouldn't know results for months. I can't name one thing of value that came from this experience. I am not opposed to being held accountable, but I cannot bear that my students and I were held hostage to this "assessment".	5/30/2015 10:04 AM
760	I had read plenty about SBAC in the year prior to administering it. Overwhelming, the response was negative. I was shocked to find that it was worse than advertised. It took 10 hours for my students to finish the math computer assisted and performance task! OAKS took 1 hour. That's a loss of 9 hours of instruction. Unforgivable. The same thing happened with the language portion. Another loss of 9 hours of instruction. I am outraged. I teach fifth grade. We also take the OAKS science. Oh my goodness! What a relief. Students completed it in 1 hour and received their score immediately after completing it. (We won't get the SBAC scores until fall. I understand that the scorers are not certified teachers and that Pearson finds them by advertising on Craigslist. Scorers are also told to change their scoring if Pearson managers don't like the results.)	5/30/2015 10:03 AM
761	I primarily teach students with learning disabilities, and SBA was exceptionally frustrating, demoralizing, and disruptive for these students. We lost almost TWO months of instruction since my students took so long to complete the tests!! In the end, I don't think the test gave much useful information/data since students couldn't understand what they needed to do.	5/30/2015 10:01 AM
762	SB testing took an an hour of classroom instructional time for a month and a half.	5/30/2015 10:00 AM
763	As a teacher, there is a lot of uncertainty about the test, how it's scored, the level of difficulty, are students prepared, and is it a good assesment of their skills. There is a lot of student anxiety about the fact that it can only be taken once. Students are looking at opting out of finding alternate ways of meeting the state requirement, like work samples or other test score scores.	5/30/2015 9:55 AM
764	Student instructions at the 4th grade level were too long and multi-step for the developmental level of students. Some of the questions were poorly worded and confusing to students. The overall time needed to complete the English language portions of the the test was 8-10 class periods of 50 minutes. This was a huge chunk out of our instructional time. Not only did the test take a long time for low performing students, but also my more gifted writers also took a long time on the written portions of the test because of the length of their responses.	5/30/2015 9:53 AM
765	The actual SBAC for ELA took us 7 1/2 hours of instructional time to complete. The math took 2 1/2-3 hours. The ELA test is horribly long and complicated. Even the directions (if you can call them that) are over a page long and many kids were not sure what to do. For example , the writing portion(performance task) was titled Mountain NARRATIVE Task, the directions were on the left side of the screen and were over a page long (kids had to scroll). It was then followed by 2 long INFORMATIONAL articles (lots of scrolling for 3rd grade). Then kids had to go back to the right side of the screen and read another paragraph of directions. The first constructed response was an INFORMATIONAL question but it was side by side with the title of the assignment which was Mountain NARRATIVE task. This confused kids who had been prepared to look for clues to help them understand what to do (Is it a command or a question, where is it located, look for key words , etc). Of course I couldn't say anything to help them clarify. Then there was one multiple choice question that was OK . Part 2 confused them further because there was another paragraph of instructions with the topic imbedded somewhere in the middle. The instructions were to write a STORY about a family going camping which of course IS narrative. Since we are supposed to teach text based writing where kids cite their sources and/or read articles to draw from in order to write an essay, this part was ridiculously difficult. Remember that the 2 articles they were given were in informational as was the class activity we had to do before any of the performance tasks (BTW the class activity was on landforms - lakes, caves, plains, nothing about mountains). Whoever wrote this portion of the SBAC clearly has no understanding of how a 3rd grader would think or react to the amount of text and difficulty of finding out what they were supposed to do where. 3rd graders are NOT MINI ADULTS. I kept thinking as I watched this unfold how the person who wrote/approved this assignment really set kids up to fail. This gave me NO helpful information of how well my kids can write. They tried their little hearts out but it took forever. When many of your students are ESL or special needs this test is ridiculous. I also have been very stressed as this year comes to a close because I realize how much of our instructional time was stolen with 10-11 hours of actual SBAC, untold hours of prep and practice tests. I haven't had time to cover all of what I am supposed to teach. This is in addition to district required tests. The tests that give me the most information about my kids are the ones I, THE ACTUAL TEACHER OF REAL KIDS, give. They are based on what we are actually learning (which ARE the CC standards) and they are scaffolded to match ability and timing of instruction.THOSE tests guide my instruction and inform me as to student progress. If we are to take a state test it MUST be shorter and more clear cut.	5/30/2015 9:51 AM
766	The instructions alone are overwhelming, especially on the ELA performance task. Many kids did not understand what was being asked of them and I could not help in any way. They were frustrated and so was I. Even after practicing with the kids on the computer many did not know how to navigate. If the test was given paper pencil more of my students would have had a better chance at succeeding on the test. Many third graders don't have the computer skills necessary.	5/30/2015 9:51 AM



767	During a practice session for the Math CA test, three adults (two teachers and one IA) came to three different interpretations of what one question was asking -- not what the answer was, but what the student was actually supposed to do to answer the question.	5/30/2015 9:50 AM
768	The assessments caused major anxiety and behaviors for many of my students. The amount of time devoted to test preparation and administration really limited time that could have been used for learning.	5/30/2015 9:48 AM
769	Approximately 3 weeks of instructional time was lost due to SBAC and/or test prep. From January through June there was no opportunity to use computer labs for non-SBAC activities.	5/30/2015 9:47 AM
770	Too much testing going on, not helpful to the students. Testing does not make students feel good, some just mark any answer just to get it over with.	5/30/2015 9:33 AM
771	The lay out of the assessment (split screen) was confusing for my 3rd graders. There was too many directions on the screen with too many parts. Many were confused and we're not sure where to start or that they needed to keep scrolling down.	5/30/2015 9:31 AM
772	I had to stop instruction for an entire week due to the Smarter Balanced test. Since some students took longer than others, about half-way through the week I had about 75% of the students, while 25% were still testing. I could not go forward in the curriculum and had to come up with additional "busy work". Additionally, a large majority of the juniors told me they just went through the test as fast as they could because they had already taken the ACT and had the scores they needed to graduate and get into college on that test. They felt no need or desire to do well on the Smarter Balance. On the other end of the spectrum, my lower performing students told me they didn't care either because they would rather just do a work sample to graduate.	5/30/2015 9:31 AM
773	There were many issues that made the testing difficult for students and staff, but the biggest issue was the time it took for students to test.	5/30/2015 9:31 AM
774	This assessment takes too much time away from instruction. It is not a formative assessment, so teachers can't even use it to inform instructional decisions. What a waste of time and money!	5/30/2015 9:30 AM
775	Not well thought out implementation of the assessment and limited training's. Buggy program and technology heavy made administration frustrating at best.	5/30/2015 9:30 AM
776	The assessments themselves did not seem to be as difficult as I expected them to be. My 3rd grade students enjoyed taking them. The issue I have is that there were too many tests. Between the pre-teach for the ELA and Math Performance Tasks, and the four assessments, my class lost approximately three whole days of instruction. It was also very difficult arranging for students to finish the test who normally take an extended period of time working through assignments. These students needed to be pulled from the classroom to finish their tests, which means they also missed out of instruction, content and other classroom activities. The instructions were overwhelming and poorly worded. Many of my students did not understand what they were supposed to do and sat frustrated, some even in tears because they wanted to do well, but couldn't understand what they were supposed to do.	5/30/2015 9:29 AM
777	I'm our school test coordinator, and the performance tasks are incredibly difficult to coordinate since you have to do the classroom activity before they test and then they only have 10 days to finish the test. We have several students who are chronically absent and it has been a nightmare trying to get them to do this. Testing has taken over all three of our computer labs for 9 weeks and kids are yanked out of class for hours at a time trying to get all of these finished. Our 8th graders have 6 tests this year, each taking about a week out of class time.	5/30/2015 9:27 AM
778	My students complained bitterly about the stupid questions and outdated content. We lost more than 2 weeks of instructional time but then the test didn't take very long at all.	5/30/2015 9:26 AM
779	As an ELD educator, the Smarter Balance Assessments create a system of inequality for our ELLs. It is a difficult test for native English speakers who are at grade level, however, it is very demeaning for our ELL students. It is wholly unfair and unjust for students who, according to scientific studies, take up to 8 years or more to become fluent in another language, to the level that they are able to compete with their native language peers. This situation is not comprehensible for them, nor does it provide any useful information for teachers, schools, districts or the state that they cannot get in another manner. They already take the ELPA, showing that they have not achieved academic language competence, so there appears to be little to no reason to take yet another test showing the same thing. This even holds true for the math and science tests which can be read aloud. Even hearing the test, they must still be able to comprehend the higher academic language of the Smarter Balanced Assessments and the ELPA test, along with their ELL status shows that they are not there yet.	5/30/2015 9:21 AM
780	What concerns me about this test is you can only take it once and it is a graduation requirement. It is a biased test for our ELD students and isn't a necessary piece of evidence to prove you are ready / worthy to graduate. Older generations never had to take these tests to graduate like these newer generations do and statistically these newer graduations classes are not stronger or better equipped for post high school programs pr universities. Let's provide more teachers, counselors and greater range of class and program options and supports to students! Instead of slimming down their choices and giving them high stake biased tests and overworked, underpaid burned out teachers.	5/30/2015 9:20 AM

781	Language of questions is vague and convoluted at times Lack of practices involved in test - students are unfamiliar with style of questions/answers as are teachers. Very few models are available.	5/30/2015 9:20 AM
782	As a Title One Coordinator I wasn't involved in administering the test. However, the disruption to our support schedule in terms of classroom reading instruction and intervention services was concerning. Students lost hours of instructional time completing this overly long assessment. The lack of immediate feedback does nothing to help inform current instruction for the students taking the assessment and their teachers. I'm not against assessment, but changes are desperately needed here. This is not what's best for students.	5/30/2015 9:19 AM
783	The Smarter Balanced assessment was an extremely negative experience for my students. I felt like the assessment (especially the math) was not really testing the content but more the ability to comprehend what the question was asking. A majority of my students at some point raised their hand to clarify one or more question, to which I had to say "please do your best". This test was ridiculous!!	5/30/2015 9:18 AM
784	The added performance task created a whole new element of stress to all of us--teachers and students. I felt very unsure about following the script and not helping students understand what they needed to know. I was uncomfortable having a science (renewable energy) lesson thrust upon me as a language arts teacher. I understood how the task was to sort out renewable and nonrenewable energy sources, but I had an inward battle because (as a word nerd) I wanted to debate what EXACTLY renewable meant. I was also forced to promote a politically charged "green" agenda that I am not sure I fully agree with.	5/30/2015 9:17 AM
785	More student stress and anxiety. Higher level of fatigue noted and severe time impact on instruction.	5/30/2015 9:17 AM
786	The SBAC test has taken teaching time away from my students for 6 weeks already.	5/30/2015 9:16 AM
787	I am a Special Education teacher, and I had to literally stop all instruction for a month in order to do the Smarter Balanced assessments. Some students were in tears due to being tested on skills far above their current academic level. It was ridiculous.	5/30/2015 9:14 AM
788	Why wouldn't you give students the math formulas? It's crazy that 7th graders would be expected to memorize EVERY math formula. Although I would agree that students should have the basic formulas memorized (circumference & area of a circle for example) when it comes to the long and complex formulas (many of the surface area and volume formulas for prisms, pyramids, spheres, etc) I think it's unrealistic to expect even the brightest 7th graders to have those all memorized. I've never seen anywhere in the CCSS where it lists memorizing a formula as a standard. I watch so many students miss questions that they easily could've answered had they had the formula. To me that creates invalid results. What are you trying to assess? The formula memorizing skills or their ability to find the surface area of a sphere? In the real-world if I'm digging a hole that I plan on filling with concrete in order to secure a basketball pole in the ground, if I can't remember the formula for the volume of a cylinder in order to know how much concrete to buy and mix, I can look it up and successfully complete the job. Never would I be prevented from doing the job just because I can't recall the volume formula off the top of my head. Smarter Balanced needs to think about what they are actually assessing and help this kids get ready for the real world, not this silly game they are subjected to for a so many school days each year.	5/30/2015 9:13 AM
789	There were some questions that did not match my grade levels CCSS. And there was a lot of emphasis on certain standards and little to know questions on others. Not a well balanced assessment	5/30/2015 9:12 AM
790	12 hours of testing for 3rd graders is outrageous! What a waste of instructional time. Struggling students and accelerated students alike came out of the test stating that they felt like failures. And to what end? The questions were confusing and NOT written with a third grader in mind. This test may measure how well a student can interpret what the test makers were trying to ask them and how to manage the computer, but in no way could it measure what they actually know. I am not against tests, but I am against THIS test. In no way will this improve student learning.	5/30/2015 9:11 AM
791	There are far too many concerns about this assessment to list them all here. The major highlights include length of assessment. academics expectations - technology- useless pt lessons- skill assessment levels for Elementary students and the general misunderstanding of the purpose of assessment . The average student in our school spent 36 hours completing the four assessments our staff could have - and had The average student in our school spent 36 hours completing the four assessments to because we don't have the data - evaluate them based on the common core standards for their grade levels and provide feedback to parents where their children needed to work where their children where successful evaluate them based on the common core standards for their grade levels and provide feedback to parents where their children needed to work . this ongoing assessment took about two hours for math and about an hour and a half for reading. The state clearly needs to look at the v this ongoing assessment took about two hours for math and about an hour and a half for reading value - not only in terms of academic impact loss of instruction - but the emotional stress this caused our students	5/30/2015 9:09 AM
792	The amount of time spent prepping students an then the time for students to take the test is enough to throw out the test. We lost more than a week of classroom instruction time because of the test. The test assumes a level of computer knowledge and savy that many students do not have. It further seperates the student population test scores by socio-economic status. Every administrator and law maker should have to take the high school tests in the same setting we have high schoolers take theirs and post their scores publicly. Every one.	5/30/2015 9:09 AM

793	My eighth grade students spent 6 days on the LA portion, 7 days on math, and took OAKS science twice. We also had district mandated testing that used another 3 days for LA and 6 for math. Despite having many classes test in classrooms using Chrome books, our library has been nothing but a test center the entire last trimester of the school year. Out of my 123 students, 28 were not finished with the math portion after four full 55 minute periods of testing and had to be called out of class to finish. Teachers and students are frustrated. Next week is our last full week of school and my students will be testing in the library once again.	5/30/2015 9:02 AM
794	My HS Junior student was told by a test administrator that her math teacher should have gone over the math problem she had to both write about and produce. The prep for math was very poor in her school.	5/30/2015 9:02 AM
795	Not an appropriate test for ELL's. Just getting through the directions, let alone figure out what they are supposed to do is very frustrating for them.	5/30/2015 9:02 AM
796	All told, about three weeks of class time and instruction were sacrificed for the preparation and administration of the SBA.	5/30/2015 9:02 AM
797	The SBAC was very time consuming. We spent one hour a day for eight days on the initial math and LA tests and PT. Then between make up tests and slow finishers it took almost two additional weeks to get all tests completed. This whole process was very disruptive even with the benefit of a dedicated computer lab and tech teacher to pull students to finish or make-up tests. After the initial whole class test sessions at any one time I would have up to half my class out of the room working on finishing their tests.	5/30/2015 9:01 AM
798	The tasks students were asked to complete were very difficult and inappropriate for students who have just begun to learn the skills and concepts involved.	5/30/2015 9:01 AM
799	I teach K-2 so I didn't have to give test. I did see how it affected some older students and heard from my coworkers that it was a frustrating experience. I have looked at the sample test and found many questions confusing and impossible to answer. There seemed to be more than one correct answer on one question I remember. Testing was also disruptive to our computer labs and library class schedule. I am really discouraged by the direction the state is going.	5/30/2015 9:00 AM
800	As a teacher, it was difficult to prepare students for a test I knew very little about. I don't think it's fair to determine whether or not students will graduate based on one test. It almost invalidates everything teachers do. We are not robots or test-prep machines. We are living, breathing, thinking beings. I see many student successes on a daily basis that could never be measured by a standardized test. A cookie-cutter works is not one I want to be a part of, but standardized tests are making it so that there is only one way to demonstrate your intelligence. All of the other amazing things our students do can not be seen by the results of the SBAC.	5/30/2015 9:00 AM
801	It is just another reason why we are failing our students. They are being spoon fed how to take the test but at not being taught how to think for themselves. Maybe this is another reason why teacher education programs have lost up to 40% of students going into the field of education.	5/30/2015 8:58 AM
802	20 days out of class preparing and taking test.	5/30/2015 8:56 AM
803	The test took a very long time for students to complete. It asked them to do tasks above their developmental abilities. Some instructions on the practice test were so confusing that I struggled to understand them, and I assume that the test was similar.	5/30/2015 8:53 AM
804	At my school, kids come mostly from free-and-reduced-lunch homes. Our students are not as computer savvy as my own children, who go to an affluent school. My own daughter took the HS test all in one day. Teachers were only shut out of computer labs for one whole day. At my high school, we took 4 days to give the tests, because our kids just can't sit at a computer all day long and expect to do well on it. Our school is already judged by low test scores, and we need to organize everything to enhance kids' ability to do well on these high-stakes tests. Due to lack of computers therefore, and a large junior class, we had half the kids take half the English portion on one day, and the other half the next day. The other half the class of 600+ kids flip-flopped. It took 4 days with English and Math combined. It was totally disruptive, with different bell schedules, kids missing from class, lunches rearranged, no bells, so as not to disturb kids...	5/30/2015 8:48 AM
805	Between Smarter Balanced and District assessments, we lost 1/3 of the year to testing. Support services were suspended for the entire testing windows. This resulted in a lot of lost instructional time. Considering the steep learning curve for both students and teachers with SB, this lost instructional time impacted results more than it would have for a more familiar assessment. There is also a huge gap now between the Extended Assessment and the grade level assessment. My 5th graders, who are at about a 2nd grade instructional level would have been insulted by the Extended, but were so overwhelmed by SB that they were not able to show what they actually can do. I understand that SB is supposed to self adjust, but when they are completely overwhelmed by the first question, which is at grade level, they are not able to recognize that the following question is easier.	5/30/2015 8:45 AM
806	Assessments have taken WAY too much time away from instruction. The last three months have basically been test, test, test for my students. There are better ways they can show what they know.	5/30/2015 8:45 AM

807	4 multi-hour tests is too many for anyone, much less a third grader. The directions on the performance task are muddy and long-winded. Once the kids make it through the instructions, most of them have lost what little enthusiasm they had and just give up.	5/30/2015 8:44 AM
808	Sbac is simply too much. It took six hours of actual testing which is developmentally inappropriate for middle schoolers. Although some of the skills being tested are valid, the questions are sometimes unnecessarily obfuscatory. In addition, the test layout was difficult to read. Text selections were on the left hand column and questions were on a right hand one. Students had to keep scrolling up and down both sides to reread the questions and seek answers. Another issue was timing. We teach argument writing twice in 8th grade, with the second opportunity occurring at the end of the year. Since my students were tested beginning on March 10, nearly a third of the year's instruction and practice of skills hadn't occurred. They grow and develop significantly in 8th grade and should have a reasonable test of perhaps two hours that tests their literacy skills. A separate writing assessment over a period of two or three days would better reflect their abilities to use the writing process and clarify their thinking.	5/30/2015 8:42 AM
809	The students had little buy-in since they didn't receive a score upon completion of each test. There is no way to MAKE students try if there is no goal of a score to reach. Teachers will not have any feedback on the current group of students, so it does not inform instruction. Teaching the PT lessons was a huge issue because they were lengthy (30-45 minutes), and if a student was absent I had to reteach to just that one child, which meant giving up my prep time or leaving the other 23 students to cause mischief. I had 3 different sessions to teach the PT math lesson because of student absences, but our testing schedule was so tight that there were no options of waiting until all students were present to teach the PT.	5/30/2015 8:41 AM
810	This was very hard on students emotionally and lowered their self efficacy as related to school.	5/30/2015 8:41 AM
811	The test is full of errors and I am frustrated that there is no simple way to comment about that and that I cannot speak up about "individual items" without risking discipline. The secrecy and gag orders are ridiculous. It is also way too long. We had third graders crying. Some of the third graders took up to 13 hours to complete just the ELA portion.	5/30/2015 8:40 AM
812	Developmentally inappropriate for third graders. The ELA CAT test took too long and had too much writing. Question directions were confusing for all of my students. Kids got frustrated easily and either started just clicking answers or just sat there and did nothing.	5/30/2015 8:38 AM
813	We started it, need more time to adjust. Would not throw it out now. Just need more time, take the test but don't use it for a few years for graduation.	5/30/2015 8:37 AM
814	On the math portion of the exam students were not allowed to use a calculator that they were familiar with. Instead, they were only allowed to use a primitive computer based calculator that confused them more than the questions. As a math teacher, I ended up taking extra time away from instruction to show them how to use the SBAC calculator and trying to answer their questions about why they couldn't use their own. With all the technology out there, why couldn't they have a TI simulator on the computer? I don't know. Why can't all students just take the PSAT or the SAT as their math and English requirement? I don't know. No one ever bothers to let the teachers in on the reasoning behind decisions or ask us to problem-solve.	5/30/2015 8:35 AM
815	I have no doubt my students, all TAG, did fairly well. They we prepared and trained to do it. The issue is two fold; hitting a target one can't see, an having a colossal time sucker of a test that took over a month to administer. The latter really stank. Oregon has both a short school day and a miserably short school year. Both really compound the issue for the vast majority of students in the state. This does not bode well for our charges.	5/30/2015 8:35 AM
816	The wording of many of the questions was very poor. There were frequent poorly constructed sentences, and misleading directions. I proctored 3rd and 5th Grade assessments in ELA and Math, and found the multiple step questions so inappropriate for children who were 8-11 years of age. There is a lot of inequity in the questions and the tasks, especially for 2nd language learners and children who live in poverty. I am appalled about the way that the assessments will be scored by non-educators. These people are hired by Pearson, they are being paid \$14.00 an hour, and have a certain number of assessments they must score in an hour, and a ratio of passes to non-passes. What a sham, and huge disservice to our students and educators. The disruption to learning has been huge, so now instead of 3 months of summer learning loss or our students, it is essentially 4 months because testing disrupted instruction for all students, not just intermediate students taking the SBAC. And we wonder why students in the US consistently score so much lower on international assessments.	5/30/2015 8:35 AM
817	While the test will give better feedback than OAKS, it is too long, especially the ELA portion. Planning lab time is also an issue, especially in smaller schools	5/30/2015 8:34 AM
818	It's much too long and it requires students to have extensive keyboarding experience. At a high poverty school where computers are aging and unreliable our kids did not have the necessary keyboarding skills. NO CHILD should have to test 5 straight days!!!	5/30/2015 8:30 AM

819	The ELA PT test is completely inappropriate for our students. Even with practice of the structure of the test, students were confused and did not know what to do on their own. It took 8 days where we missed class for over one hour each day. That is too much instruction to miss. Even students who did finish earlier was just doing busy work because I couldn't start teaching with over half my class missing. This test is developmentally inappropriate for students. The other 3 tests were not so bad, but a lot of the questions were worded very poorly. In addition, students are taught to put commas and dollar signs in their answers, but were unable to input them on the Math tests. They were trying to put decimals instead of commas in their numbers. There is also too much instructional time wasted in taking these tests. No more than one week of instruction should ever be taken away from the students for testing. Basically, teachers have to teach a year's worth of standards by Spring Break, which is impossible.	5/30/2015 8:27 AM
820	If it can't provide results that are useable while you still have the students in your classroom (which it doesn't), it needs to go.	5/30/2015 8:27 AM
821	The most frustrating part is the vast amount of class time lost. During the first 4 weeks of April my 8th grade students didn't have a single full math period devoted to teaching and learning. In-fact, one of my 8th graders said to me during the last week of April, "Mr. Brown, do you realize we haven't had a normal math class since before spring break!?" Then, during the last week of testing, I literally did not teach a single lesson to any of my classes for the entire week!	5/30/2015 8:24 AM
822	My low students finished so quickly that i'm sure they didn't respond with the same thoughtfulness they put into answers that I have the opportunity to intervene in. Some defiant students wrote scrambled letters or "I dont know". I'm also concerned about internet articles stating that the tests will be scored by minimum wage workers, with only a Bachelors Degree, and no experience in education or with children.	5/30/2015 8:23 AM
823	Our 8th grade students spent over 20 hours completed this SBAC. This is 20 hours of lost instruction time. We had to cheer them on and encourage them to do their best, even when they were feeling overwhelmed and frustrated by tasks that were much too difficult. SBAC also meant that my students were not able to complete our planned independent research projects, because all of our technology was tied up in testing. Towards the end, as testing windows were closing, students were pulled from multiple classes a day, to make sure they finished their test. SBAC does not test what we've taught them to do. We've taught them to engage in close reading, by highlighting and making notes. SBAC allows them to highlight, but as soon as they go on to the next step in the task, they lose their highlighting. We've taught them to spend a week or more on writing an essay, to make sure it is done well and carefully. SBAC asked them to write an essay in one or two testing sessions.	5/30/2015 8:22 AM
824	This was the first year of teaching third grade in a focus school. I was excited for the change until I saw how much instructional time was used to prep the kids, not to mention the number of hours to take it. (We started prepping the kids in March & on average 2 hrs per test & there were four tests) These kids kids are eight and nine years old. I struggle to understand how this information is supposed to assist me with instruction or how it benefits my kids. All I witnessed was a number of stressed out kids and an administration that told us not to worry because they expected 75 to 80% of the kids to fail. This is ridiculous! If my own children were of school age I would definitely opt them out of this worthless test.	5/30/2015 8:21 AM
825	Personally, I think that the tests are assessing things that are valuable to assess. I administered the ELA test at a 7th grade level. The tasks and questions were reasonable. The test is a big improvement over OAKS, in my mind, because it varies the types of questions asked, and the level of difficulty is higher. What was frustrating was the lack of clear information from the Smarter Balanced corporation, and from the district. We waited so long to see an actual example of the test. We were not able to REALLY prepare students for how the test would operate, because certain functions that would be required or useful in the actual test were not "live" during any practice opportunities. They were still correcting bugs even as we were administering the tests. It is repeatedly true in "data-driven" education that we are in a rush to implement and assess. Why? What good is an assessment tool whose results are predicted to be invalid? Why not wait, problem-solve, adequately train teachers, and allow the time necessary for the measure to be worthwhile?	5/30/2015 8:21 AM
826	It is unfortunate that this assessment has become such a rigid, end-all test. The amount of emails sent to us over the last three months warning us to not do this or watch out for that are ridiculous. We are made to feel like we are untrustworthy and aren't able to properly assess our students. We are trusted to teach them every single day of the school year, but are not trusted to administer the test with common sense. When I watch a student with severe ADHD pounding on the keyboard over and over like a piano, and my only allowed response is a scripted message telling him I want him to do his best.... is ineffective. I've never felt so disheartened and frustrated.	5/30/2015 8:19 AM
827	I predict low scores across the state, which will generate a political backlash leading to blaming teachers. The reason for the low scores--the test is so unfriendly, a high percentage of students are just clicking through, without bothering to read the questions.	5/30/2015 8:19 AM
828	I lost approximately 40-50 hours of instruction time due to the Smarter Balanced test. My fourth graders need the instruction time.	5/30/2015 8:19 AM

829	The time involved in taking this assessment takes a great deal of time away from the actual teaching in the classroom. Student stress level is high and the glitches in the test make this higher. Students were not able to type in written responses or one student has to mark a sequence question wrong just to move on to the next question. These technical problems need to be fixed If this test continues.	5/30/2015 8:18 AM
830	Students were stressed. Technology didn't work. It wasted a week of learning. I should assess their essential skills not some random test. let those going on to take the SAT or ACT take an assessment exam.	5/30/2015 8:18 AM
831	Directions were too wordy and unclear to the students. The performance tasks were ridiculously difficult for elementary students.	5/30/2015 8:16 AM
832	This assessment is not at all developmentally appropriate. The amount of reading and the complexity of the multi step questions, especially on the math portion, was very unrealistic for 4th and 5th graders. The problems presented on the actual assessment were far more difficult than those presented on the practice tests. The amount of time spent on this assessment just to administer (not even to prepare for) was unrealistic (2 1/2 weeks at over an hour a day for most students. Some needed more time). By the administration of the lasts tests, my students were absolutely burnt out and had no interest in 'doing their best'. In addition, there were technical difficulties that hindered a fair playing field for all students. Students CONSTANTLY were getting kicked off the system and having to log back in during their testing session which slowed the momentum and thought process down. There was a shaded portion of a figure on a math problem that appeared to have NO SHADING from a student's seated perspective. However, if the student stood up, they could see the shaded area slightly. On the 5th grade math performance task about cabinets, the data that was suppose to be visible in the chart on the left hand portion of the screen was not visible to all students. Some student's charts were expanded so that they could not see the labels and the numbers in the same visual window, causing them to have to scroll across the page on the left to retrieve the data numbers while not being able to see the labels. This was tedious, and put students who encountered this at a real disadvantage. I have no confidence in the results of this assessment where short answer responses or performance tasks were given. I question how the results can help direct student learning and teacher instruction, especially since they will not be received until the following year. I have children of my own, who I allow to take the SBAC this year. Next year, I will be opting them out.	5/30/2015 8:14 AM
833	Hours of instructional time were spent in test prep--interim tests, practice tests. The computer lab tech program was modified from the beginning of the year, so that our kids--most of whom do not have access to computers at home-- had the computer skills necessary to take the test. The computer lab was tied up for ELPA and Smarter Balanced testing for several months.	5/30/2015 8:13 AM
834	Some instructions were vague for students, where they were unable to distinguish the reading passage from the question/instructions. The verbatim script was inadequate and monotonous for the students.	5/30/2015 8:13 AM
835	My class lost 15.5 hours of class time to complete the tests. My biggest frustration is thinking about what I could have taught my students in that amount of time.	5/30/2015 8:12 AM
836	I teach for an online charter school. It was virtually impossible to gather all the students from the four corners of the state to administer the tests. It involved a lot of travel time and wasted time that could have been used in instruction.	5/30/2015 8:12 AM
837	The Smarter Balanced Test is well-designed in many ways, and many online supports are available to teachers and administrators. These supports provide help with planning instruction as well as with administering the test. However, the test is arduous in its length. For high shcool juniors, the number of hours spent on the CAT and PT for both math and English is demoralizing to students. It also takes too much time away from classroom instruction. If the test could be shortened so that it would take about the same amount of time that our OAKS tests took, this would be a huge improvement. I know that it is difficult to assess students adequately with a short test, but the OAKS tests gave us pretty accurate feedback. We often used OAKS scores to help with student placement in fundamentals, regular, and honors courses, and these placements turned out to be very appropriate for our students. I believe that a test the length of OAKS can be a great measurement tool. Really, my only concern with the Smarter Balanced Test at the high school level is the length of the test. Thanks for asking for our feedback.	5/30/2015 8:11 AM
838	I thought the ELA took a longer time than expected, but am grateful that we have assessments that measure honking, not skills. I am upset that my union seems to be so negative about testing. Give it a chance!	5/30/2015 8:11 AM
839	It has taken my students twice the amount of time to take the tests. Also, we were never given the administration manuals because they are too costly to print. How can I administer a test without that?	5/30/2015 8:11 AM
840	I feel it important to assess students across the board, but over 14 hours worth is ridiculous. Our principal tells us we cannot take our 8th graders outside for play time because we can't "waste" instructional time. How hypocritical.	5/30/2015 8:10 AM

841	The Smarter Balanced Assessment seems more a test of students' ability to figure out the instructions and what they are expected to do for each task, rather than for reading or writing ability. Many of my students sifted through the required pages and pages of text multiple times and were still uncertain what was being asked of them. And because of the ridiculous rules that don't allow teachers to help their students, all I was allowed to tell them was "Do your best." At our middle school, the SBAC testing meant that the majority of our school's computers were unavailable for actual instruction purposes from February through June. They were used ONLY for administering the SBAC. Wasted resources.	5/30/2015 8:10 AM
842	Too much pressure on the kids. Too disruptive to learning and facilities.	5/30/2015 8:10 AM
843	Smarter Balanced Assessment does not provide timely, useful feedback for educators or students.	5/30/2015 8:09 AM
844	It took too much time, and students who were absent got pulled from my math class so they could finish a language arts test before the testing window closed. There was a computers class that got completely displaced for virtually the entire semester because of all the lab time that was required. Let's not forget how stressful this is for the kids. As they spend this season testing for the state, their teachers continue to give them classroom tests as well, either to gather data for some sort of teacher evaluation, or to continue meeting standards on the CCSS. Where is the incentive for the students? Elective classes (which are traditionally more sought-after by students) are being treated like second-class citizens in an effort to meet testing deadlines. With the schedule being so uncertain, it has made planning from one week to the next an absolute nightmare.	5/30/2015 8:07 AM
845	The students lost so much precious instruction during testing. We tested 5 days a week for 5 weeks to get every student finished. That does not include the countless hours of practice and preparation. I am not a fan of OAKS either, but it did not take up as much instruction time as Smarter Balanced. I agree with the new standards, BUT this assessment does nothing to help our students. I have been a huge advocate of opting out and parents voices being heard!	5/30/2015 8:07 AM
846	In addition to the hours spent preparing students with Practice Time, (Which was not even close to typical of the actual test) activities designed to allow students to comprehend the tasks on the tests, we were shooting in the dark most of the year as we attempted to teach skills which we thought possibly would be included, and methods of thinking which we thought might help kids understand the test. This turned out to be for naught, as the test was not close to the practice provided. Most teachers guessed which types of skills and test techniques to teach about, leading to enormous duplication of effort, guesswork and flailing about trying to give students confidence in the lead up to the test. Most test givers know that the one factor in test success is pre-test confidence, which ties into validity measures. Neither of these were present this year. The many assignments I devised to meet the requirements of the test were only partially able to instill confidence since we had no idea what we were testing nor the use of the results. If there had been a series of measures designed to undermine confidence, provide the maximum of wasted classroom time and effort on the part of students and teachers, and confound any meaningful result, no better system could have been devised than the installation of the Smarter Balanced test. We even had to explain how the title of the test was ungrammatical, and not to use such constructions in writing or speaking. In Marketing, however, clever sounding yet ungrammatical confusion for consumers is highly desirable, since consumers are taught to merely accept, not question the deeper meanings of advertising statements. This whole process reeks of commercialism and opportunism at the expense of students, and at the expense of teacher credibility in the classroom. It is the worst instrument for instruction and assessment I have ever seen in 34 years of teaching. Badly planned, badly supported, badly marketed, badly administered and badly received by students, it tells us nothing except that the State of Oregon can be bum rushed into bad and destructive policy just like Texas and Oklahoma, thoughtlessly, when enough lobbying money can be thrown around to influence legislators on the take. It is the greatest shame and sham I have ever seen in education in this state. Shame on us.	5/30/2015 8:06 AM
847	The Smarter Balanced test and procedures were not well thought out, or thought out for that matter. This is another example of decisions being made by people who are not professionals in the field. Teachers were not involved in this decision and quite frankly, they should be involved in all educational matters. I did not go to my accountant when I needed knee surgery. I went to a surgeon who was highly qualified with years of experience. Hope that clarifies things.	5/30/2015 8:06 AM
848	Hours of instruction lost!	5/30/2015 8:06 AM
849	The SBA seems to be set up to trick students or encourage poor scores.	5/30/2015 8:05 AM
850	Many of my students were overwhelmed with the amount of directions and information, especially in the ELA PT. Some of the questions were also framed in a confusing way for my students. Also, just listening to stories with the headphones, was difficult for some. The length of time it took to complete all of the tests took a great deal of time, and this affected most of my students in a negative way.	5/30/2015 8:04 AM
851	Administering the smarter balanced assessment to third fourth and fifth graders at our school consumed our computer lab for two months. Children's math instruction was affected for two months and technology instruction was nonexistent for that period. Each class took approximately 9 hours of testing time at 5th grade level. Many students could not understand the instructions.	5/30/2015 8:02 AM

852	I think SBA could be a great tool to measure CCSS, but it was really poorly implemented. The time requirements on students and staff were unreasonable--students spent a total of four weeks testing at my school. Not all schools have access to technology that is SBA friendly. The worst part, though, was how the test was structured and explained to students. The directions were unclear, parts of the test the required students to manipulate the technology were confusing, and the built in helps for our students with special needs were not explained clearly and difficult to use. Assessment doesn't have to be this difficult to access to give appropriate data on student achievement. We can get the same data using a shorter, more student-friendly assessment.	5/30/2015 8:02 AM
853	Na	5/30/2015 8:00 AM
854	The multiple part performance tasks were challenging to coordinate - absent students for intro made for having to find someplace for them to go the next class, since they couldn't start the task. Too much time of actual testing. Because there are so many tests, we have to start as soon as the window opens to get everyone scheduled in - even though we haven't finished the learning for the year. My kids took the test having not learned surface area/volume (7th) and statistics/data displays (8th).	5/30/2015 7:59 AM
855	I lost at least 3 weeks of instruction due to SBAC. My students had so much testing they were completely apathetic. The amount of practice test prep, local and district testing needed to provide real, usable, immediate data was unbelievable. The fact that we will it get immediate data makes it unusable for accurate placement.	5/30/2015 7:59 AM
856	For whatever you thought of OAKS (and I would say it was ALSO a flawed assessment) students have been complaining that SBAC does not give them their scores at completion like OAKS did.	5/30/2015 7:59 AM
857	There are many errors and the translations into Spanish are often translated wrong	5/30/2015 7:59 AM
858	The one great thing about the Smarter Balanced testing is the modifications it makes for students IEP accommodations. The feedback I've received from students is that they feel like the assessment gives them an opportunity to show what they can do. I loved see the change in one particular students affect.	5/30/2015 7:58 AM
859	Two lost instructional days at the junior level. Could not instruct other classes if there were juniors in it. Test takers thought it was a joke. 70% opt out which was positive given this is nothing but a corporation-enriching boondoggle. Oregon must get out of this mess NOW!	5/30/2015 7:57 AM
860	I was shocked and concerned but the number of hours of lost instructional time.	5/30/2015 7:57 AM



**Please use the space below for any  
comments you have about the Digital  
Library.**

#	Responses	Date
1	I accessed the practice tests to get an idea for the language and types of questions my students would be asked. I referred to the practice tests often when planning my instruction, so that I could word questions in a way similar to the test questions.	6/17/2015 7:05 AM
2	Did not access it or know about it.	6/16/2015 2:07 PM
3	We were losing so much instructional time that we did not use it or the interim tests. We need to teach not just test.	6/16/2015 9:09 AM
4	I felt sorry for students having to deal with a test in this format.	6/16/2015 8:40 AM
5	Since I ultimately did not have to administer the test, I didn't get to compare the library with actual test questions.	6/15/2015 10:30 PM
6	We viewed the Digital Library during a staff meeting.	6/15/2015 8:02 PM
7	I have to assume that the question format varied from the actual test, as several students encountered difficult, confusing screen directions during the actual test. Since I am not allowed to look at the screen during the actual test, I do not know whether these instructions did actually vary from the practice.	6/13/2015 10:26 AM
8	Little practical application.	6/13/2015 7:00 AM
9	We don't have time with all our other teacher duties.	6/12/2015 9:48 AM
10	While I used the digital library to familiarize myself with what was available as a school test coordinator, I did not see teachers having the time necessary to make adequate use of these resources to benefit the students' testing outcomes.	6/12/2015 8:59 AM
11	Great way to teach test format	6/11/2015 4:55 PM
12	What is the digital library?!?	6/11/2015 4:53 PM
13	Teachers were already too overwhelmed and the day too full with curriculum already CCSS-aligned for the materials in the digital library to be useful.	6/11/2015 3:16 PM
14	Not very user friendly - too much figure it out for yourself.	6/11/2015 3:05 PM
15	I thought the digital library would have assessments for the students that were similar to what the kids would see on the test. I also administered the interim assessment in math, but since we ran out of time we never got the results for the portion they completed. Big waste of our time!	6/11/2015 3:04 PM
16	I like it. But as a Tosa I have more time to peruse the content of the DL	6/11/2015 2:48 PM
17	Accessing a digital library to improve test scores run contrary to my philosophy of education and learning. Creativity--both mine and my students--is smothered. I won't do it again.	6/11/2015 2:30 PM
18	It would be nice if students could get scores for the sample questions with explanations of correct responses.	6/11/2015 12:45 PM
19	My district adopted new LA curriculum that that I felt superseded what was in the digital library. There isn't enough time to use the digital library plus what the district expected. Also the curriculum of course had a theme to each unit, whereas the digital library was more random in topic. I do not think students would have connected with or understood the correlation.	6/9/2015 9:59 PM
20	I'm writing this comment here because you didn't provide an opportunity to comment before. The question about instruction time for the Smarter Balance Test is a bizarre question. The Smarter Balance Test tests mathematical knowledge and ability. I'm a math teacher, so I spend all my time teaching math which in turn prepares them for the smarter balance test. I suspect you would use the answers to this question to make it seem like it detracts from learning, but instead I view the smarter balance test as a useful guide toward our instruction and not detracting from education.	6/8/2015 9:20 AM
21	I felt rushed and I did not know how to access the things I needed.	6/8/2015 8:24 AM
22	Was not informed in a useful way about the library. Discovered it myself while combing the various websites trying to figure out what I was supposed to do, so it was too late in the year to make full use of it this time.	6/7/2015 12:38 PM

23	Teachers need to be provided with exemplars, and samples of what scorers deem to be acceptable source citation. When I attended PD in the fall of 2013 to introduce the SBAC, they provided time for us to take a sample student test. I answered as I thought an average, 'proficient' 7th grader would answer and my score was not passing. I do not know (and have asked repeatedly this year) for examples of what scorers expect from student writing and no one has been able to get anything. When would any teacher give a test that they did not teach students what the expectations are for the assessment before it is assessed? This is truly awful practice. It is not how education works. How can the people who we are paying millions upon millions of dollars to for the test not know best practice? It's profoundly disturbing.	6/5/2015 9:09 PM
24	We did prepare with practice tests, but never knew about the digital library	6/5/2015 8:49 AM
25	Arcane...	6/5/2015 5:41 AM
26	Can see its usefulness but would have liked to have seen it earlier.	6/4/2015 9:51 PM
27	In math we accessed the online tests. We had our students do the online practice test, for two days, and we did the shorter version as a class, one day.	6/4/2015 11:45 AM
28	n/a	6/4/2015 10:40 AM
29	The digital library is useless to science teachers unless you have a bunch of money to invest in expensive probe ware.	6/4/2015 9:06 AM
30	I do not feel that setting up the SBAC test for students with log in numbers etc. was much more than OAKS. And as far as learning the test as a teacher, it was about the same as learning OAKS was to a teacher new to the OAKS testing grades.	6/4/2015 8:55 AM
31	A digital library?! Since I don't have juniors, I guess I understand why I didn't know about it. But I have sophomores. I spent a lot of class time giving my students SBAC related assignments.	6/4/2015 7:20 AM
32	My grade level partner did this investigative work and shared the materials with me.	6/4/2015 7:14 AM
33	The digital library was a disaster to try and navigate. The best resources I could come up with had been created by other teachers. Some seemed to be quality materials, while others were not. If we are actually testing the students on whether or not they can meet a standard, than the digital library needs to be organized by standards. If the digital library is supposed to be the tool to help teachers, it needs to be something that teachers can actually use.	6/3/2015 9:39 PM
34	I found the information helpful, however, I did struggle to navigate at times. Also, I wish my district would have shared this information sooner, and more explicitly.	6/3/2015 8:51 PM
35	Waste of time	6/3/2015 4:59 PM
36	I don't know what that is. We did use the practice tests that were on the OAKS sites. We also had district made tests to practice with.	6/3/2015 3:49 PM
37	We were not given the digital library information until it was too late to successfully utilize it.	6/3/2015 2:52 PM
38	I'm not even sure what you are referring to?	6/3/2015 2:32 PM
39	It came out so late most did not have the time to use if efficiently	6/3/2015 2:23 PM
40	Please provide more resources that target our students needs	6/3/2015 2:06 PM
41	We used it during a "coaching training." I did not use it outside the training as I am an instructional coach for ESOL teachers and testing is not one of my roles.	6/3/2015 1:53 PM
42	Preparation materials were very late and nearly useless when they are not provided in advance.	6/3/2015 1:21 PM
43	Did not get training and did not know any thing about the Library	6/3/2015 1:01 PM
44	Although I was able to access the digital library it was too late in the year to use it to its fullest capability. Training is definitely needed.	6/3/2015 12:48 PM
45	I was unable to access the interim assessments to receive scores for my students prior to the exam. A teacher from our ESD came here to show me how, which was very helpful, but we never got any scores.	6/3/2015 12:36 PM
46	I found the digital library useful, but not exhaustive enough for the ELA test.	6/3/2015 12:05 PM
47	Too much to look through; difficult to navigate.	6/3/2015 11:56 AM
48	I could not justify spending more time on SBA - either for myself or my 28 students.	6/3/2015 11:25 AM
49	We had one teacher in our school who figured out how to use the library, and she shared information with the rest of the staff. I tried to get some information once, but was frustrated trying to download practice tests.	6/3/2015 7:14 AM
50	Who would have trained/told us about said 'library'?	6/2/2015 6:27 PM

51	I'm assuming that our school used the 'digital library' for the training videos (reading from slides) that was required for test administrators. If not, then my responses to questions 11-13 were misdirected. If my assumption is correct, then it was painfully boring and I could have read it/highlighted it/etc. much more efficiently on my own.	6/2/2015 6:15 PM
52	Who has time with everything else. I do need to make lesson plans and teach the curriculum.	6/2/2015 3:10 PM
53	Digital Library?	6/2/2015 2:45 PM
54	it was not ready on time. Too little time to use before testing began.	6/2/2015 1:44 PM
55	I have too much material to get through in my math classes to take time out of class to go over any of this material with students. If I am expected to help students meet all the state standards, there is no time to dedicate to studying for a test in which I am certain less than 10% of my students will even be successful on.	6/2/2015 9:56 AM
56	Not overly impressed	6/2/2015 9:19 AM
57	The test became the focus for the whole year. There was no time to add more.	6/2/2015 6:58 AM
58	Could not help with the loss of classroom time so not helpful at all.	6/1/2015 2:31 PM
59	We were minimally trained on the use of the SBA Digital Library, so I would assume that it was minimally used.	6/1/2015 2:12 PM
60	I didn't spend a lot of time looking at the Digital Library because we were fortunate to have a designated staff member who did most of the research and searching for us. This question would be better suited for HER although she certainly came through for us when we needed examples, scoring guides, etc.	6/1/2015 12:47 PM
61	Some great resources - teachers don't always seem to be aware of them or use them	6/1/2015 10:08 AM
62	Unable to connect in a timely manner.	6/1/2015 9:10 AM
63	I would have used it more, but the district finally trained us on how to access it about 2 weeks before the test. The whole 3 year process has been super frustrating because the test kept changing. I would go to one training and think I understood the form of the test and then start designing curriculum to help kids succeed on it. By the time the next training roled around in 6 months the test had changed and my work was irrelevant.	6/1/2015 8:35 AM
64	na	6/1/2015 6:34 AM
65	What is this?	6/1/2015 6:16 AM
66	This may have been available at our school, but I don't have time in my day to read all the emails I received about Smarter Balance testing - things kept changing, updates were constant. It was difficult enough just scheduling time, keeping track of students - who had taken which tests, how many days had passed regarding the Performance task etc. Plus our school is also doing SMI math and I guess, is going to start SRI reading next year. More tests on top of this one!!!	5/31/2015 9:01 PM
67	By the time I became aware of it, it was very late. There was so much going on and so many meetings, it was unclear how to use it.	5/31/2015 7:29 PM
68	100% garbage.	5/31/2015 3:16 PM
69	The digital library was very confusing. After a couple of hours trying to figure everything out I gave up. I trust that I'm a good teacher who teaches writing skills very well. If my students can't pass due to me not being able to access the library, there is a problem with the test.	5/31/2015 12:43 PM
70	Not "real" teaching and learning relevant to our students personal and cultural needs	5/31/2015 12:38 PM
71	I am a 30 year retired teacher just subbing in my school. My experience with this is from a distance.	5/31/2015 11:47 AM
72	Helpful information, when you find what it was you were looking for. Some things are well organized, while others are ver difficult to locate.	5/31/2015 10:53 AM
73	Meh.	5/31/2015 8:18 AM
74	The Digital Library is where I discovered the three little lines that don't look highlight-able but show you the tutorials so the kids can see the videos demonstrating how to answer the question. Last year in the field test I had four kids who literally could not figure out how to answer the questions and so did not complete the test. My only complaint about the Digital Library was that it did not reflect how long and how many readings would be involved in the actual test.	5/31/2015 7:49 AM
75	Confusing	5/31/2015 7:44 AM
76	I simply did not have time to do this. I am sorry, but I am already spending more time on screentime (data collection, answering emails and reading info from my administrator or the district) than I am actually doing preparing or grading materials for my students, and that is just to keep up. Next year, I'll try harder.	5/30/2015 7:49 PM
77	I'm disgusted by seeing how much time I spent and my students spent on this....	5/30/2015 7:37 PM

78	It would have been nice to been made aware of the Digital Library. Our teachers got a chance to look at the sample tests, but that was all.	5/30/2015 7:32 PM
79	I did not find the released questions helpful, as the actual test questions have such a wide variety of topics covered.	5/30/2015 6:43 PM
80	The Digital Library was complex, not user friendly. They did help provide a picture of what was to come and provide resources to help prepare me to work with the students.	5/30/2015 5:24 PM
81	I wish my district had purchased access to the digital library.	5/30/2015 4:08 PM
82	Waste of time and money. If money was spent on them, forget about it.	5/30/2015 2:54 PM
83	I used it for determining accommodations and practice tests	5/30/2015 1:01 PM
84	It was not easy to use at all. Not user friendly at all.	5/30/2015 12:46 PM
85	Content was of very limited usefulness.	5/30/2015 12:42 PM
86	smarter balanced assessment is too cumbersome and not easy to navigate for students. Nor teachers for that matter.	5/30/2015 12:37 PM
87	The resources, although seeming helpful at the time, did not translate into creating a supported, less stressful experience with a higher rate of success for my students.	5/30/2015 12:27 PM
88	Difficult to navigate and implement.	5/30/2015 12:08 PM
89	Although I didn't access the digital library myself, others in the building did. They then used the information to lead professional development to all-staff.	5/30/2015 11:13 AM
90	No answers or scores!	5/30/2015 11:13 AM
91	I tried accessing the library when the emails first announced it but I couldn't find anything helpful and quickly forgot it was there. This section of the survey makes me wonder if I should have looked at it more closely.	5/30/2015 10:17 AM
92	We were not able to use the Library much this year since access came so late in the year.	5/30/2015 10:03 AM
93	I'm not sure if you are talking about the Practice tests or not. I spent my own time taking both practice tests. Our district required us to give 2 text based practice writing tests that were from the Smarter Balanced site (we used these to help us all get used to the format). Those tests took at least 2 weeks to complete (we take REAL writing seriously and go through the whole writing process).	5/30/2015 9:57 AM
94	I was unable to access the Interim Clone assessment results, therefore, they were not useful to me as a teacher as I sought to find out where my students were lacking in skills.	5/30/2015 9:55 AM
95	Could not get log in credentials for months until it was too late to use them.	5/30/2015 9:32 AM
96	Very few quality materials available	5/30/2015 9:21 AM
97	I do not teach an area that is tested, so I just used the library as a resource and so I could see what it was about.	5/30/2015 9:12 AM
98	Just don't have time to find MORE things for my classes, which still need to be modified to match my curriculum.	5/30/2015 8:50 AM
99	Sample questions were not in printable formats, so we had to literally cut and paste so students could practice tests in class, where we do not have access to computers. Also, the online sample tests had no answer keys, so even if a student wanted to practice, s/he didn't know if her answers were accurate. There was also no way to save one's place in the practice tests. This test is heavily biased toward those with access to technology and is an equity issue.	5/30/2015 8:46 AM
100	We didn't receive the link to the Digital Library until 2 weeks before our testing started, so it felt like a lot of additional pressure to get into it.	5/30/2015 8:43 AM
101	Not user friendly. Hard to navigate and search for what you want.	5/30/2015 8:40 AM
102	Used it for practice performance tasks only.	5/30/2015 8:39 AM
103	There was a lot of information, but it was also overwhelming.	5/30/2015 8:08 AM
104	None	5/30/2015 8:07 AM
105	Really didn't have time to dig into this - we didn't have access until partway into the year.	5/30/2015 8:00 AM
106	The digital library was difficult to find what I needed. It was not user friendly.	5/30/2015 7:59 AM

**Please use the space below for any  
comments you have about the technology  
used to take the Smarter Balanced  
Assessment.**

#	Responses	Date
1	Some of the listening passages didn't work and students could not go on to the next question so had to answer without listening to the passage.	6/21/2015 11:13 PM
2	Spanish text-to-speech was not even available to use, though available to choose as a support. Also, the text-to-speech adjustment page at the beginning does not mirror the test items. Students tended not to slow the voice down enough at the beginning because it would have sounded too slow, but then the items were way too fast!	6/19/2015 9:59 AM
3	One student could not access the spell check for her ELA PT.	6/18/2015 8:40 PM
4	This test favors those that can keyboard well, view material on a screen without problems and those that do not get headaches from small print or too much screen time.	6/17/2015 11:41 AM
5	It was strange to me that some students in my school used iPads while others used full desktop computers. Due to my school having only one computer lab for testing purposes and a couple net-book (Tiny laptops) carts and a couple iPad carts, it was a very small segment of the student population who experienced testing on a desktop computer. My class happened to be one of those that used the desktops.	6/17/2015 8:55 AM
6	Very confusing for students. On several questions, students were to click on a word or words that met certain criteria. However, that feature often did not work correctly. I believe it only allowed them to click on a few things, and when they chose an incorrect word, the test did not register it and they could not move on.	6/16/2015 4:41 PM
7	Several of the questions had dictionary and answer mixed. I had students comment on those. Students were kicked out often or froze. Also, the number of questions kept changing.	6/16/2015 9:23 AM
8	SBAC tied up the computer lab across the hall from my classroom for more than half the year.	6/16/2015 8:42 AM
9	Constant issues with sound and logging students off when they were in the middle of working. Having to log back in a lot.	6/15/2015 11:33 AM
10	In both the math CAT and the PT some of the students had graphs or other information that did not completely show up on the screen. They could only see a portion of the information (HALF of the chart). They were confused about how to proceed. It was realized that they had to scroll sideways to see the OTHER HALF OF THE SAME CHART. Other students had all of their information on one easy to read page. This is TOTALLY unacceptable from both a test administration point of view and a test construction point of view. To have some students get a clear graph with easy to read data and other students get a graph with half of the data appearing to be missing (and having to scroll back and forth to see it all, but never all AT THE SAME TIME) is ridiculous and can skew results for no other reason than poor test construction. To admit that it was purposefully designed that way is to admit incompetence. To make an excuse for why it couldn't be helped is simply not good enough, given the supposed importance of this testing.	6/15/2015 9:25 AM
11	It also depended on the district internet server so sometimes that could be an issue, not to mention so many classes having to share available technology. So in addition to the specialists being unavailable for a long time, so was the building technology unavailable to any other purpose except testing.	6/15/2015 9:00 AM
12	Students could not practice text to speech because it was not available on the practice test. That was a problem, and one reason most of my students ended up taking OAKS extended assessments. I had a few students who took SB with another teacher, and my answers above are based on their experiences. I teach a blended class of grades 6-8. I don't know how I could have administered SB, including the in-class portions, to all those students without giving up weeks of instruction time.	6/15/2015 8:02 AM
13	Volume was a huge issue. Having it work continuously was also a problem. Students would have to log out and back in again. Also, our computers are old and were having issues all their own.	6/15/2015 7:49 AM
14	Students were often confused about how to respond to items on the computer and became frustrated with the technology when they knew the correct answers.	6/14/2015 1:10 PM

15	This is once again a test in which the poor students are disadvantaged. The students who have computers in their homes are much more familiar with how to use the technology. It doesn't matter that they have equal access at school, those who score better will be the students who are much more familiar with technology.	6/14/2015 8:05 AM
16	When asked to highlight the hand function despite practice and training was very confusing for students. They also could not keep notes they would not save and despite us telling them they'd use the note pad and lose their hard work. We switched to paper but many felt they could do better typing.	6/14/2015 7:44 AM
17	Highlighting tool did not work adequately. I tunes repeatedly turned on and kicked kids out of the assessment. This was the #1 most annoying activity, and easily wasted an hour of the testing process in total in just my class. Students wanted to leave a question, flag it, and come back to it later. Instead, they are forced to answer before being allowed to continue. Students who were stuck on a question would sit at their computer for 30 minutes and more sometimes.	6/13/2015 10:30 AM
18	The text to speech was not clearly found. It was not until halfway through the second testing session that I found where it was. Also frustrating that iTunes would randomly pop up on the laptops to kick students out. I could not use my chrome books because the text to speech tool was not accessible on that.	6/13/2015 7:39 AM
19	Students test results measured their tech ability not educational ability	6/13/2015 7:03 AM
20	Extremely frustrating and prone to errors. I spent the entire 2-hours of testing on multiple days just circling the room to assist students with technical difficulties.	6/12/2015 11:57 PM
21	Many student who could and should have used the text to speech feature did not use it.	6/12/2015 10:23 PM
22	Our computers are so old. Some have missing keys, some the space bars doesn't always work. These issues, coupled with other technical issues make test taking a real chore.	6/12/2015 1:05 PM
23	Requiring students to type responses to the extent that Smarter Balanced requires is using too much of their cognitive capacity (which is needed, as the the questions generally require a high order of thinking questions) , especially for students who are less familiar/have been less exposed to technology. They are being assessed on their technological prowess and fluency in addition to/rather than the stated subject matter of the test.	6/12/2015 11:31 AM
24	I am more concerned about the technology they cannot use, like a calculator and a dictionary for defining terms.	6/12/2015 9:35 AM
25	Designated supports and accommodations that had been coded correctly in TIDE were not available consistently for all students. Some students had what they should, while others did not.	6/12/2015 9:03 AM
26	Students typing greatly impacted their ability to take the test. Those who were slower, wrote much less than they normally would because it was too time consuming to type more.	6/12/2015 8:39 AM
27	Everything with technology went fairly smooth. We had a few kids get kicked out here and there, but they just signed back in and kept on going.	6/12/2015 8:36 AM
28	It was difficult for students to use.	6/12/2015 6:45 AM
29	The double screen was hard for kids to manipulate Kids had trouble seeing an entire graphic and didn't understand how to make the graphic bigger, so they tried to answer math questions using only a part of the data. Scrolling back and forth from one article to another and then to the answer was cumbersome for some kids, so they just gave up and wrote something in the box instead of taking time to take notes and finding evidence for their responses. Kids were very frustrated and many said they felt bad or stupid taking the test. I've been administering state assessments for many years and never heard so many negative comments about a test before. Never have I had kids so frustrated or giving up so often. Kids wrote on the dividers we put between them things like "I hate testing." or "This is stupid." Many kids complained and/or had a negative attitude about this test (much more than usual.)	6/11/2015 11:24 PM
30	Yuck!!!	6/11/2015 9:40 PM
31	Students did not have adequate skills in writing at the 3rd grade level to adequately write answers and we're daunted by the expectations that were above their developmental levels. I had some students crying in frustration at the size of the written response screen and gave up before doing their best job.	6/11/2015 8:42 PM
32	We have very poor technology at our school. We have two small computer labs for 1400 students. This puts our students at a disadvantage. We are an inner city school with a large number of minority students. The testing environment discriminates against student of color and/or those who live in a low-income community. If testing is used, the state needs to provide the technology and keyboarding classes for all students in the state.	6/11/2015 8:29 PM
33	Scrolling & keyboarding difficult for some. Many students were uptight & nervous.	6/11/2015 8:20 PM
34	Slow, out of date computers, and half working headphones.	6/11/2015 7:45 PM
35	Having no access to technology in the home, many of my students were at a huge disadvantage as far as being able to practice inputting tools, ie keyboarding, drag and drop, etc.	6/11/2015 5:35 PM
36	Too complicated.	6/11/2015 3:41 PM

37	Our students experienced numerous difficulties with the technology, and not just once, it happened repeatedly. Student work was not always saved from one day (or testing session) to the next. Student work being truly saved or not seemed entirely random. Children were kicked out of the testing sessions, sometimes even repeatedly. Testing tools did not always work properly, such as clicking & dragging. Computer screens often froze up. Can you tell this was a less than pleasant experience for our youngsters...	6/11/2015 3:24 PM
38	Students felt that the technology was very similar to the old OAKS. We had few problems.	6/11/2015 3:18 PM
39	It was difficult to have the story and questions on the page at the same time. The split screen made finding information in the text difficult.	6/11/2015 3:08 PM
40	Too much having to scroll up/down and side to side to view a table or chart and the answer field.	6/11/2015 3:08 PM
41	Overall our technology is old and outdated	6/11/2015 2:51 PM
42	Asking children to take an interim test in order to prepare for the "real deal" is ridiculous. Learning and teaching should be fun and challenging. Smarter Balanced proponents would prefer all students turn into standardized drones. These are robots capable of replicating the same "diverse and deep" responses to Smarter Balanced test items. A test does not have to be multiple choice to be meaningless (actually, well-worded multiple choice questions can be fine if they are used TO INFORM INSTRUCTION and NOT GRADE TEACHERS.) At any rate, my third grade students did have adequate time to learn how use technology, including desktops, to perform well on this assessment. We don't have enough technology resources for every child which means we must share. As a result, Smarter Balanced Assessments tended to test typing skill and tech savviness rather than true student learning.	6/11/2015 2:41 PM
43	We are fortunate to have two working computer labs that we used non-stop for over almost 3 months to test students. However, since the labs were in use, we could not obviously use them for classroom projects, accessing the internet, research, or anything that previously a language arts class would use a computer lab for. It was very frustrating and like going back going back in time to chalkboards to finish curriculum during the spring.	6/9/2015 10:06 PM
44	I think that this type of test should be administered AFTER all of the technical issues are fixed.	6/9/2015 8:00 PM
45	I feel that the technology related directions should be more clear for each question. For example, if a student is supposed to "hover" the cursor over text in order to select a correct answer, that should be obvious. There was a lot of trial and error as kids tried to figure out what the questions were asking them to do. I also feel that they need to alter the ELA CA and Performance task so that students can go back to their textbox/composed answers. Instead, they were unable to return to those questions. They also had to finish an answer or the computer would save whatever was typed in the box - even only one letter.	6/9/2015 4:26 PM
46	Our computer lab is filled with older computers that should be replaced. It can be problematic.	6/9/2015 1:25 PM
47	Lots of old computers = lots of issues.	6/9/2015 1:06 PM
48	Headphones were a nuisance to try and work out for each student. One day they would work fine on a computer and then the next day they wouldn't. This took up a lot of extra time for the ELA compared to the Math.	6/8/2015 12:33 PM
49	we need more technology in our classroom s to practice	6/8/2015 12:30 PM
50	It is a disadvantage for students who are not computer literate.	6/8/2015 9:23 AM
51	Why are we using technological support that is located on the east coast for SBA?	6/8/2015 9:11 AM
52	Students lacked know how and experience with tech in general that isn't their phone. Typing skills were low and math equation editor was a challenging tool even though we practiced with it.	6/8/2015 8:34 AM
53	I have students that needed accommodations and that added to the amount of time I spent on this assessment. There was no one clear person that could help me with the technical issues that I had on a day to day occurrence.	6/8/2015 8:28 AM
54	The computers frequently "booted off" students and they had to restart MULTIPLE times. This was very frustrating for the students and staff!	6/7/2015 5:28 PM
55	When the students were taking the test, there were no computer labs available for any other school use.	6/7/2015 5:07 PM
56	The technology was a joke - I have 3rd graders who have never typed up a written response before and they were expected to write a paper this way. Some kids found all kinds of aids to use when they were testing - some kids never had that experience because they were not familiar with typing on a keyboard.	6/7/2015 4:46 PM
57	We need computers in the classroom if students are to take a test on computers.	6/7/2015 2:28 PM
58	Because my school has a very limited number of computers and since SBAC takes the kids so much longer to complete, I had no access to computers to use for projects, research and word processing work that I wanted them to do. In other words, much of the most engaging curriculum I have prepared for my kids was something they could not do, because SBAC monopolized our limited computer resources.	6/7/2015 9:24 AM

59	The Equation Editor is quite difficult to use.	6/7/2015 8:36 AM
60	Computer keyboards kept freezing up. Students had to switch to different computers.	6/6/2015 7:35 PM
61	Things went very smooth using technology,	6/6/2015 1:14 PM
62	The state needs to provide funding for /far/ more technology than is currently available to schools if this is going to continue. Our machines are slow, out of date, and far from sufficient to provide testing for all students. Technology should not be consumed by testing so it cannot be used in classes. Neither should students do more poorly on tests due to problems with technology (either the test not working as it supposed to, or the hardware having issues).	6/5/2015 9:14 PM
63	Relying on computers created an instant confound -- it makes performance dependent upon prior access to technology and creates bias against students who do not have access.	6/5/2015 6:13 PM
64	We used the Chrome Books for a couple of weeks. They were loaned to us and we had to give them up after two weeks. It was nice to use them in our own classrooms as the students were more calm and comfortable taking the test. We need more mobile labs like this.	6/5/2015 5:47 PM
65	It seems to me to be absurd to spend so much class time preparing the students for this test. In essence we are saying that the curriculum doesn't matter. Note that we are not preparing them with subject-area information--we are preparing them on how to take a test. Using many hours to prepare students HOW to take a test. When will they need that useful skill after high school?	6/5/2015 1:22 PM
66	This was a very stressful situation for staff and students.	6/5/2015 9:38 AM
67	Overall the technology worked well	6/5/2015 8:51 AM
68	We had a mobile cart of chrome books available the day of the test. Students had no experience with these devices prior to the test (as they were only available for SBAC testing). Teachers were not given training or experience with the chrome book in advance of the test.	6/4/2015 10:10 PM
69	It was a sweaty affair, so many issues, I was running around trouble-shooting.	6/4/2015 9:55 PM
70	Students did not like the embedded calculator. They felt that they could have completed the test in a more timely manner if they could use their own personal calculator. The technology, overall, did not improve/benefit the measurement of student competency in mathematics.	6/4/2015 9:52 PM
71	The students who had "text to speech" (on IEPs) reported that they had no extra audio that they were aware of.	6/4/2015 9:15 PM
72	The volume could not be lowered to a comfortable setting- it was either too loud or muted.	6/4/2015 8:00 PM
73	Students being kicked off the assessment became a daily occurrence in our classroom. Students did well and rolled with the punches, but it was extremely frustrating.	6/4/2015 5:30 PM
74	As a high poverty school, we don't have adequate technology or experience with technology to be proficient at taking the SBAC.	6/4/2015 5:12 PM
75	Our district is sadly lacking in new technology. We have two computer labs and most classrooms have only one or two PCs. Students rarely have time to work on computers at school and therefore do not know how to type or navigate well on computers. In addition, some of the computer screens were not up to par on color and students could hardly see the highlighted portions of the test. If students are going to be expected to navigate and type for the state assessment, then every student should have ample opportunity to practice this in their daily work at school. We cannot rely on the fact that they are being taught these skills at home and then assessing them on home learned skills.	6/4/2015 4:17 PM
76	Many students had issues with the audio settings. They would go through the process of testing the audio at the beginning before beginning the test each day, and many of them could not hear anything. We tried changing out the headphones, thinking that was the issue but it clearly wasn't. On more than one occasion I had to have up to 8 students switch to a different computer due to audio problems.	6/4/2015 3:48 PM
77	students were not ready and had an unending list of technological problems hindering their progress	6/4/2015 3:02 PM
78	So many I can't write them all	6/4/2015 2:57 PM
79	We need more computers for practicing. We need more computers that aren't ten years old and super slow or broken.	6/4/2015 2:06 PM
80	Several times we had issues with being able to log in to open a session for testing.	6/4/2015 11:49 AM
81	Students did not report any problems to me.	6/4/2015 11:47 AM
82	We need more technology. What we have is not adequate.	6/4/2015 10:51 AM
83	n/a	6/4/2015 10:42 AM
84	Old computers were used and that made for headphones not working right or the headphones got damaged and wouldn't work. This caused much test disruption for select students	6/4/2015 9:14 AM



85	Because of SBAC, computer availability and wifi bandwidth was significantly reduced	6/4/2015 8:40 AM
86	If students had Spanish on their test, the text-to-speech did not work.	6/4/2015 8:29 AM
87	Besides having the students kicked out of the test every couple of minutes, the test would "freeze" and students wouldn't be able to type.	6/4/2015 8:07 AM
88	Our building's technology is woeful. I cannot believe that this process was smooth for staff and students. And losing the library for a month?!	6/4/2015 7:22 AM
89	Even with the newer computers the district has provided, machines and monitors would fail. Our IT department stayed busy helping us keep student access workable during the testing window.	6/4/2015 7:18 AM
90	Our computer lab is about ten years old. It wasn't the most high quality to start with. After so many years of careless use the lab had to be babied in order to make it through. We will be getting a new lab over the summer but learning to take the test on crippled technology was adding salt to the wounds.	6/3/2015 11:16 PM
91	Our district purchased new iPads in order to take the Smarter Balanced Assessment. At the start of the testing period we were told that Smarter Balanced did not yet work with the newest version of ios. This is inexcusable to be judging students and teachers with a tool that does not actually work. Numerous times students had computers freeze, or keyboards freeze, only to lose part of the answer they were working on. Several questions on the ELA exam asked students to highlight parts of a passage. Yet when students clicked on sentences the dictionary function was the only thing that would work. This frustrated several students to the point of not being able to focus. The fact that I, as their teacher, am not allowed to assist them at all in navigating the errors of the test was very frustrating to everyone.	6/3/2015 9:44 PM
92	The students who have computers at home were of course more comfortable than others. Many of the younger students had trouble finding the keys they want to use for their answers.	6/3/2015 9:08 PM
93	In the middle of a test students would be kicked out and/or a screen would say your work has not been saved push yes to retry no to log out (or something similar). After retrying many times, their only option was to log out. Work done was lost--most of the time it was only one or two questions--however when they are long answers that require a student to type, it is not a happy time or a time well spent.	6/3/2015 8:58 PM
94	we have been looking at our technology needs for the past 2 years knowing we would need more computers when testing started. We were able to split students into three groups and use 3 testing labs (2 of which are new this year). Students who needed accommodations were put into a 4th group and used our library computer lab. Students did not report problems with technology while testig	6/3/2015 8:01 PM
95	Students annoyingly turned on audio during test through speaker on computer.	6/3/2015 7:32 PM
96	The Secure Browser would kick them out if they used the volume control button on the computer itself. Laptop batteries were unable to keep up with the demand for use and so we often ended up with powerstrips and laptop cords draped all over the classroom. And even when I activated features like a change of screen color, students were unable to access their color of choice.	6/3/2015 7:02 PM
97	Some questions required students to click on highlighted words in a passage for their response. Multiple students had trouble with this format and the test wouldn't let them move on unless they finally clicked on the "magic" word. This promoted guessing and confusion. Scrolling a long and narrow field of text for multiple passages related to one topic was a frustrating experience for many. Extremely text heavy in general. It seemed to test stamina and perseverance rather than true comprehension.	6/3/2015 6:40 PM
98	Keyboarding skills at 4th grade are not yet developed to expect students to type an essay using a computer. We do not have the resources i.e. time, space and library media people who are capable of teaching keyboarding skills at our school.	6/3/2015 5:24 PM
99	Waste of time	6/3/2015 5:00 PM
100	Sometimes the shortcut to the assessment did not work. Keyboards intermittently froze up and the students were unable to type responses in the text boxes. OAKS viewing window was too small. Read aloud was too fast even though all settings were in the middle.	6/3/2015 4:11 PM
101	Way too hard for third graders to compose a story and type it at the same time!	6/3/2015 4:09 PM
102	I am hoping that by purchasing chromebooks for next year, we will avoid all these problems. We will need to be sure that the district tech dept is out there ahead of us troubleshooting. That was the most frustrating part for me during the administration. I worked out all the bugs for the Jr. High class. (I have grades 3-5, and it was difficult!!!) What's with the new log-in session ID? ugh	6/3/2015 3:54 PM
103	There were many problems administering the test. Many teachers and students complained. Many students and teachers were stressed out during this time period.	6/3/2015 3:37 PM
104	Not enough computers--	6/3/2015 3:19 PM

105	It was not share dwith me that the test could have been paper pencil.	6/3/2015 2:49 PM
106	I have not been made aware of what technology is used to take the Smarter Balanced Assessment, due to the fact that even though I am a licensed teacher, my present duties have not included training in SBAs or in integrating it into my present work. This is actually quite sad, since I have children in the school system and am unaware of how this test works, what it tests, whether or not it is valid on our population, who has created the questions, what skills are needed to succeed on the test, what success on the test means, how the test relates to college and/or career readiness, etc.	6/3/2015 2:28 PM
107	Biggest issue was headphones and trying to get tests printed	6/3/2015 2:27 PM
108	You need to add to #19: I DO NOT KNOW	6/3/2015 2:20 PM
109	I thought there was way to many key boarding questions for our students who have limited access to a computer.	6/3/2015 2:08 PM
110	It is only hearsay. I have administered the ELPA though and know that technology issues always arise. We also have no way of really knowing if the mic is working and able to pick up student responses.	6/3/2015 1:56 PM
111	Many students tests scores reflect their ability to use a key board and maneuver a computer. This is not the purpose of this assessment. Students should be provided with an assessment that does not have so many technology factors. I agree that technology should be integrated into the classroom and students should learn how to use a computer since this will prepare them for a successful future. However, it is developmentally inappropriate to expect 3rd, 4th, and 5th grade students to type 2-3 page essays on a computer.	6/3/2015 1:23 PM
112	I waiting to see where the money is going to come from to keep the desktops up and running during the future testing. We already replaced all headphones, but how long will that last? I am confused as to how districts will manage all these technology issues in the future.	6/3/2015 1:11 PM
113	There are too many assumptions about what the students know about technology. Too much of the test is based on computer education. The manipulation of ojects, typing clearly, moving objects, drag and drop, etc. are all skills that some people assume all kids have. When asked about how computer education was going to be implemented, a state education employee replied that "students already have the skills to do this and we can't underestimate that." Easy for him to say since he isn't in a school. Students might be comfortable with a computer, but that doesn't mean they know how to type and do the required computer skill on the screen to get the answer correct. Also, many students would not use paper and pencil to work the problems out since it was on the computer. We can't require it, but it is ironic that we work with paper and pencil all year, but now do require it at testing time.	6/3/2015 12:57 PM
114	We had many problems with audio. Students were also kicked off the test many times. Previous work was lost/submitted if students ran out of time during the session. Very frustrating, time-intensive test.	6/3/2015 12:45 PM
115	After all the stress over the headphones, they didn't need them for the PT.	6/3/2015 12:40 PM
116	We had to make some last minute adjustments when some of the computers refused to cooperate and the sound didn't work properly. It all worked out in the end, however.	6/3/2015 12:12 PM
117	It was difficult to help because teachers feel if they try to listen to the headset to trouble shoot the problem, they may be breaching testing security.	6/3/2015 12:12 PM
118	Ties up technology for most of 4th quarter.	6/3/2015 12:03 PM
119	I had students who typed into the notepad and then took a break, and all of their information was lost.	6/3/2015 11:51 AM
120	The fifth grade math performance task was made more difficult because our 13 inch screens were too small for this test. Students could not look at all information at the same time, but the test would have been easier if they could have. This has a significant impact of the validity of the test--some students will be better at dealing with difficult visual situations. Hence, the test is not a fair measure of math skills.	6/3/2015 11:48 AM
121	I did not stay in the room after teaching the mini-lesson, but heard of all the tech issues listed in the previous question.	6/3/2015 5:28 AM
122	It's a waste of valuable resources to spend money on the test, the technology to be used only for testing, etc. The brand new computers were quickly vandalized by students. Keyboard keys missing, for example.	6/2/2015 10:49 PM
123	Typing is a huge issue. Many students are successful writing with pencil but lack the skill and stamina to write and edit using a keyboard.	6/2/2015 10:22 PM
124	We don't have a computer lab at our school, but instead have laptop carts. These had to be set up daily in our llbrary. Using significant time for SB testing interfered with students actually "using" technology in meaningful ways to move forward with their learning.	6/2/2015 9:53 PM
125	We do not have new enough or adequate enough technology. The whole technical piece was a nightmare.	6/2/2015 7:37 PM

126	There is a big topic of inequity - even within school districts. Also, if we are to expose and teach to our students future, we need to not have our labs filled up practicing to take a test that takes too long! We seem to be robbing all students from authentic tech literacy with all this test prep.	6/2/2015 6:31 PM
127	Our school has very out of date technology and limited computer lab space. The computers had to be upgraded in the middle of the testing window and classes were shut out of computer labs for months due to testing needs.	6/2/2015 6:23 PM
128	Words cannot describe how incredibly glitchy this test was--and this is an English Teacher talking. I have administered 15 previous yrs of state testing, most of those online. Never have I witnessed such a perpetual yet completely random series of glitches.	6/2/2015 4:55 PM
129	A waste of money. Could be using these for research or typing papers.	6/2/2015 3:42 PM
130	We hired a former teacher to teach the key pad to our students before we admin. the test. Good choice or we would have had many issues.	6/2/2015 3:15 PM
131	Is it a technology use assessment? If not, then it needs to be VERY limited. Students who do not regularly use a computer should not be penalized, in which I believed they were.	6/2/2015 2:58 PM
132	Several issues with error messages popping up and "kicking students off" the test. Luckily, nothing was lost. However, it was still extremely disruptive to students to have that happen, then have to log off the computer, and log back in.	6/2/2015 2:47 PM
133	The students were frustrated when they were randomly kicked out out of the test and their work vanished.	6/2/2015 2:34 PM
134	there needs to be instruction on how to use the computer to take the test... cut and paste etc... and not by core teachers	6/2/2015 1:49 PM
135	none	6/2/2015 10:20 AM
136	Many students were randomly kicked out of the assessment, but were able to log back in and start where they left off	6/2/2015 10:02 AM
137	During math test the drawing tool( line dot maker) is extremely frustrating.	6/2/2015 9:50 AM
138	We were set up well and everything went well. We used the GED/NCRC lab	6/2/2015 9:44 AM
139	The technology seemed to work well. The students liked beign able to highlight the Glossary words and get helpful definitions. Sentences that are potential answers (highlight the sentence where...) could be marked better/ more clearly. Some boldened words were attached to the next word "likethis" which caused confusion. Overall, it worked very well.	6/2/2015 8:59 AM
140	There were lots of issues getting the sound correct and with the program shutting down on them. Being kicked out of the test.	6/2/2015 8:34 AM
141	I have no experience with chromebook and my kids had only a small amount of experience. The first day we met with frustration because the D.O. had changed my login password. I couldn't understand why I couldn't even get onto the server. A call--and 15 minutes later--I was in. Very frustrating experience when I had 25 students in the lab waiting on me.	6/2/2015 8:34 AM
142	Monitors are old and small with much worse resolution than printed text. students aren't allowed to print nearly as much as they could with OAKS	6/2/2015 7:59 AM
143	The computers in our school are old and slow. This gave our students a disadvantage while taking the test.	6/2/2015 7:03 AM
144	The directions for accommodations are not student friendly. While administering OAKS Science, it took a district tech person and myself how to figure them out! The directions and right click choices particularly do not make sense for the students who most need them.	6/2/2015 6:26 AM
145	Technology was good. Forced our district to upgrade computers to Windows 7. Downside: labs and the Library were closed for six weeks of testing!	6/1/2015 11:50 PM
146	The text to speech computerized voice is the worst I have ever heard on any computer based assessment. My students were very frustrated, even with all of the speed, pitch and volume adjustments - it still sounded like a monotone, computerized, choppy voice that had no fluency at all. It seems like on a nationwide assessment, they could have an authentic voice.	6/1/2015 9:31 PM
147	Calculator needs to be bigger.	6/1/2015 9:27 PM
148	My students kept getting kicked of line...or the test would just close and they would loose work.	6/1/2015 9:10 PM
149	Our school does not have enough computers or devices to efficiently test all students, this greatly extended the time to get all students tested and locked out students and classes from educational pursuits.	6/1/2015 8:48 PM

150	The students could enlarge the printed material, but it then made it difficult to see the questions. Some of the students asked to print out the passages and read from a piece of paper vs the computer screen. Unfortunately, this was not an option.	6/1/2015 8:46 PM
151	Due to time for SBAC the computer lab was closed during most of April and May for testing.	6/1/2015 6:14 PM
152	Students who were working on the PT did save their notes and those notes were lost. There is NO EXCUSE for this.	6/1/2015 6:06 PM
153	Computers were super slow when students watched the recorded preliminary lesson.	6/1/2015 5:40 PM
154	The hours spent getting kids through SBAC meant loss lab time for student projects and student work as well as lost instructional time during an era when we struggle to get our kids through all required work.	6/1/2015 5:33 PM
155	Our district's server crashed, students were able to login, but not actually work on their test, which started the timer on our 10 day limit for the performance task.	6/1/2015 4:25 PM
156	Notes made during ELA PT were not kept for the next session (after a pause). On-screen highlighting was also not kept through the next session.	6/1/2015 4:06 PM
157	Students shouldn't be tested on whether or not they have answered something or checked a box. The test should highlight for students what section they missed so they can complete it. After all, this is a content knowledge test, not a test about what a student knows about technology. Again, I hope to never see this test again.	6/1/2015 3:30 PM
158	The 3-4th graders in particular had to hunt and peck. Changing screens hampered them as did the LONG directions that could not be viewed all on the same page. The questions all required different things so there was a learning curve for almost every question for using the computer correctly, where to answer etc. The tests logged the students out quite often or the computers themselves were having issues and they had to trade them in several times so start time was extended!	6/1/2015 2:38 PM
159	Again, I believe the education board should rethink this SBAC especially when it comes to students' that are attending Alternative Education (GED) through the district. I believe it is a waste of their time and they could use the time for the GED studies instead of having to stop and do what they must because it is so. Students were frustrated to be taken away from the studies and asked why did they have to do this??? Good question.	6/1/2015 1:55 PM
160	I would say the greatest challenges I faced had to do with the actual "technology" not the test itself.	6/1/2015 12:50 PM
161	My kids were randomly kicked out every day during the math portion.	6/1/2015 10:34 AM
162	Who thought that this was ready to use? It was more of a test of student proficiency with technology than a test of student knowledge. This is especially true for their ability to tolerate constant technology problems in the room. In the past people complained that math testing was almost as much a test of reading ability as it was of math ability. Now I believe that all of the testing is almost as much of a measure of students' technology knowledge as it is of content knowledge. This is out of control.	6/1/2015 10:32 AM
163	There is not enough technology in the building for all students to develop the skills they need. Third graders have minimal keyboarding skills, but it is difficult to get time with technology for them to develop those skills.	6/1/2015 10:23 AM
164	OAKS Help desk kept me on hold for 40 minutes. Some tickets did not get addressed or resolved for weeks.	6/1/2015 10:12 AM
165	I already responded to this question.	6/1/2015 10:07 AM
166	Our classrooms lost out on a lot of time spent using technology because the technology was wrapped up in taking the test.	6/1/2015 9:43 AM
167	The sixth grade CA/ELA test had a "click on the correct word" type vocabulary question that did not allow the student to move on to the next page of the assessment until the correct answer was highlighted. This type of SBAC test error is unacceptable.	6/1/2015 9:31 AM
168	I strongly feel that the typing proficiency expected for third graders to succeed was not reasonable. By the time we had fixed up the many technical issues, students were already discouraged and were not able to give the test their best effort.	6/1/2015 9:16 AM
169	This would all be a lot easier if we had faster computers and computers in classrooms so that students could actually practice with the tools they would be using. We should be investing in technology itself instead of this invalid and unreliable test.	6/1/2015 8:38 AM
170	Students enjoyed using the Chromebooks, but 3rd and 4th graders needed to have a mouse hooked up for taking the tests.	6/1/2015 8:37 AM
171	The rest of the school could not use technology during testing.	6/1/2015 6:36 AM
172	Nothing worked. It was hard to maintain a quiet testing environment because I had to constantly help a student with some type of tech glitch.	6/1/2015 6:19 AM

173	Technology worked pretty well--better than OAKS ran. The text to speech was a failure though--we didn't realize the "rate" button speeded up/slowed down the speech until the end so most kids didn't use it because it sounded horrible.	6/1/2015 6:13 AM
174	This testing tied up space and technology I could have used.	6/1/2015 3:11 AM
175	Technology is not distributed equitably throughout our district. Luckily, a number of 4th and 5th grade teachers have gotten a large number of Chromebooks funded through Donor's Choose and this freed up a cart for 2nd/3rd grade to split between 5 classes.	5/31/2015 10:40 PM
176	Third graders do not know how to type a multi paragraph essay. They do not have the keyboarding skills, even though we worked to try to prepare them (taking away from other, more meaningful teaching). A few students got booted out of the test and had to log back in...stopping their thoughts and causing a disruption. One student did not have a scroll bar in the bottom to see all choices. We had to log her out and move her to a different computer. How many other students had this problem and did not realize it...hiding possible answer choices.	5/31/2015 10:16 PM
177	If you want anyone to take this test seriously you need to get your act together. It was embarrassing	5/31/2015 9:05 PM
178	It was very difficult for the students to navigate back and forth between the split screens. They had trouble tracking what they were doing, where to find information, which information they really needed - had to keep looking back at the question. Sometimes the computer "froze" during the assessment and the mouse wouldn't work. The screen faded nothing worked, although the student could see the test. Very random and only happened about 5 times over the many sessions I administered. After I refreshed the test on my computer, it worked again.	5/31/2015 9:02 PM
179	We used iMac's and they were very slow. Also iTunes kept auto updating and closing out the test so they couldn't go back and make corrections or check work.	5/31/2015 8:53 PM
180	Expecting third graders to have the keyboarding ability to type multiple paragraph essays is crazy!	5/31/2015 8:42 PM
181	There were students who would have their keyboard stop working, and it would disrupt the pace of the test. For 3rd grade students, this is a huge distraction.	5/31/2015 8:27 PM
182	If we are going to expect students to type in answers, they need to be given adequate instruction in typing skills, as well as how to use the tools on the assessments (spell check, etc.)	5/31/2015 8:14 PM
183	This is not necessarily something that is in your control, but the screen size of the device is very important considering the amount of text students are required to read BUT ARE NOT ALLOWED TO PRINT OFF.	5/31/2015 8:12 PM
184	I already commented on this in the earlier box but I want to add that our school has been significantly lacking in computers for years and teachers would have to rotate kids through computers or have them double up to do research and other online activities....but the district could never find any money to buy new technology or fix existing technology to help alleviate these problems...however, because we had to start the SBAC this year, the district did all they could to make sure we had functional computer labs...I just think this is a travesty....kids in the year 2015 should be doing so much of their learning on computers but it's only when high stakes testing arrives that technology becomes the focus....sad...	5/31/2015 7:50 PM
185	The computers used were in the computer lab which ended up shutting the lab down for the entire testing window. No other computer classes could be taught for several months. This puts all skills in jeopardy.	5/31/2015 7:35 PM
186	1. Our Apple laptops were donated to PPS by a private school in Portland. Essentially, the private school was discarding the laptops (after 5 years or so) and buying their students new equipment. 2. Approximately 30 laptops were designated to our school. We were told they were ready to use. In reality, IT made somewhere between 5-6 trips to our school to get the computers "up and running". (This was after we got the cart in January.) Some of the laptops we had to set aside because of various issues... a line down the middle of the screen, missing keys. So eventually, we had 22 mostly working computers. 3. The building where I teach is non-ADA accessible, so there was an issue with the computer cart & getting it up to the second floor. Delivery people said it was not their job. PPS finally got the cart to second floor in January 2015. 4. We had "system issues" where I had all the students "up and running", then one student's session logged him off, then it happened to another student. While I was on the telephone with the PPS district support person, another student was logged off, so the PPS support person told me to stop the session & log everyone out. Never did find out what happened. Just another exercise in frustration for both my students and me.	5/31/2015 7:18 PM
187	Directions on unclear as to what written responses would be saved until next test session and which written responses would be taken as "submitted" yet the student wasn't finished but had to pause the test.	5/31/2015 7:14 PM
188	A very frustrating experience because the tests themselves weren't designed well at all, and didn't work well with current tech.	5/31/2015 3:19 PM
189	Nine year olds don't keyboard without extensive computer lab exposure. Daily typing practice would not be enough to prepare that age of child to word process a multi-paragraph essay. Absolutely inappropriate and forced many students to shut down, cry, withdraw or act out.	5/31/2015 1:28 PM

190	Our school was prepared for the technology piece. We have two computer labs. The most difficulty we had was the students not being able to understand the text to speech voices.	5/31/2015 1:18 PM
191	There were just a couple of students who had trouble with the keyboard lock, but after the district updated us to 7.2 we were fine.	5/31/2015 12:55 PM
192	Asking students to type the test put an unfair disadvantage on lower income students who do not have desktop computers at home.	5/31/2015 12:46 PM
193	It sucks.	5/31/2015 12:40 PM
194	Chromebooks were purchased for use on Smarter Balanced. My students didn't use them though.	5/31/2015 12:03 PM
195	The technology at our school, including internet access, is antiquated and unreliable.	5/31/2015 11:01 AM
196	Our computer lab is not large enough to accommodate more than 25 students at a time. Since we had to move some many students through testing, the computer lab was shutdown for almost three months. This impacted several classes. We have a cart of 30 Mac Books. This cart became a commodity. If you were an eighth period teacher and needed computer access, you were out of luck. Yearbook class needed the laptops during their class to ensure that there would be a yearbook and all the labs were closed for testing.	5/31/2015 10:59 AM
197	My students who had text to speech could not figure out how to use it. This effected them greatly.	5/31/2015 10:39 AM
198	We can't expect students to perform well on a computer when they have had very little keyboarding practice.	5/31/2015 10:03 AM
199	Our District's student technology is not updated or equipped to handle the online form of SBAC. Period. The problems we had with technology will no doubt affect score outcomes. The headphones are cheap and get damaged quickly, we do not have the correct kind of desks to hold the computers, so students are cramped or sitting uncomfortably. They are cramped into tiny rooms, or classrooms and having had to kick out the teacher who uses that room for class.	5/31/2015 9:38 AM
200	Not being able to have printed copies of the source texts to be used to compose the essays is burdensome and not the way any student should go about writing essays that require research and citation. Scrolling through the essays to get back to a quote or material to be paraphrased is inefficient and reduces effectiveness of composition and thought process. I did the practice test myself; having written many, many essays of this type myself in my academic career, I would never in a million years not have my source texts in print form during the writing process.	5/31/2015 9:33 AM
201	Our district network went down causing the students to be logged out. We have old monitors that are small and square. It's tough for the kids to stare at the screens for long periods at a time. When the monitors start to go bad they make a high pitched buzz that drives the kids crazy. We always have problems with the computers, keyboards, and mice going down which is very disruptive. We also need new chairs. Ours are old and very squeaky. Anytime a student moves the chair make a lot of noise. Overall, it's not a great testing environment. Especially with the tests having such big implications for the students.	5/31/2015 8:49 AM
202	Toggleing between windows and views was very distracting.	5/31/2015 8:39 AM
203	Closed captioning for a 504 did not work until four days in. Several students would be completely frozen out in the middle of a sentence and have to log completely out to reestablish use of the keyboard and I had two broken computers during the testing time, but that was out of frustration. Beating your head against the machine will do that sometimes.	5/31/2015 7:54 AM
204	The sound for text to speech would only work about 50% of the time. We would have to log the student off & log back in 2-5 times before it would work.	5/31/2015 7:25 AM
205	We have to share laptops in our building. We only get 6 hours a week of technology support from the district, so we were constantly scrambling and frustrated trying to solve tech. problems.	5/31/2015 6:49 AM
206	The school district had to purchase a new set of laptop computer just for the high school in order to administer just the Smarter Balanced test.	5/31/2015 6:46 AM
207	Our technology is getting older. With state budgeting as low as it is, new computers are being cut. I worry about keeping up with requirements.	5/31/2015 6:32 AM
208	We could only use hard wired connectivity due to weak and inconsistent wireless.	5/31/2015 6:28 AM
209	The biggest problem in our building was that Smarter Balanced takes so long and absorbs every piece of technology that we have. Scheduling enough technology to be in the right rooms at the right times to have students test was incredibly difficult.	5/31/2015 4:51 AM
210	It took away from computer and library use for research and other learning opportunities.	5/30/2015 10:40 PM

211	Not all my students had headphones and my school did not provide me with any extras. So this turned into a mess with having to share. Our chromebooks, our server, the website...not sure what was the problem, but we experienced all sorts of difficulty. Students had to restart ALL THE TIME. It was very frustrating. The text to speech feature was so robotic. You'd think there'd be better technology for that by now.	5/30/2015 10:28 PM
212	3rd grade students CAN'T TYPE!!!	5/30/2015 10:27 PM
213	Students who do not have good keyboarding skills are at a disadvantage. Using iPads also put students at a disadvantage because of the screen size, ability to type even with a keyboard etc	5/30/2015 10:15 PM
214	our desk top computers and keyboards are getting old. Students had some keyboarding practice, but they are only 8-9 years old and navigating the keyboard, for many, was a very big task. They have not practiced writing as they type and then editing their writing on a screen.	5/30/2015 9:54 PM
215	Low computer skills.	5/30/2015 9:48 PM
216	Expecting third and fourth graders to learn keyboarding is unacceptable. The time we practice keyboarding skills just to get ready took away valuable time I could have given direct instruction on other curriculum.	5/30/2015 9:41 PM
217	We had only one computer lab to accommodate our entire school. During the testing months of January through May, our lab was only available for testing. In addition, there were no empty slots in order to go in and take student practice tests. I was forced to show the practice tests in my classroom using my in-focus projector.	5/30/2015 9:29 PM
218	Many of the navigational tools necessary to complete questions were poorly designed and confusing to use.	5/30/2015 9:27 PM
219	Looking at the monitor for the many days it took the kids to complete all the assessments was hard on many of the children's eyes.	5/30/2015 9:20 PM
220	My students had a hard time understanding what the questions would ask, then they would click something, realize they made a mistake and couldn't always get back to where they wanted. A couple of times my kids couldn't access right off the bat, but our IA who was administering it took care of that.	5/30/2015 9:15 PM
221	The kids weren't aware that you had to have a mouse to access text-to-speech. We were scrambling to figure it out during the first session.	5/30/2015 9:10 PM
222	We have 3 different types of computers available to students at my school. We tried to administer the test on the type of device that students were most familiar with, but it was not always possible. I had trouble using an unfamiliar device to administer the test, and I feel it also caused discomfort for some of my students. We also had issues with needing to let computers update, having enough functioning computers for a whole class to use, and finding enough quiet and comfortable locations to administer the tests to all of the students who needed to be testing at the same time. If we are going to continue to use SBAC, we need funding for a LOT more technology.	5/30/2015 8:53 PM
223	Taking SBAC is really a combination of two storms when it comes to technology. The SBAC testing must run smoothly in order to be able to administer the test, and the school's technology/internet service must also be able to accommodate for the testing. I think, in my school's case, it was more an issue with the latter, rather than the former. We also struggled to find enough headphones for students to use during testing, and had to ask students to bring their own from home. Middle school students aren't terribly reliable when it comes to remembering such things, so many students were without sound for a portion of their testing because we had no other options available.	5/30/2015 8:51 PM
224	Doing OAKS, I cannot think of an error that came up with the technology. However, each time going in, a student would have some kind of problem. It made things very challenging. Also, as a teacher who loves using technology and teaching my students to do so, I found that what they had to do with the technology included so many different discrete skills that are hard to teach. It was too time consuming to give both the training test and the practice test because they are both LONG tests; therefore I only administered the practice test.	5/30/2015 8:18 PM
225	Some of the computers in the lab I used were dual PC/Mac and had been left in PC mode. There was an icon for older OAKS software that I tried to access, but it wouldn't work. I had to get the tech support person to switch the computers to the Mac side with the current SBA browser, and this wasted some time as he was frantically helping other test administrators around the building.	5/30/2015 8:08 PM
226	I found the first 2 tests very stressful to administer--the kids had a hard time getting in, and I have kids with learning disabilities that did not have any accommodations allowed for them. I also have a couple of kids with dyslexia, and they had a more difficult than normal time with the ELA tests on screen. Our tech aide spent the better part of 6 weeks prepping the kids on how to use the tools, etc. Without his help, this would have been a huge mess. Example: the first time he had the kids practice how to log in, it took 40 minutes for all 35 of his students (my class +6 that have been added to his specials via our BLC and other programs) to get in. There were still kids weeks later that could not put their codes in correctly in less than 10 minutes.	5/30/2015 7:55 PM
227	not enough so testing took longer school wide.	5/30/2015 7:54 PM

228	This was the one component that went relatively well--few problems with the computers themselves. However, the SBAC assessment used every computer lab available in our building, effectively blocking teachers from using them for any other class work during the testing period.	5/30/2015 7:34 PM
229	Text to Speech did not work	5/30/2015 7:32 PM
230	Most students struggle with the format of multiple text passages on one side with questions on the other. The amount of scrolling back and forth inhibits the level of work students can actually do.	5/30/2015 7:28 PM
231	Terrible internet connection. It's down usually every week.	5/30/2015 7:12 PM
232	A handful of students got kicked out of an assessment a few times but easily logged in. That said, our Dell laptops are annoying. We did some assessments on desktops and that was more comfortable for my students due to familiarity.	5/30/2015 7:11 PM
233	Our district's tutorial to teach and give the students an opportunity to practice the test's functionality did not work and then was removed from use. Not all question types were on the practice test, so students were confused on the actual test on what to do. The information tutorial for individual questions does not have the option to be computer based read aloud and it goes too quickly from human based read aloud. Our district used the practice performance task as an interim assessment which left teachers with limited practice materials.	5/30/2015 6:55 PM
234	We solely used Chromebooks for the ELA PS, but desktops for the other 3 4th grade tests.	5/30/2015 6:44 PM
235	When a school only has access to 1 computer lab and it is booked March thru June, it is extremely difficult to teach appropriate computer skills	5/30/2015 6:26 PM
236	The Hillsboro SD technology and bandwidth is insufficient to the task.	5/30/2015 6:17 PM
237	Test glitches caused computers to crash/restart... They also would freeze up during testing. Text box issues, clicking on text issues! Crazy test.	5/30/2015 6:07 PM
238	Wifi issues occurred during the ELA performance task shortening the time available for some students to complete the test. Some students had to miss other classes in order to complete the ELA performance task because of the wifi issues.	5/30/2015 5:59 PM
239	Not all schools have the technology required to test using SBAC. We have one computer lab for the entire school and 3 months were taken up by the 3-5 grades doing Performance Tasks and SBAC. The other, primary grades, had no access to the lab nor did the Media teacher, during this time. Constant problems frustrated teachers and students...computers freezing up were a common problem, some computers not even able to load the test and having to switch students around to other computers during testing so they could either get onto the test or continue the test.	5/30/2015 5:50 PM
240	Our school does not have a quiet place for the test to be administered. The Computer Lab is out in the open, so we put laptops in a classroom. Our classrooms do not have doors, and our district placed MESD Special Needs classroom in our school - in an area with no walls or doors. It was very loud.	5/30/2015 5:16 PM
241	Students had a difficult time hovering the mouse over words when asked to select a specific word.	5/30/2015 4:44 PM
242	First year "hic-up" are expected, but this was frustrating.	5/30/2015 4:08 PM
243	My 3rd grade students were asked to place a red circle on certain numbers on a 100's chart. The red circle would not actually go directly over the numbers, but only in the corners of the grid. It was impossible to know what numbers students were putting circles over. Incredibly frustrating for 8-9 year olds.	5/30/2015 4:06 PM
244	The test used too many features! Sometimes keyboard, sometimes screen numbers, sometimes mouse skills. Very confusing. Also the math part had a period/decimal but no comma to show place value... I worry kids would try to use it for a comma and get a wrong answer. Also there was no \$ sign but had money problems. The delete function in the math section caused many problems as well as the directions on many of the problems. The writing ELA was ridiculous technically and not age appropriate! Read 3 articles and type a paper citing sources!?! In the practice test we highlighted important stuff from the articles, but when we went to the second part for writing ALL of our highlights disappeared! Why?!!! I could go on and on!!!	5/30/2015 3:40 PM
245	School technology has been monopolized for months, for SBAC testing.	5/30/2015 3:08 PM
246	We had many technical errors that we documented and reported to our testing department.	5/30/2015 3:02 PM
247	I experienced only a few technical issues that were solved by pausing the student and moving them to a new computer to log in again. Thankfully this worked each time.	5/30/2015 3:01 PM
248	The whole headphone requirement was frustrating, what a large expense, for test time use only basically.	5/30/2015 3:00 PM
249	Third grade students can barely type. Asking them to put all of their cognitive and fine motor skills ing keyboarding while asking them to do test questions is not appropriate.	5/30/2015 2:58 PM



250	For a large school with limited technological resources, getting all students to a level of computer proficiency required for SB testing took away instructional time from other subject areas.	5/30/2015 2:20 PM
251	We had consistent issues with keyboards and had to log students off and move computers often	5/30/2015 2:01 PM
252	TOO MUCH required of students on technology. It should be on computers but the navigation and manipulation was too much.	5/30/2015 1:53 PM
253	I was not allowed to administer the test. My comment is about the technology that was unavailable to my students.	5/30/2015 1:47 PM
254	In many ways, this was more of a computer use assessment than anything else.	5/30/2015 1:45 PM
255	On some of my student's Math PT task, the chart they needed to access in order to answer the question had to be "maximized" in order to be seen - meaning, the chart expanded, covering up all the questions. Other students, who had similar tasks, all with charts, could read their full chart and the questions as the same time. This is a glitch that needs to be fixed, especially if printing the information will remain not an option.	5/30/2015 1:24 PM
256	It is too hard for third graders to type. This skill is not even a grade level requirement. It takes them so long that they forget what that were doing.	5/30/2015 1:13 PM
257	The lowest sound settings were excessively loud for young ears. Many students would hold headphones away from their heads. The directions would be covered by the notepad and students couldn't easily see what they needed on the screen (coding issue). Students would get error messages about using iPads even though they were on a laptop. There were repeated connectivity issues with AIR server not local connection. Students had to log in repeatedly through out sessions which was frustrating and made many anxious.	5/30/2015 1:05 PM
258	We have two computers labs available for teachers to use in our school. However, these labs are used only for state testing the last trimester. This is a huge inconvenience to all other subjects.	5/30/2015 1:05 PM
259	Need more practice with the technology for the students and better technonology	5/30/2015 1:04 PM
260	I do not know any 4th graders that are proficient enough typers for taking this test. Especially in the low income area where I teach.	5/30/2015 12:51 PM
261	students were unable to see all the necessary texts at one time in order to respond to the questions. If they were able to do it with paper pencil they would have had all materials in front of them to utilize.	5/30/2015 12:41 PM
262	The overall reliance upon technology to assess students in this manner is frustrating. For many, it was much more of an assessment of their keyboarding skill, fine motor skill, and computer usage than of the content on which they were being assessed. Practice tests did not adequately prepare students for all of the types of tech manipulation they had to use during the assessment. Spending such an inordinate amount of time focused on tech set up was ridiculous.	5/30/2015 12:27 PM
263	Students had to bring their own headsets	5/30/2015 12:24 PM
264	Some pieces of the assessment could be read aloud and others not. However, nothing on the screen indication which could. This led to students fumbling around with control keys and getting nowhere.	5/30/2015 12:19 PM
265	The print in passages were far to small and not spaced appropriately for a computer read.	5/30/2015 12:17 PM
266	Students had to be able to type proficiently to voice their answers. They struggled to figure out the test tools and many gave up trying.	5/30/2015 12:16 PM
267	The set up of he test was terrible. Reading that much on a computer screen is ridiculous for anyone, let alone an 8 year old. Having to scroll back and forth and make the story wide than skinny again to find information to answer a question was time consuming a hard for most kids. On the math CA and PT having graphs and charts that didn't fit on the screen were extremely difficult to read. It is ridiculous that printing is only an option for kids with an IEP. It is also ridiculous that we teach math all year showing kids how to use tools to help them solve their problems (tiles, blocks, hundreds charts, etc.). One of the CCSS mathematical practices is even "uses tools appropriately." Yet on SBAC they aren't allowed to use any of those tools other than a paper and pencil.	5/30/2015 11:56 AM
268	didn't use text to speech which cause may students to not perform as well in the math test. Wish it was a STATE mandate that ALL school districts use text to speech for all students.	5/30/2015 11:54 AM
269	The lap top screen is not big enough to display the information for the Performance Tasks. Students have to keep adjusting the two sides of the screen making it difficult to access the information needed for their response.	5/30/2015 11:51 AM
270	Our computer lab's age may or may not have impacted the process. Our staff made a valiant effort to set up the equipment and administer the assessment, but overall we felt like it was frustrating for students. I personally felt like I was harming or victimizing students. I am very conflicted by being forced to carry this out for special education students on my case load.	5/30/2015 11:38 AM
271	This has become a technology assessment as well as an academic assessment. There were times when students were ready to give an answer but could not figure out how to do it.	5/30/2015 11:20 AM

272	My school won a grant to have 1 to 1 Chromebooks for all students in my class this year. Having year-long practice with typing GREATLY improved my students' typing skills on the assessment.	5/30/2015 11:17 AM
273	I believe that the students were so overwhelmed with typing their answers, that they total did not even think to check punctuation and capitalization.	5/30/2015 11:13 AM
274	Students with specific iep identified supports did not have the supports available, and as the building's test administrator, I did not have access to make changes. The administrator with access stated that she made these things available, but the students continued to not have access to their iep identified supports. Also, we had incoming students throughout the assessment who came from other testing districts. As the building administrator, I could not select the appropriate PT assessment. This had to be selected at a district level. The district coordinator admonished me for asking about specific students, stating that updates were done weekly, but I can assure you that this was not the case at all, hence my asking about them week after week.	5/30/2015 10:58 AM
275	Lousy interface. Looked like it was from the 1980s or 90s. Very complicated online tools that often didn't work correctly. Testing online is unfair to young children who do not have technology in their homes, even more unfair than it is to young children who do!	5/30/2015 10:52 AM
276	Third grade students have very limited typing ability. It is time consuming and they make many mistakes that they normally do not in regards to spelling, capital letters, and punctuation. Some students gave up writing because they were simply tired of typing. Students were frustrated that they were not able to come back to a constructed response question if the testing session was over, they were forced to hurriedly finish.	5/30/2015 10:48 AM
277	It was a combination of desktop and chrome books	5/30/2015 10:48 AM
278	I think my students were less intimidated by the test because they did it in our regular classroom with devices that they were familiar with.	5/30/2015 10:47 AM
279	Dictionary-would be beneficial if definitions were text-to-speech	5/30/2015 10:45 AM
280	Our school used desk tops for the SBAC math and reading, Chrome Books for the two student performance tasks. We had constant problems with headphones and sound and this caused a lot of frustration. Our school will need to get new head phones for next year. In the classroom, our building discovered that half of our Chrome books were too old to use so the other half of our Chromebooks (which are not nearly enough to use for an entire school) had to be shared. This process interrupted all regularly scheduled routines and teaching and was a HEADACHE.	5/30/2015 10:38 AM
281	Approximately 20 to 30% of the computers being used frequently had problems such as: not allowing students to access the test, even with correct username/password entered; computer screens freezing during a test; etc.	5/30/2015 10:30 AM
282	We were using out of date desktop computers that more often or not were not functioning properly. Some days there was not enough computers for everyone to test so some students had to sit in the hallway and work quietly until a computer became available. The room was small and students were irritable sitting so long.	5/30/2015 10:23 AM
283	Technology was fine, though there was a fair bit of screen manipulation needed. Kids with poor focus or effort couldn't be bothered to keep scrolling the two screens to the correct place.	5/30/2015 10:21 AM
284	There were FREQUENT technical problems - embedded tools didn't work, sound couldn't be adjusted, accommodations that had been enabled were not available to students (in direct violation of their IEPs).	5/30/2015 10:07 AM
285	The sound was always an issue.	5/30/2015 10:05 AM
286	The length of these tests is a problem not only for the reasons stated above but because it dominates computer time. This especially true in a big school with limited computers. people not currently testing don't have access to computers for class work. If every kid had their own laptop it would work better.	5/30/2015 10:02 AM
287	Smarter Balanced assessments tied up the technology for the entire school from the beginning of April through May. Students and staff suffered from technology not being available to teach skills and technology projects we are expected to teach. This affected kindergarteners through fifth grade.	5/30/2015 9:58 AM
288	Our new laptop screens are a bit small for the multiwindow test.	5/30/2015 9:58 AM
289	The screens were too small, the computers were very much out of date, there was not enough tabletop workspace for students to use pencil and paper to do calculations when necessary, many of my students do not have computers at home.	5/30/2015 9:51 AM
290	The pause rules were very unclear, especially on the math CAT where students weren't finished with an item but had typed a partial answer - this was not clarified until partway through the testing season, so many of our students will have artificially low scores.	5/30/2015 9:36 AM
291	If hardware is not adequate and working the test is very difficult to administer.	5/30/2015 9:24 AM
292	We have an adequate computer lab, but the length of testing eliminates its use for anything but testing for virtually the entire 4th quarter of the year.	5/30/2015 9:21 AM

293	Chrome books could not be used for all of the testing because of sound issues. In addition my class set of chrome books had to be set to testing mode so we haven't been able to use them for anything for the last two months. Seems like a waste of valuable equipment and time	5/30/2015 9:21 AM
294	Kids from poor schools like mine, who have little to no technology at home are at a HUGE disadvantage.	5/30/2015 9:17 AM
295	The text-to-speech rarely worked. I ended up running between students to quietly read the test items and question. Again, totally ridiculous.	5/30/2015 9:17 AM
296	Small screen and audio issues	5/30/2015 9:15 AM
297	I am positive my students' low keyboarding skills negatively impacted their test scores.	5/30/2015 9:11 AM
298	Many students complained that they did not know where to answer questions on the screen. Many also complained that after selecting an answer they could not see what they had selected, but we're allowed to go to the next question. Some complained that when restarting the test after pausing many of the questions they had completed were lost. They then had to do them over. A fire drill during one class period caused many students to lose work they had done and many were frustrated.	5/30/2015 9:11 AM
299	To attempt to comprehensively assess students' learning through one assessment experience, regardless of the assessment platform is, by its nature, invalid. One size does not fit all! Those who want to know our students' abilities and progress need only to ask their teachers.	5/30/2015 9:09 AM
300	1. Lost highlighting 2. Bumped out if test 3. Couldn't Type in fields until they logged back in or next day 4. Test submitted when kids didn't submit it.	5/30/2015 9:07 AM
301	Even using a desktop, the screen is not big enough for the ELA portions of the test. The sheer volume of reading that needs to be done lends itself to be printed.	5/30/2015 8:50 AM
302	Many of the questions couldn't fit in the same screen as the information, and students were very frustrated with having to scroll back and forth. Several just gave up and guessed.	5/30/2015 8:47 AM
303	The interface is horrible and seems actually antiquated! SO hard for the kids to manage. The tools are ridiculous, and what a waste of time for kids to have to spend learning how to use the specific tools and interface just to take a test!!!!	5/30/2015 8:44 AM
304	Having to enlarge/reduce screen sizes in order to take the test and flip from screen to screen is nuts.	5/30/2015 8:31 AM
305	Our school has limited access to computers, so the testing schedule takes over for more than a month. We cant just have everyone test in ELA one week and math the next. We have to drag it out over 6 weeks.	5/30/2015 8:29 AM
306	I administered the ELA test to 7th graders. I had little confidence that any highlighting or note-taking that students did on-line would be preserved from day to day. Instead, I encouraged students to do paper and pencil note-taking.	5/30/2015 8:27 AM
307	The headphones were cheap and often didn't work. I spent a lot of time trying to locate and change out working headphones.	5/30/2015 8:26 AM
308	Not every student had the same visual representation of the information and data. The information and resources looked different, depending on the student computer.	5/30/2015 8:20 AM
309	I don't have my own Chromebook to use so I am unfamiliar with how to teach them to highlight, etc. students wanted to help each other when I couldn't figure it out, but they can't.	5/30/2015 8:16 AM
310	I feel students would have done better if they could have taken the test with just pen and paper. The texts were so long and convoluted that it would have been helpful for students to be able to spread them out on a table top to make going back and forth between them easier.	5/30/2015 8:15 AM
311	Our computer labs are not available during testing which is over half the year.	5/30/2015 8:14 AM
312	In a small district with a limited budget, it is difficult to keep up with the technology required to take the Smarter Balance Test. With only 25 computers available to test, our school started testing at the beginning of April.	5/30/2015 8:13 AM
313	They needed an abbreviated version of the instructions. Having to read the full instructions 25 times was annoying for all of us. By the 3rd day, they were all just sitting at their machines (waiting for approval) until I would finish talking, so I could approve them.	5/30/2015 8:13 AM
314	Some teachers in our building used small laptop computers - small screen size.	5/30/2015 8:12 AM
315	Fine. Needed more technology	5/30/2015 8:10 AM
316	Horrifyingly poor. A very negative experience.	5/30/2015 8:09 AM

317	Our class sizes are so large and our technology teachers cut our kids don't have tech classes. It is discriminatory to our poor population that does not have technology at home. It required proficiency with a keyboard and computer abilities that my students didn't have due to lack of computers at home. Not a level playing field. I am certain that students were not able to access math knowledge due to lack of computer skills.	5/30/2015 8:07 AM
318	Students being bumped out of the test was common. Students having difficulty with the earphones and the sound was common.	5/30/2015 8:06 AM
319	I had students repeatedly kicked out of the assessment. Fifty percent of the time, their work was lost.	5/30/2015 8:05 AM
320	Please don't make this a touch-screen required test.	5/30/2015 8:03 AM
321	All students should have access to the same devices in order to compare results. Another issue we had was we didn't have enough devices at our school do the number off days it took us to test was ridiculous.	5/30/2015 8:03 AM
322	Na	5/30/2015 8:03 AM
323	Our technology is not the newest and this causes problems.	5/30/2015 8:02 AM

**Please use the space below for any  
comments you have about the Smarter  
Balanced Assessment and  
accommodations.**

#	Responses	Date
1	Very confusing figuring out accommodations and certain ones such as being able to print were limited so IEPs had to be changed.	6/21/2015 11:18 PM
2	The system is too complicated and confusing!	6/19/2015 10:00 AM
3	As a test coordinator, it was very time consuming to input the accommodations and modifications for students, particularly because the Smarter Balanced system was inconsistent in which accommodations needed to be noted.	6/18/2015 8:43 PM
4	What can I say? Plain and simple, the SBA was way too hard for our special needs students. If the language could have been rephrased, then I believe there were SOME answers they could have gotten right. But the language as it stands...forget it. They were clueless. To me, it seemed tortuous to have them read every line and TRY because for the most part, I saw that they really tried their best!	6/18/2015 9:45 AM
5	Our SpEd people were not supportive because they didn't know how to be. Overall a frustrating time for all.	6/17/2015 11:42 AM
6	My students spoke languages unavailable as glossaries or to take the test in. For example, I had students that speak Arabic, Karen and Somali but the tests were not available in their language. And only Arabic was available as a glossary. This caused student a lot of stress to the point of cruelty. There is no way the scores accurately reflect their mathematical skills.	6/17/2015 9:10 AM
7	The audio was the least functional feature. Also training about how to adjust the setting plus communication about who needed what particular accommodations was limited and felt like there was not enough time to make the appropriate adjustments to those individual student settings.	6/17/2015 8:59 AM
8	All my students are on IEPs. This test was horrendous for them. The accommodation of text to speech did work well after I set it in the program.	6/16/2015 4:49 PM
9	I had a person read and scribe. Some students have calculator use in their iep, but they couldn't use them. I tested one on one for two months.	6/16/2015 9:25 AM
10	For the most part there really weren't that many accommodations for the students that were significant.	6/15/2015 9:28 AM
11	Our district provided training, but not until after most IEPs were already written for the year. Then they had to be amended. The coding required for the accommodations is too complicated: universal tools, embedded and non-embedded designated supports, accommodations. For every IEP, I need to look at the list and figure out which type of support I'm recommending. It's frankly a pain, and I bet most of us are still doing it wrong. Too much opportunity for error. Any changes to the accommodations needs to be decided before the start of school, and communicated early.	6/15/2015 8:06 AM
12	The text to speech didn't read everything. Kids that are used to this struggled a lot.	6/15/2015 7:50 AM
13	Testing in shorter increments was difficult because the test was so lengthy. Also, the performance tasks needed to be completed within three days of the class lesson. With 12 classes doing the lesson at different times and days, it was impossible lesson to schedule the students to be accommodated	6/14/2015 1:14 PM
14	Even though accommodations were marked in the system they did not show up many times bi believe the data will not be accurate due to students that needed portions read not getting that even though it said they would. It was not well done a couple times things worked and it was okay but for the most part I was frustrated knowing not only was this test not going to give us the information we want and taking a ridiculous amount of time but the accommodations promised were not showing up. We did the best we could but it was simply unacceptable.	6/14/2015 7:49 AM
15	Accommodations should be created for students who are not able to read - for the ELA tests - reading aloud is continually used in the classroom to support these students, yet they are forced to attempt to read copious amounts of text that they are ill-prepared or are unable to read. They felt extremely frustrated and "dumb" (their actual word!). Comprehension is about understanding what is being read, whether aloud or by eye - having a story read aloud does not detract from the comprehension goal. If students from other countries are going to be forced to take these tests, then accommodations should be made for translation in EVERY language. Alternately, they should not be forced to take these tests as newcomers.	6/13/2015 10:36 AM

16	Again it is an issue with text to speech. This was a designated support the iep team felt strongly about; however, students could not access it or it was too difficult for them to access. The directions on the pt were so lengthy, confusing, and took up more than one screen. A lot of my students just gave up: "too hard teacher. Too hard"	6/13/2015 7:41 AM
17	Get out of S. B. Let local districts self-manage.	6/13/2015 7:05 AM
18	It is not an effective measure for most students on IEP. We should use their IEP goals and objective growth data to measure IEP student growth.	6/12/2015 10:25 PM
19	I had a student with an IEP requirement that he test in a small group setting. There was no way to do this with the computer lab being in such high usage. Hope we don't get sued.	6/12/2015 3:05 PM
20	Accommodations are not the problem, making mentally ill students take the test, is the problem. And I think the difficulty of the test for special ed students in the regular school environment would also be demoralizing. The great amount of written response in the test is too much to handle for some and they give up.	6/12/2015 12:09 PM
21	There were many changes made throughout the process, so often, things we learned about accommodations/designated supports were found to be incorrect or changed shortly after training.	6/12/2015 11:32 AM
22	We had to use all our building IAs and LRC teachers to support accommodations for 2 months. That means LRC groups were unable to meet for that entire time.	6/12/2015 9:53 AM
23	Typing skills are directly tied to a student's ability to adequately participate in the assessment. I believe this is discriminatory.	6/12/2015 9:25 AM
24	Students needed the computer-based read aloud for all assessments, as they had had with OAKS. Having an adult read aloud in a separate setting was an unnecessarily stigmatizing situation that some students chose not to use, despite not having text-to-speech as they had in the past. This will impact their assessment results.	6/12/2015 9:06 AM
25	The accommodations were hard to administer at times	6/12/2015 8:56 AM
26	Trying to get the right accommodations to work was frustrating. It was also frustrating that accommodations available in the past were just yanked away from students this year.	6/12/2015 5:37 AM
27	It felt like more pressure to have kids test without anything to help them feel more comfortable.	6/11/2015 9:43 PM
28	The special needs students do not have the writing skills necessary to be able to right complete answers to the questions. They do not yet write in paragraph form with the expectation to write several paragraphs. It was not a good measure of reading.	6/11/2015 8:46 PM
29	We were told to ignore all accommodations.	6/11/2015 8:30 PM
30	I loved that the students were able to have the stories read aloud to them!	6/11/2015 3:08 PM
31	Smarter Balanced assessments should not be administered to anyone.	6/11/2015 2:43 PM
32	Way too difficult and time consuming	6/11/2015 1:30 PM
33	These students on IEP's can NOT take this test-- There are NOT at grade level and not able to complete this work. It is sad and frustrating to watch them struggle and lose their self confidence.	6/11/2015 12:04 PM
34	Due to the length of the tests, we struggled to provide the space and personnel necessary for students whose accommodations specify the need to be in an individual or small group setting.	6/9/2015 7:42 PM
35	As far as I know, none of the students I worked with qualified for testing accommodations (which seems problematic).	6/9/2015 1:09 PM
36	Students who had speech to text as an accommodations had to wait to take the tests because it did not work for several weeks.	6/8/2015 9:12 AM
37	The sudden lack of a calculator tool on certain parts of the test that they would have previously been allowed to use it on (for OAKS) was a detriment to my students confidence and their scores I'm sure.	6/8/2015 8:37 AM
38	The amount of time spent just teaching my students how to use the calculator was over the top. Then you add the fact that they could not use the calculator that they have been using all year long and it really made things difficult for my IEP students that do not like change.	6/8/2015 8:30 AM
39	The level of reading ability was WAY above most of my IEP student's ability. Many of my IEP students have a 3rd grade reading ability and the test was unreachable to those students.	6/7/2015 5:29 PM
40	The math calculator accommodation requires a one-on-one staff-student ratio, which is not feasible.	6/7/2015 8:38 AM
41	Many times the students who took the longest on the SBA were the IEP and 504 students. Ironically these are the very students who can ILL AFFORD to miss instruction time in the classroom--but they had to so they could finish these tests. How is that providing them a service?	6/5/2015 1:24 PM

42	Our building administrator did not provide adequate preparation for students with IEP's and 504's	6/5/2015 8:52 AM
43	The accommodations and modifications were inadequate and unrealistically tight for my students- ridiculous really.	6/4/2015 9:56 PM
44	For children on IEPs and functioning well below grade level, this test was a waste of their time. It will not give me any useful information other than it was too difficult for them. The text to speech was minimal and they couldn't even tell me what was verbal - they said it didn't read anything to them. This test made them feel really badly about themselves as learners. What a shame.	6/4/2015 9:17 PM
45	Many accommodations were not written in IEP's that would have been helpful for students. We were not allowed (per our LRC teacher) to adjust the previous year's IEP to reflect accommodations that would be helpful for the SBAC.	6/4/2015 4:48 PM
46	I am confused at how some of my IEP students could achieve success on such an inaccessible exam	6/4/2015 3:02 PM
47	This was heartbreaking, watching students who are suppose to have accommodation flounder and flail because of this test	6/4/2015 2:58 PM
48	There were some issues with talk to text, but we worked it out eventually.	6/4/2015 2:07 PM
49	n/a	6/4/2015 10:43 AM
50	The 3x screen was not big enough for some kids.	6/4/2015 10:16 AM
51	We had to revise most of our IEPs (which took hours) to reflect the newer, more restrictive, accommodations. One change that has been really helpful is the new accommodation that allows us to read the passages to our IEP students.	6/4/2015 9:22 AM
52	The test isn't effective in testing students with special needs. The interface is overly complicated and the questions are written for "normal" students who don't have attention disorders or easily overwhelmed/ discouraged by reading/math.	6/4/2015 9:17 AM
53	It took several hours and meeting to determine what could and couldn't be provided, and turn on or off functions for students with IEP's and 504's.	6/4/2015 8:55 AM
54	My IEP and 504 students generally took the test with another administrator in a smaller setting.	6/4/2015 8:21 AM
55	There are fewer accommodations for students on IEP's. The reality of the accommodations is that the "requirements" that students had to meet in order to have some of the accommodations made it too troublesome for teachers to actually assign those accommodations to students. I don't believe IEP students should have to jump through hoops of fire in order to receive accommodations that they should have every right under the law to have.	6/4/2015 7:58 AM
56	I do know my grade school child who has an IEP had no issues with the administration for the test. But he is high functioning autistic, so I suspect he was going to handle any computer test thrown at him as long as the technology works.	6/4/2015 7:23 AM
57	The vocabulary was higher than the student's ability to comprehend so even with the ability to hear the words read, students were guessing what was being asked and picking answers that were unlikely to be correct.	6/4/2015 7:20 AM
58	My students on math, reading, and writing IEP's were so far out of their ability level they weren't able to display any of their knowledge on these tests. On the previous version of the OAKS test they could at least narrow down some options and use their test taking skills to help them feel successful. When faced with multiple pages of instructions on how to write an essay, they had absolutely no chance at success. Requiring these kids to take this test felt like an insult to them.	6/3/2015 9:48 PM
59	Difficulty in printing passages.	6/3/2015 8:55 PM
60	It is very challenging to administer a testing session to a full classroom of third graders (who've never taken the test before) by yourself. And I think there needs to be some kind of intermediate level test between the Extended Assessment and the Smarter Balanced test. Our IEP students are hard workers, but left these testing sessions feeling inadequate and unsuccessful.	6/3/2015 7:06 PM
61	I had a few students who really needed an alternate setting due to inattention or the fact that they are easily distracted. This population of students were asked to sit away from others and use headphones within a room of thirty students. I guess there was a lack of trained staff available to handle this another way?	6/3/2015 6:43 PM
62	The information given in advance about accommodations was poorly written, difficult to understand and changed at the last minute. It is difficult if not impossible to change IEPs to allow access to accommodations when we did not know were possible. This test does little to assess the student's abilities and takes so much time to administer, we lose valuable instructional time.	6/3/2015 5:57 PM

63	This testing is by its very nature invalid. Even with accommodations, the subject of each test section is not what is actually being assessed (reading test actually tests reading, writing, task analysis and listening). This, combined with the fact that test responses are subject to human error and bias, make this test completely!!!! unreliable. If this test produces such worthless data, why spend all this time and money on it. I hate this test with a passion and I have grown to hate much of our educational system for supporting it. Anyone hocking this test is either clueless or has questionable motives.	6/3/2015 5:01 PM
64	Students who have writing disabilities cannot perform the performance tasks. I could have the Text to Speech read directions and materials to them, but there was not way (that I knew of) to accommodate writing skill issues. No speech to text etc...	6/3/2015 4:16 PM
65	The excessive effort needed from teachers and administrators to make all accommodations take place took many additional hours.	6/3/2015 4:12 PM
66	I was told that students who might need an accommodation (or whatever the hell we call it now) needed to be placed on an IEP. I really didn't see that SpEd was helpful at all. (Maybe they worked behind the scenes.) I just gave EVERYONE a standard administration.	6/3/2015 3:56 PM
67	For students that are auditory learners, they could not have the story passage read to them. We were told that it would be graded on listening comprehension.	6/3/2015 3:38 PM
68	Many of the passages on the math test had lexile reading levels so high, students were not able to access the mathematics embedded within the question. Students who have strong math abilities, but weak reading skills were not able to access simplified instructions. Not a good test of mathematics ability!	6/3/2015 3:34 PM
69	One of my students is blind and the test was so long...searching back through long passages and directions was both confusing and time consuming...and he took four times as long to complete his tests.	6/3/2015 3:06 PM
70	It was terrible. The kids gave up and wouldn't try. Many of them just maked answers. Not being able to get a score was really difficult since that was a hug motivation in the past.The text to speech was very difficult for my kids to find and use and often times the accomodations were not set correctly. Many kids did not have it read who could of becasue they couldnt figuer it out.	6/3/2015 2:52 PM
71	The SB test did not accommodate any student who was on an IEP because the test is designed for students who are either at or above grade level. Most students on an IEP are far below grade level so the only information gained on these students who are on an IEP is that the test is to hard. This gives those students a message of inferiority because the test demands far more than their capability.	6/3/2015 2:18 PM
72	The accommodations allowed did help some students, however, the text to speech is a joke. Any voice used was very unclear and was a hindrance instead of a help, not at all like how we provide it in the classroom.	6/3/2015 2:11 PM
73	Students were denied the opportunity to have their needs met by the very structure of the test that was issued. No student should have to endure the panic and anxiety of a test without accommodations for nothing more than a PRACTICE TEST!	6/3/2015 2:09 PM
74	I'm afraid to comment. I have a blind child, epilepsy, some autism students, and no I am not a special education teacher. This test was far from appropriate for most of my IEP students. I was more than disappointed at what they had to endure.	6/3/2015 1:13 PM
75	I appreciate the levels of accommodations and noticed that for those few students who are not reading grade level materials, yet the extended assessment would not be appropriate, they really benefit from having the text read aloud. Allowing students to use scribe for the performance task, reduced my student's anxiety about writing and allowed her to be able to demonstrate her skills in generating ideas, organizing her thoughts, and creating multiple paragraphs of written work. When asked to type on her own, she struggles with more than 2-3 sentences. I think that teachers may benefit from collaborative discussions with professionals outside of our district to discuss the various accommodations and which to choose for specific students.	6/3/2015 11:56 AM
76	While the SBAC is an improvement over the previous OAKS tests (for example, it tests Writing skills) it take far too long to complete. Also, the instructions and task-complexity in many items were not developmentally appropriate.	6/3/2015 11:52 AM
77	The above mentioned technical difficulties added to the stress level and anxiety of my students.	6/3/2015 11:30 AM
78	This test, and others, do nothing to help students with learning disabilities feel successful. All these tests accomplish is making kids feel badly about themselves.	6/3/2015 11:21 AM
79	The assessments were not at all appropriate for the students we have on IEPs.	6/3/2015 9:14 AM
80	Major concerns about the amount of time students with IEPs or 504 have to spend on the tests. Also, the length of instructions is out of control.	6/2/2015 10:09 PM



81	SB was tragic for students on IEPs. An incredible waste of critical learning time that they can't recapture. Also, it was a very defeating experience for several students who struggle with academic confidence. The SB does not move these students forward in any way, shape, or form. Putting it bluntly, the assessment is a tragedy.	6/2/2015 9:57 PM
82	Now that we have seen the tests, we all have a better idea of other appropriate accommodations we may want to put into place for future testing.	6/2/2015 9:18 PM
83	Question 31: My students' IEP accommodations were written with the accommodations SBAC offered. Their needs didn't drive their accommodations--the test did!	6/2/2015 8:30 PM
84	It seems to be an even longer torture for students who are not at grade level. How will having students with communication delays, reading IEP's and writing IEP's give any information with SBAC results that we don't already know? How will having them spend MORE hours than ever before HELP their learning? The directions themselves were too much(SBAC PTs), let alone the tasks themselves.	6/2/2015 6:36 PM
85	Way too long! Why over 40 questions on the reading test?	6/2/2015 6:24 PM
86	My ELD students did not have side by side instructions. Many of the questions in English were not in the complete form in Spanish.	6/2/2015 3:17 PM
87	There were too many students testing in different places so accommodations were minimal.	6/2/2015 2:35 PM
88	Overwhelming!	6/2/2015 7:04 AM
89	The accommodations are so minimal that the test is meaningless for many of my special needs students. Accommodating students who need a separate testing environment completely disrupted our school schedule for several weeks.	6/2/2015 6:28 AM
90	My students on IEP's really struggled with how long the assessment took. Many of my students Plans state that tests will be broken up into small pieces. This meant that they were testing for the better part of 2 months!	6/1/2015 11:04 PM
91	PLEASE add in a universal accommodation for ALL students to use text to speech in math!!! I do not understand how only some students are allowed to have text to speech for a test that IS NOT testing their reading ability. Also, make it a universal accommodation for ANY student a team determines needs to have a real, live person read aloud the math test if it is better for the student. The text to speech is better than nothing, but it is not fluent.	6/1/2015 9:35 PM
92	Manipulatives need to be allowed.	6/1/2015 9:28 PM
93	This test is ridiculous.	6/1/2015 9:10 PM
94	The rules for accommodations changed and continued to change which made it difficult to keep parents and staff informed. Extra IEP meetings were required with copious amounts of extra paperwork. The accommodations offered or allowed, had no real connection to the IEP accommodations and supports IEP students receive on a daily basis.	6/1/2015 8:55 PM
95	For example, I had a scribe accommodation where the student had to constantly tell me how to spell a word which interrupted the train of thought. We found it easier to let the student just work very slowly at their own speed. Some students on IEPs have memory issues, yet we take away all the tools they use in the classroom. How is that a true measurement of their ability?	6/1/2015 8:51 PM
96	Some of the requirements required more staff members than were available.	6/1/2015 6:15 PM
97	We were told that we could only have a few kids with the real accommodations for the assessment. We have a high special education and 504 population. Only a very small portion (10%) of those on 504 and IEPs could be accommodated.	6/1/2015 6:09 PM
98	not needed, get rid of it. all sped students whose parents wish should be allowed to opt out. WITH NO penalties to the schools or teachers or administrators at those schools. It's a waste of time and money	6/1/2015 5:34 PM
99	Our district was unsure about what accommodations were available to students on IEP/504 plans (even our special education department staff were unfamiliar with what students could and could not do). There were fewer accommodations for students on IEPs than was the case with past assessments.	6/1/2015 4:35 PM
100	The very low students and Spanish speaking students had the test read to them, but their vocabulary and understanding is so low, it is not a big help.	6/1/2015 4:24 PM

101	We received very little training regarding accommodations. Very late in the spring we received the codes that we could use on the IEP. I had to pour over the Accessibility manual to identify what the exact accommodations for each student should be and amended many IEPs. It took an extraordinary amount of time this year. I have many low ability students and our district does offer an "extended" test, but I do not believe that it gives accurate information for most of my students. It would be important to understand how different accommodations change the way Smarter Balance is scored. For example, if text-to-speech is used, it is essentially a listening comprehension test. Should we, as a team, give that accommodation to the students for which they will actually be able to show grade-level thinking with this accommodation or to the students for whom even with this accommodation, they will not approach grade-level thinking??? If we know that these students will not "meet" benchmark due to his or her disability, what is the best measurement for the state?	6/1/2015 4:13 PM
102	It didn't matter what accommodations were granted. My students on IEPs did not do well. They couldn't read all the student instructions by themselves that were embedded in the test and most of them just "clicked" through the test or wrote gibberish just to get through it. Yes, all my IEPs will fail this thing. Again, I hope I never see this test again.	6/1/2015 3:32 PM
103	The reading level was too high for students who did not need support so just go from there to figure how ESL and IEP students did. NOT WELL! The directions alone were laborious and many were lost before they even got started in all the ridiculous amount information provided for even a simple question. I was just sick trying to watch some of my students cope.	6/1/2015 2:41 PM
104	Rules were difficult to follow. Reading accommodations should have been available to everyone. Sometimes hearing a question is different than reading a question.	6/1/2015 11:39 AM
105	Text to Speech not available for Spanish/English stacked view - but that was not communicated until April. ELA: Print on Demand needs to be made available for all students to interact with text.	6/1/2015 10:21 AM
106	I didn't feel the directions were clear on what was allowed to read aloud.	6/1/2015 10:15 AM
107	If a student is reading below grade level, every single SBAC test was overwhelming for them!	6/1/2015 9:44 AM
108	Not all of the accommodations were available as expected.	6/1/2015 8:39 AM
109	Accommodations are pretty meaningless if the student is so far below grade level that they have no clue what the instructions are and can't comprehend how to do the tasks.	6/1/2015 8:39 AM
110	na	6/1/2015 6:37 AM
111	My students with IEPs or 504 plans all opted out this year.	5/31/2015 10:41 PM
112	My students are all working below grade level. The test did not measure their strengths in reading or math. These students were not good candidates for the Extended Assessment since they are not that low, but still, this assessment was far too difficult. It was a huge waste of time, time that my students desperately need for instruction. I tracked the time each student took for each test, the reading CA, reading PT, math CA and math PT. It is reasonable to estimate the average time for each student was 2 hours per test, so a total of 8 hours per student to complete these assessments. This includes the time required to transition to the testing site, create a testing session, log on to the session, etc.	5/31/2015 9:07 PM
113	The district denied students on an IEP access to the tools and manipulatives necessary to demonstrate their skills and knowledge.	5/31/2015 8:18 PM
114	This test was way to difficult for specific students who read below grade level. For some, it took them 10 plus hours to complete the ELA CA (7th grade). Others were finished in less than 2 days because they could not read and understand the material or what was being asked of them. By the time the students were testing on the fourth portion, which for our school was the ELA PT, they were so burned out.	5/31/2015 8:17 PM
115	Printing SHOULD NOT BE CONSIDERED AN ACCOMMODATION. I hold a Master's and have never been on an IEP or 504, but my brain does not process information from the screen. It never has. Students should be afforded the opportunity to provide their best work, especially with their diploma riding on the results of this one test. Printing allows text interaction, clarity, and better comprehension. Reading and highlighting on the computer is not the same for some brains, IEP or not.	5/31/2015 8:15 PM
116	The accommodations did nothing to make the test "doable" for kids with 504s or IEPs...I have a student with severe ADHD...he can barely sit in a classroom for 50 minutes when we are doing movement activities - but we wanted him to sit for days on end to complete this test...I have a child with anxiety disorder...she was so distraught over this test she missed 2 straight weeks....yes, kids were isolated with one-on-one aides when their IEP called for it - but that meant the IA was out of classes for weeks at a time testing ONE child who was reading at a 2nd grade level but taking the 8th grade Smarter Balanced Assessment. Many of my IEP students took upwards of 2-3 weeks to complete the test...and as soon as they finished ELA they had to go right into MATH....worse yet...I had 8 EL students who spent 6 days ELA testing .... then 5 days ELPA testing then another 4 - 5 days taking the Math Performance Task....that is SIXTEEN STRAIGHT DAYS OF TESTING...have the powers that be lost their minds????????????????????????????????????????	5/31/2015 7:56 PM

117	Students needing accommodations with the Smarter Balanced Assessment did so during their time in the Learning Center. Their testing was spread out over multiple weeks, thus pretty much taking up the time when they should have been receiving special instruction in the LC.	5/31/2015 7:21 PM
118	Administering the tests to our students needing accommodations was borderline child abuse, emotionally draining for the audience and myself, and just wrong.	5/31/2015 3:20 PM
119	These children have not had the experience with the vocabulary necessary to understand the instructions let alone the questions. Answering the assessment questions was probably just guess and go to get it over with. A real waste of everyone's time and stressful beyond what they should be experiencing in school.	5/31/2015 1:30 PM
120	In my opinion, IEP teams need to have absolute power over what, if any, assessments need to be given to students with disabilities. The purpose of testing is accurate measurement of a skill or ability, in order to provide the teacher or team direction on how to educate the student. The most valid testing done in school is the day to day questions the teacher asks in class, because the answers drive instruction. If testing has no diagnostic value, it has no benefit to the student. We can't do this next year. I am prepared to let the parents of all of my students know that they have the right to opt their children out of this test. I am also concerned about the psycho/social aspects of engaging in this exercise. Fundamentally, students learn and follow directions because they trust us as teachers. If we use them in this manner, doing the opposite of what we're trained to do as teachers, what will the impact be on the teacher/student relationship? Once trust is violated, can it truly be regained?	5/31/2015 1:27 PM
121	Decisions were changed quickly and then communicated to us. Case managing 45 students , I could not modify IEPs to reflect the new decisions made.	5/31/2015 1:21 PM
122	It was very confusing as the available accommodations didn't match IEPs that used other language, and/or we didn't know what kinds of problems would arise on the test, at the time of writing the IEPs. Lots of revisions were required...very inefficient.	5/31/2015 12:05 PM
123	Unclear and limited. Also, what and how to document student's individual needs was unclear and limited. The manual was difficult to understand and many previous accommodations are no longer available. It was also unclear who could have access to a calculator and when, different districts had different interpretations, and even ODE didn't have a clear & precise understanding. Decisions were made far too late in the process- most IEPs were already written - requiring an IEP review. Training (only 1/2 day) didn't happen until December. If we are testing the students ability to problem solve and use strategies available in "real-life," then those accommodations should be available. The testing took too long! Students with special needs frequently became fatigued and over whelmed. Some student with disabilities such as ASD had substantial difficulty with the abstractness of the tasks and the multiple layers of skills required by a single item (such as figuring out the problem, then formulating the thoughts into language, then formulating the lexical requirements, then typing, and organizing all of this together to produce a very unnatural product).	5/31/2015 11:20 AM
124	Text to speech was worthless for students with significant learning needs (especially in 3rd grade). There was not enough people to administer read-allude needed for students. More students needed read aloud then normal because the instructions were so convoluted (especially the ELA sections). This was the worst test I can get imagine for alternative Learners and thinkers.	5/31/2015 10:42 AM
125	This was all new and we also had to go through each IEP and see which accommodations would apply and there was so much language, it is overwhelming and confusing. It's hard to give one on one testing accommodations when we don't have the staff or resources (rooms/technology) to administer these accommodations.	5/31/2015 9:39 AM
126	This test does not give simpler questions when the student fails on the previous question. I have kids that have no reading endurance and you could have given them a month of 8 hour days and they would have never made it through all the reading. All it creates is hatred of reading, frustration and resentment that then I must deal with later. I also had more 'opt out' kids who just dragged their hands over the keyboard to provide a written answer than ever before. It is simply too long. Adding more readings does not increase the rigor of the test, just the blind hatred of the process. There was literally no way to accommodate for these kids. Taking it another time with other kids is not making this test less stressful.	5/31/2015 7:59 AM
127	This test was so completely unfair to students with learning disabilities. The directions are so long & confusing, & not at all explicit (which IS an accommodation on many of my student's IEPs). This test is truly punishment to us all, & many of my students with disabilities expressed (& even broke down & cried!) because the felt "dumb".	5/31/2015 7:27 AM
128	No access to calculators or manipulatively is contrary to their IEPs and the current adopted curriculum used in our district.	5/31/2015 6:57 AM

129	This is almost laughable. Kids with attention issues-the test is absurd. Or, how about English Language Learners who had to take the test. We had one student who had been in the USA for 1 week and had to take the math and OAKS science. I have a super-smart student from China who has been in the USA for 8 months, super hard worker, and he was almost in tears. The supposed online dictionary was merely a dictionary for a few nouns and verbs. Many kids on IEP's took one look at the test, guessed and filled in blanks, and just did anything they could to be done with it. Very few actually tried. We do not have enough support staff to really support the enormous amount of time it takes to administer these tests. Oh- and we lost almost all of our very few hours of Sp.Ed support for a whole month because our Sp.Ed teachers were busy testing.	5/31/2015 6:56 AM
130	The amount of time and effort to write each accommodation onto a plan and then individually enter it is atrocious. My Sped teacher pushes into my classroom. She was not able to come for a couple of days because she had to code for each student.	5/31/2015 4:54 AM
131	Too long for most of them. Confusing questions and directions. Tools available sometimes, and not other times, caused frustration.	5/30/2015 9:50 PM
132	The reading passages are too lengthy and too difficult for many of my IEP students and they reached frustration point very quickly.	5/30/2015 9:35 PM
133	Knowing how to mark specific accommodations for students on IEPs was VERY confusing. One of my IEP students was supposed to have the option of text-to-speech for her Reading assessments, but it was apparently only marked for her on the ELA CAT, not the Performance Task. In addition, she was supposed to be able to print, but that feature didn't work on the ELA CAT either. Our LRC (Learning Resource Teacher) marked the accommodations for our IEP students, but she said she had to send in the request to our district to have those specific boxes checked. So, I'm guessing the district incorrectly marked the boxes for her. For all of my other students, I was responsible to checking boxes. The pages to check mark were long and confusing and I spent countless hours sending emails trying to get various issues resolved and/or questions answered.	5/30/2015 9:34 PM
134	Accommodations were few and not useful.	5/30/2015 9:28 PM
135	Students in an IEP were still expected to read very long text sources, to compose on the keyboard, and basically do everything that students without an IEP had to do. Our IEP students had the Text to Speech, which helped some.	5/30/2015 9:20 PM
136	It was difficult to watch our IEP students take this test. They struggled at great length and we could offer them no support whatsoever. If you've worked with children who have some sort of learning difficulty, you know it does not mean that those students are "stupid", they are simply capable in different ways. They learn differently. And we can do nothing to help them take a "one size fits all" test. The words "best practice" are thrown around the education arena often, but the only people who are actually trying to adhere to them are the individual teachers. Big company curriculum developers, administrators, state legislators, etc., don't know - or seem to care - that best practice has no voice in their decisions.	5/30/2015 8:59 PM
137	We do not have the space, the staff, or the time to adequately meet the needs of our students on IEPs.	5/30/2015 8:55 PM
138	I really feel for the IEP kids, they don't stand a chance at all.	5/30/2015 8:29 PM
139	It was very hard at our school to schedule times for the kids who needed accommodations.	5/30/2015 7:55 PM
140	too wordy and unclear. not well laid out. Should be able to translate the directions--not giving any prompting--the kids did not seem to understand what was being asked of them	5/30/2015 7:55 PM
141	There were only a couple of accommodations allowed by SB compared to previous assessment. This puts IEP students at a disadvantage even more than ever.	5/30/2015 7:51 PM
142	My one major issue was for my ELD student that was not a newcomer, but nowhere near proficient enough to demonstrate his skills in math due to language.	5/30/2015 7:13 PM
143	Too many accommodations to enter; then they weren't easily accessible for the students. It was confusing and cumbersome. I have 32 students...who qualified for what? Other people administering the test for my class may or may not have the correct info...	5/30/2015 6:46 PM
144	This questions is a joke, seeing as there are virtually NO accommodations available!	5/30/2015 6:46 PM
145	Limited accommodations and must be addressed on IEP led to a slew of IEP meetings!	5/30/2015 6:08 PM
146	The use of accommodations allowed was so confusing that we, teachers and Learning Resource Teachers, had continual conversations about what was allowed and what was not. Whether the students would be tested during LRC time or with their class. Whether they could be read to or not. What was a stimulus read and what was not...the list goes on and on as to what we continually discussed and finally...each grade did something different with their LRC time because we never fully understood all of the accommodations that students could have	5/30/2015 5:55 PM
147	Cumbersome, confusing, wording does not match, not enough training, general education teachers don't understand etc.	5/30/2015 5:18 PM

148	It's impossible for a teacher to administer Smarter Balanced and accommodate all the children when I have no support to help me!	5/30/2015 5:11 PM
149	For students on a modified track there is no amount of accommodations to help them.	5/30/2015 3:35 PM
150	My IEP students became frustrated very quickly and just ended it.	5/30/2015 3:31 PM
151	OAKS was challenging enough on it's own, for students who likely might not ever pass, but at least, they weren't not passing because on an inability to not get frustrated over constructing their own responses.	5/30/2015 3:19 PM
152	My students reading skills are very low, and the length and the difficulty of the items were such that the students with disabilities gave up very quickly.	5/30/2015 3:06 PM
153	We had to do nearly 20 IEP revisions to get student accommodations to match that of what was allowable on the SBAC. Once they were completed, and we started assessing, a few new accommodations were allowed that would have made the test much more accessible to my students, but could not be added since they had already started the assessment. Developing new IEP's for newly qualified students in the middle of the testing window was an absolute nightmare, to be blunt.	5/30/2015 3:05 PM
154	The system for getting students the accommodations they need on top of all the other steps to prepare for this assessment was highly limited and overly complicated.	5/30/2015 2:39 PM
155	I just know my IEP kids cried a lot.	5/30/2015 1:48 PM
156	If students are on IEP's for learning disabilities that result in them functioning 2-3 grade levels behind their peers, then taking the SBA is NOT a good experience for them. I thought I read that in Texas (at least when administering their state assessments), that any student on an IEP or 504 was not required to take the state assessment. If that is true, it would be interesting to look into Oregon adopting that philosophy as well.	5/30/2015 1:28 PM
157	The accommodations the test allows are no where close to what the student's IEP/504 plan allows. In my class ALL students can use multiplication charts, hand held calculators (when appropriate) and have directions simplified (again when appropriate). None of these options are available for the sBAC	5/30/2015 1:10 PM
158	The list is comprehensive but not helpful in choosing the best accommodations for students.	5/30/2015 1:07 PM
159	Very limited	5/30/2015 1:04 PM
160	It was just plain stupid to administer this assessment to students with extremely low cognitive abilities.	5/30/2015 12:42 PM
161	Our ERC teacher administered the exams to identified students, but not at the same time as our exams (logistically not possible) so there was the added burden of finding alternative things for those students during our testing times.	5/30/2015 12:21 PM
162	There weren't enough accommodations available for students show what they know and process the questions.	5/30/2015 12:18 PM
163	As I gave this test, I wondered if the designers had ever met a child before. I can guarantee you that the test is not valid for at least 90% of my students. For a few, their emotional/ mental health issues prevented them from answering questions they did not know, and moving on. My students took the test seriously. Some were in fear that failing it would prevent them from advancing to the next grade. This was heartbreaking to see. In my opinion, IEP teams need to have absolute power over what, if any, assessments need to be given to students with disabilities. The purpose of testing is accurate measurement of a skill or ability, in order to provide the teacher or team direction on how to educate the student. The most valid testing done in school is the day to day questions the teacher asks in class, because the answers drive instruction. If testing has no diagnostic value, it has no benefit to the student.	5/30/2015 12:15 PM
164	This test was too hard for kids not on an IEP. We were told by our district, special education teachers were not to stop their normal groups to help with testing. So our kids on IEPs got very little support.	5/30/2015 11:58 AM
165	There are not any accommodations that make up for having to administer these assessments to students with special needs.	5/30/2015 11:40 AM
166	Students were only allowed to take the SBAC in small groups if it was on a 504 or IEP. There are some students in my class who are very inattentive and get distracted easily. However, they are not on IEPs or 504s so they were not able to take the test in a small-group setting, which would have helped their performance significantly.	5/30/2015 11:20 AM
167	Everything was so new to me that to worry about accommodations was secondary. Training the special needs teachers more would have been better so they could have a more active role would have been nice.	5/30/2015 11:16 AM
168	I gave each student on an iep a copy of their state assessment page out of their iep so that they would have full knowledge of their identified accommodations. I also checked 504 plans and did the same if there was wording that would affect their supports for a state test. As the building administrator, I could not adjust the assessment to ensure that the SBA offering was in compliance with the student's iep. I could only sit in shame and watch my students who did not have access to their full supports, and I could daily email the person who supposedly did have the power to make those changes. Despite my efforts, my students continued to not have full access to their supports as detailed on their iep's.	5/30/2015 11:04 AM

169	This test is inappropriate and a waste of time for my students on IEPs. They felt unsuccessful and extremely frustrated with having to take the test, even with accommodations.	5/30/2015 10:50 AM
170	Even with the practice tests, students were unprepared for the actual test. Unfamiliarity with the test format, vocabulary, and use of tools made the test really frustrating for students. As a special education teacher, it was disheartening to see my students try so hard to do the assessment and notice how poorly they were doing. They would ask what does this word mean, and whether I could ask the question in another way....and I read for them verbatim, that in essence I could not help them. Many of them took days to try read the sources and answer the questions, many giving one to two sentence answers that did not begin to address the topic. Other students allotted time expired. How can we make it better? We need to teach the structure of the test to our students, provide familiarity with the vocabulary used, and give them practice throughout the year on similar type questions as a start. I'd like to request that anyone on an IEP with reading services provided, be allowed to have the ELA CA and PT passages read to them. Sometimes it not only the problem that students cannot read the words, but it is the length of time it would take them to decode the words and still retain passage's meaning enough to write a meaningful answer that is one of their problems.	5/30/2015 10:48 AM
171	We had a challenge finding smaller spaces for kids who needed assessments away from the group or items read out loud to them - not enough spaces in our building and not enough computers available to use. It will be even more of a challenge next year will full day kindergarten, which has impacted available rooms district - widr	5/30/2015 10:47 AM
172	They tried To get up to date info on accommodations but there was a lot of confusion about what was acceptable for Students w reading deficits and fine motor problems at the time of testing. For instance for a student w a reading deficit could we read passages to them. Some in the district did and some did not for the same type of student. Who to scribe for was also hard to decide	5/30/2015 10:44 AM
173	Those kids that need to have a small group accommodation were not able to access that. The technology outside of the computer lab did not meet the requirements. Also, we do not have enough staff to pull small groups for 8-9 hours for E/LA and math.	5/30/2015 10:44 AM
174	We had a lot of problem with headphones not working for students who were to have that accommodation.	5/30/2015 10:31 AM
175	My IEP students had no hope of passing this test.The true level of their growth this year was not measured by this test, this is sad as some of these students improved greatly.	5/30/2015 10:25 AM
176	We don't hate all tests. We don't hate being accountable for learning. I just hate being held accountable for horrible tests that are not developmentally appropriate. I hate being kept out of the process. I feel demoralized and left out of the very thing I should be most involved in. I'm teaching REAL students. That's my most important job. I feel like we are being forced to kill learning and replace it with testing. We tried very hard to keep the stress level as low as possible for the kids but teacher stress levels were through the roof. This is not the way it should be. Tests should inform instruction. They should be useful to me as the educator of children- not for some idiot to play educational "reformer". You know the saying "The beatings will continue until morale improves"? That's what teachers are experiencing. It's not working. Please help us.	5/30/2015 10:10 AM
177	See previous comment. Frequently, students could not access their accommodations, e.g., text to speech did not work, print feature wasn't offered (even though it HAD been enabled in TIDE), embedded tools like the calculator wasn't available.	5/30/2015 10:10 AM
178	The format of the test is overwhelming for students not on an IEP or 504. Many of my IEP and 504 students just sat and stared at the computer, not knowing how to begin. Then they would just click away or type some words in just to finish. Another student in the ELA PT just typed verbatim the text in the question because he didn't understand what to do.	5/30/2015 10:02 AM
179	Many of the test questions, particularly in the ELA section were so long it was difficult for them to sustain attention to the task, and it fatigued students with print reading disabilities to the point of frustration, and they would give up.	5/30/2015 9:58 AM
180	This test is not at all adaptable, in my opinion, for students with learning disabilities. The original Oaks testing was much more accommodating to students with disabilities.	5/30/2015 9:52 AM
181	Students with special needs struggled with the test and the write in answers	5/30/2015 9:35 AM
182	Even with accommodations, the SBAC was no where near the zone of proximal development for many of my IEP students. It was very frustrating for them.	5/30/2015 9:34 AM
183	I think the test is a waste of tax payer dollars and instructional time. We could easily use internal assessments, trust teacher judgment, and use the ACT or SAT.	5/30/2015 9:33 AM
184	They're not adequate. Having students test at a different time of day or to be able to subvocalize is not really going to help these students do better on such a high-stakes test. The accommodations are no different than from OAKS, and with the addition of the writing, the one-size-fits-all approach is sure to fail most of these IEP kids.	5/30/2015 9:25 AM

185	Students were required to be assessed at grade level, which was inaccessible for all of my Special Education students. They should be assessed at their skill level. A 5th grader reading at a 2nd grade level will have no chance at passing this assessment. What a waste of time.	5/30/2015 9:19 AM
186	Inherently students who receive services for special education have difficulties in the area of writing. 60% of the expected were in that are - it was impo inherently students who receive services for special education have difficulties in the area of writing. 60% of the expected audible to know these students needed speech to text - because of timelines - and the ones who were assigned the program did not work	5/30/2015 9:15 AM
187	My students had trouble using text to speach and simply chose not to use it.	5/30/2015 9:12 AM
188	The restrictions on using a scribe were confusing and unlike what would be implemented during the year. If I am measuring my students' knowledge in a subject area, I write exactly what they say, and capitalize and punctuate it appropriately. They are not used to having to specify those things. The additional limitations on scribing, which were not mentioned until I was in the middle of testing, made me hesitant enough that I did not feel comfortable encouraging my students to use this accommodation as I would have if they were taking a science testin their mainstream classroom.	5/30/2015 8:54 AM
189	The text-to-speech feature is great in concept, but the student has to actually use it, which cannot be monitored in a class setting.	5/30/2015 8:49 AM
190	This test is so inappropriate for my IEP kids!	5/30/2015 8:44 AM
191	As reported to me by the SpEd department, most IEP students will have very low scores due to a variety of reason; motor control, cognitive, etc.	5/30/2015 8:31 AM
192	Limited space for tests.	5/30/2015 8:24 AM
193	There was a time when we could have special needs students take a test at their ability level. That would give us useful information on those students. With the current tests, that's not an option. My very low students weren't able to comprehend the tests. Therefore, the only information I'll get on those students is a very low score, with no useful information.	5/30/2015 8:21 AM
194	Students with IEP's should have alternative assessments available.	5/30/2015 8:13 AM
195	This was given lip service and no accomodations were prepared or given.	5/30/2015 8:10 AM
196	The accommodations were NOT helpful. Bstudents didn't know how to access them and I couldn't help.	5/30/2015 8:06 AM

**Please describe any challenges  
students had with the ELA Smarter  
Balanced Assessment in the space below.**

#	Responses	Date
1	It took them multiple sessions to get started and we had many attendance issues so getting them through the test after they had the classroom portion within the three days was incredibly difficult.	7/6/2015 4:21 PM
2	Didn't understand the directions Felt pressured - TOO much/too lengthy Kids fatigued after so much reading/responding	6/19/2015 2:58 PM
3	Please see first feedback box earlier in survey!	6/19/2015 10:02 AM
4	There were a variety of methods for students to answer questions. However, the student directions were written for a multiple choice test. Even when additions to these directions were given, some students sat for HOURS not knowing how to give an answer (even a guess at an answer), because they did not understand how to answer the question. The practice tests did not provide examples of these different methods of answering questions. The test required a lot of typing and students have varying abilities in typing. An additional problem with short answer/essay tests is spelling. Some students--particularly students on IEPs for reading and/or writing--struggle with spelling. A spell check option was available for the essay, but not for the short answer portion of the test.	6/18/2015 8:53 PM
5	Q 33: I did NOT administer any tests but had to answer in order to continue the survey!	6/17/2015 2:21 PM
6	Already addressed earlier in survey	6/17/2015 11:43 AM
7	Directions very long, students confused directions with text.	6/17/2015 8:46 AM
8	There were several questions in one section. This was confusing for students. Even after practicing, I doubt that all of my students answered all of the questions that made up one problem.	6/17/2015 7:08 AM
9	Students did not know that when they started typing a constructive response answer that if they didn't finish they wouldn't be able to return to the same question after pausing. This information was not in the Student Directions. Additionally, I believe that information was not in a section Testing Administrators were not required to read in the Test Administration Manual.	6/16/2015 11:00 PM
10	The test would not let them click on any word when prompted.	6/16/2015 4:54 PM
11	Too much time out of classes. Difficult for students to read and follow directions.	6/16/2015 11:17 AM
12	Some students lost their notes. The instructions for part I and 2 of the performance task was confusing and several students did not understand that they needed to stop after part I. The performance task does not give directions that encourage the writing process, so students did not revise and edit. The oaks instructions for writing were much better. They weren't allowed to print. I had complaints of eyes hurting and to edit or revise it's easier to see and more comparable to a classroom situation.	6/16/2015 9:33 AM
13	It was simply exhausting. The students went into it confident, but by the end were completely frustrated and mentally replete. It was too long!	6/15/2015 12:38 PM
14	A lot of information on the screen. Confusing for students.	6/15/2015 11:34 AM
15	Typing answers and composing essays was a challenge.	6/15/2015 9:46 AM
16	One student complained that a question defined a word, and then asked for a definition of the same word on the next question.	6/15/2015 8:40 AM
17	Text to speech is great, but if you can't read the passage and you still have to go into the passage to support your answers, it is difficult to locate the text you need. My students tended to copy random sentences because they knew they had to enter something in the box. The assessment was very difficult for students who are far below grade level. It took them a long time, reducing instructional time, and from looking at their practice tests, I doubt their "real" tests will provide much useful data other than that they are far below grade level.	6/15/2015 8:09 AM
18	There was too much being asked of them on one assessment.	6/14/2015 1:16 PM
19	Keyboarding, knowing all of the helpful tricks to use on the computer--notes, highlighting, etc.	6/14/2015 8:06 AM



20	Reading ALL the text. Students were exhausted from reading text after text after text. Students who are struggling readers felt stupid and confused, and had lost their comprehension abilities by the time they would reach the questions. Text appeared to be never ending.	6/13/2015 10:37 AM
21	The directions on the click a word/sentence within the passage were confusing and I had students shut down. The amended administrator directions helped, but it was still tough. And the pt directions were too long. They need to fit on one page and ease up on double negatives and redundant text.	6/13/2015 7:44 AM
22	Unclear questions; highlighting not working; poor typing skills; unfamiliar vocabulary.	6/13/2015 12:00 AM
23	Reading level, using keyboarding skills that are way above the student's ability. Many students just "shut down" when the test is so long and difficult.	6/12/2015 10:27 PM
24	Comprehension of what was expected.	6/12/2015 12:10 PM
25	The length of the test was age inappropriate (as stated early). Often, the language used to explain directions/ask questions was not at an average third grader's reading level. Having short answer questions that require typing didn't cause too many problems, but extended writing prompts (several paragraphs typed without adult support) is far beyond what an average third grader can do and still produce work that is representative of their ELA skills and writing skills. At times, the way students needed to answer questions was confusing (click on different parts of the paragraph to show....).	6/12/2015 11:35 AM
26	Ability level of typing skills Ability to navigate through the instruction process when you are not a grade level reader Inability to allow test proctors to respond to clarification and navigational questions about the assessments other than, "Just do your best." How asinine can you possible get?	6/12/2015 9:35 AM
27	Typing with correct spelling and grammar was very difficult and time consuming even though we had practiced.	6/12/2015 9:20 AM
28	While most students took approximately 8 hours, many students took as much as 12 hours to complete the ELA assessments. This time negatively impacted their academic performance in their courses.	6/12/2015 9:08 AM
29	-reading sections to students with accommodations -students did not understand instructions	6/12/2015 8:58 AM
30	Too much typing Unclear directions	6/12/2015 8:40 AM
31	The students had a hard time with vague directions like 'several paragraphs' but that is less the test and more the fact that we don't use that language in the classroom. Easy fix!	6/12/2015 8:37 AM
32	I described issues with the PT prior in this survey. Also, many were uncertain where to click in order to respond.	6/12/2015 8:04 AM
33	Students had tech issues with the hover and click, figuring out how to use it. Students had a hard time with directions, reading the passages, and with writing the essay for the test.	6/12/2015 6:49 AM
34	This assessment was extremely difficult and confusing for most of my students. I think it was way too complex and asking them to do things that were very high level. A waste of time.	6/12/2015 5:57 AM
35	Scrolling back and forth between articles was cumbersome. The split screen was confusing for some kids even though we had practiced. Some kids complained that there was more than one right answer or that there was no correct answer. Kids were confused. Some students finished the performance task much too quickly, or took an extremely long amount of time but seemed to be sitting stuck and not working.	6/11/2015 11:27 PM
36	Too hard; too confusing!!!	6/11/2015 9:44 PM
37	Writing in a language that is not well-known.	6/11/2015 8:48 PM
38	They didn't have enough time to finish. They were stressed and anxious. They felt like they had failed. They needed more time for the PT section. The strange charts were difficult for them to interpret. The directions were unclear. They weren't sure what they were supposed to write about for the PT question. Every part of the test was nebulous and unclear.	6/11/2015 8:32 PM
39	The sources they had to read were awkward to work with when trying to answer the questions. They should be printable.	6/11/2015 7:02 PM
40	The directions were so extensive that students often didn't understand what the prompt was, or what they were supposed to do.	6/11/2015 7:00 PM
41	The fact that only parts of the selections and questions were visible at a time and the need to constantly scroll down to access these was very troublesome for many of the students. Also there were problems with the students only being able to click on one word when two were asked for. It kept unclicking the first one after the second one was chosen. The "glossary" definition given for inference was "educated guess"...not really what we teach them.	6/11/2015 5:40 PM
42	The test was geared for students operating at an advanced level and was very difficult for those on IEPs .	6/11/2015 5:24 PM

43	- Some were so overwhelmed that they stared at their computer screen for 3 entire sessions before doing anything. - Unclear instructions (student didn't know what they were supposed to do) - Exhaustion - Didn't finish the test, so were pulled out of other classes to finish. Then they were behind in those classes. - Even bigger negative impact on ELL students who had to take the ELPA around the same time. - SPED students were pulled out of classes to take the test (missed class) - Audio didn't work on some tests	6/11/2015 4:58 PM
44	Keyboarding skills. Unintelligible instructions.	6/11/2015 3:45 PM
45	Morale. Relevance. Patience. Our students did the CAT first. By the time they got to the PT, they were DONE and frustrated that they didn't know results and wouldn't know how their scores would be useful to them. Classroom learning ground to a halt as we tried to get all students tested in the proper testing windows and it was extremely difficult to get back into the usual classroom routines and positive climate. Teachers/students participating in AP prep and testing felt especially slammed and interrupted by SB.	6/11/2015 3:32 PM
46	We encountered many problems. These problems were described in my answers above.	6/11/2015 3:27 PM
47	Too many directions to follow. I think the directions were longer than the articles!!!	6/11/2015 3:10 PM
48	It called for a higher level of thinking and responding than they were at.	6/11/2015 3:10 PM
49	A lack of clarity about whether they could continue written sections where they left off. The general length of the reading passages, especially when the test was broken up over several days.	6/11/2015 2:14 PM
50	It takes way to long and the typing was brutal.	6/11/2015 1:39 PM
51	Instruction were difficult to understand.	6/11/2015 12:55 PM
52	For students with inconsistent attendance, many of them were locked out and lost it. Also, it was the end of the year and the lab was hot, I literally had to wake some students up!	6/11/2015 12:50 PM
53	The screen was too small for the amount of material to keep track of and read.	6/11/2015 12:41 PM
54	Keyboard locking up on them, audio issues, tools not working...	6/10/2015 8:47 PM
55	Confusing instructions in multiple places on the test. Students were not used to using the embedded tools (highlighting and note taking) so they were less likely to actually use them.	6/9/2015 10:58 PM
56	I mentioned in a previous answer that the test was too long. I did not feel that both parts (CAT/PT) were needed. They both assessed the same skill. The classroom activity, before the PT was also unnecessary.	6/9/2015 10:08 PM
57	Keyboard skills!!!	6/9/2015 8:01 PM
58	1. Reading passages that extended past the screen margins on the right 2. Difficulty determining the requirements for the Performance Task 3. Being "kicked off" because writing a rough draft took too long, thus no activity was detected.	6/9/2015 7:50 PM
59	See my previous comments regarding textboxes.	6/9/2015 4:27 PM
60	Information on different screens was hard to go back and forth to. There was so much information on one page it overwhelmed the students.	6/9/2015 3:38 PM
61	Nothing specific to this test that I haven't already covered in another section.	6/9/2015 1:10 PM
62	A few of the questions with the technology enhanced items were hard for student to understand what to do. For example, they had to select a word in the passage that matched with the definition given. Sometimes it was hard to know which words were options.	6/8/2015 12:36 PM
63	Students were frustrated that there was too much instruction and reading to do before the 1st question.	6/8/2015 9:17 AM
64	So much time!	6/7/2015 7:48 PM
65	Way toooooo much wording, to many directions, words in the directions that are not 3rd grade vocabulary	6/7/2015 4:47 PM
66	Typing skills lacking, I believe this caused students to give abbreviated answers.	6/7/2015 12:42 PM
67	The biggest issue was the instructions. They are long and do not give enough information about the writing task to focus students' reading. The second biggest issue was that the PT is not scaffolded for ELL's, even with the classroom activity. Third, the layout of some questions is very confusing. Fourth, it can take a very long time.	6/7/2015 8:44 AM
68	Students grew weary and were frustrated with their lack of computer skills. Typing for most students was hunt a peck method.	6/6/2015 7:40 PM
69	Word processing not their natural way to erite	6/6/2015 6:50 PM
70	How questions are worded was very difficult for 8 year olds. Expectations are not clear. Subjective words like several, few instead of more concrete expectations for writing.	6/6/2015 8:13 AM

71	a) incoherent, inconsistent, and self-conflicting instructions b) poorly worded/written questions c) being asked to click on something, but having the directions so poorly placed that it wasn't clear where (above or below the instructions) to click. Then not being able to click where they wanted to click. d) figuring out the highlighting keys with a mouse that doesn't have left and right clicking, or not being aware of the difference e) not having access to a dictionary when they were told they would f) questions that had no correct answers g) feedback boxes they were supposed to write in not being available h) no ability to allow students with significant ESL struggles to have a modified test - actually being told to just have them "write something in the box" even though they had no understanding of the text-saturated topic or question i) students losing highlighting we'd spent the year practicing as a strategy for addressing texts every time they paused their tests j) the sheer amount of time needed for focus was not at all developmentally appropriate for this age	6/5/2015 9:19 PM
72	The instructions for the performance task were too long and complicated for the kids.	6/5/2015 8:41 PM
73	I really felt that the reading test was a writing test and as I said on another comment, it was too much typing for students who barely knew keyboarding.	6/5/2015 5:49 PM
74	There were lots of logistic challenges. But the thing the students got most frustrated and stressed about was the amount of classtime and instruction time they were missing.	6/5/2015 1:26 PM
75	Some of the questions seemed to vague for them - like the "write a descriptive paragraph" kind of prompts.	6/5/2015 11:37 AM
76	Students were frustrated by the length of the test.	6/5/2015 9:39 AM
77	Inability to access the performance task after ten days	6/5/2015 8:53 AM
78	There was not enough time for the Performance Tasks to finish, especially ELA.	6/5/2015 7:19 AM
79	Lack of motivation to do their best.	6/5/2015 5:44 AM
80	Some students finished within 4 hours, but a fourth of my classes needed 10 hours. A few (with IEP and 504 accommodations) took up to 15 hours missing class time to complete the SBAC.	6/4/2015 10:14 PM
81	Typing. manipulating articles vs. questions. Directions to INCREDIBLY dense and circuitous and WAY too long (daunting, some stopped trying before the directions were read)	6/4/2015 9:58 PM
82	They could not figure out what they were expected to do because directions were not clear. They struggled to compose on the computer because we don't have enough technology to practice this much. They struggled with keyboarding because we don't have enough technology to practice this much. The test took most kids a very long time. They tried very hard, but struggled to do their best as the test dragged on and on. The in class activity did very little to help students perform the PT.	6/4/2015 9:54 PM
83	The split screen format made it very difficult to read and then look back, or locate information for answering the short answers opposite the reading passage. On the performance task, writing, the children did not understand which question was the essay. The wording of the questions were bizarre. It made very little sense to me, an adult. The staff at our school agreed that the performance task classroom activity did little to help or prepare the class for the writing task.	6/4/2015 9:20 PM
84	Taking notes, not enough space for the notes then having the access to the stories, losing information, not understanding the prompt they were given.	6/4/2015 7:52 PM
85	- It was too long and they felt defeated - The vocabulary used in the questions was too complex - I was unable to provide any assistance to help those who were shutting down - I was unable to explain what was expected when students didn't understand what they were being asked to do - Students were not prepared for the typing that was expected - I had students give up and type "I don't know" in the boxes	6/4/2015 7:46 PM
86	My nephew had a question that did not give enough information to solve the problem. He's TAG and was VERY frustrated.	6/4/2015 6:54 PM
87	Confusing directions. Not developmentally appropriate tasks for most.	6/4/2015 5:32 PM
88	Students had significant troubles with test fatigue. They just got tired of taking a test and stopped trying. It was too long and too many hours.	6/4/2015 5:23 PM
89	some tasks required students to click on a word, but only CERTAIN words were able to be clicked on (within a passage). This made the student think that their computer was not working or feel confused.	6/4/2015 4:49 PM
90	How much time do you have? I could go on for days! Highlights of the issues and challenged students had with the test are: the test did not save their information from previous day, test skipped them ahead or back multiple questions invalidating the test (in my opinion), test tools such as the highlighter or dictionary would not work, keyboard froze up and required students to exit the test in order to get it working again, test randomly shut down and restarted in the middle of testing, students could not decipher between the information given and the actual question being asked, students did not understand what was being asked of them on multiple questions, students could not see when they had highlighted something, students got overwhelmed with the length of readings and just shut down.	6/4/2015 4:31 PM

91	Other than being developmentally inappropriate for my students, students struggled with some questions that asked them to choose words in a passage that were vague. When the students would click on a word that they wanted to select, the computer would not let them select that as their answer. It took a really long time to figure out that the passage only allowed certain answer options, but there was no way to know what those options were (the words were not underlined, bolded, marked in any way, etc.)	6/4/2015 3:50 PM
92	Technical/Instructions/Poorly Designed Test	6/4/2015 2:58 PM
93	I wouldn't know since they weren't supposed to discuss with me.	6/4/2015 12:37 PM
94	The amount of directions on the performance task was very excessive and intimidating for younger students.	6/4/2015 11:17 AM
95	PT took very long! Many problems with test questions. CAT questions required students to write 2-3 paragraphs after the had just completed writing an essay. We lost a great deal of instruction time to administer this test!	6/4/2015 10:52 AM
96	n/a	6/4/2015 10:43 AM
97	Most didn't have the typing skills to do it effectively	6/4/2015 9:17 AM
98	Directions for the performance task were very unclear.	6/4/2015 8:53 AM
99	for some students it appeared to be frustrating and never ending. I saw some kids give up and just randomly answer.	6/4/2015 8:46 AM
100	The length of the passages were so extreme that students were not reading it well (clicking through or entering things without reading).	6/4/2015 8:31 AM
101	Students were not always sure what the questions were asking them to do.	6/4/2015 7:52 AM
102	Even with the non-fiction reading we have done, citing and research work in many different areas, students were not ready to read two excerpts and dig the information requested from those and make inferences. The information is non-fiction but the test asked for an imaginary story. Those two do NOT go together in young minds. If the basis had been demonstrations of picture, and asking students to imagine what it might be like to live in each of the areas and perhaps show students actual peoples living in similar areas for a wide variety of nature and elements, then they would have been able to use that information to begin to imagine. Non-fiction is fact; imaginative is non-fact. Students do not/are not truly able to make that connection with the limited "words" given.	6/4/2015 7:26 AM
103	It is just too much typing. It is challenging to bounce between notes and main typing screen.	6/4/2015 6:26 AM
104	Typing paragraphs was tedious.	6/3/2015 11:18 PM
105	Understanding what the questions wanted them to do. Even high functioning readers struggled to understand the incredibly wordy instructions. When computers had errors, students logged back in to start at the next question. They were very upset that they weren't able to answer the question. After the testing sessions I had several students ask me who was grading their work. When I told them I didn't know, they were confused and distraught.	6/3/2015 9:53 PM
106	It took at least 30 minutes to read the passages for the 5th grade performance task without taking any notes.	6/3/2015 9:09 PM
107	Challenges included: some computers did text to speech, when it wasn't selected for the student students struggled to maintain attention during PT section some students struggled w/grammar style questions, our practice test didn't have this question type to practice.	6/3/2015 9:05 PM
108	Difficulty in understanding what they were being asked to do on some questions. Difficulty in highlighting words or phrases as required. Understanding where the questions were located: sometimes at the beginning of passage, sometimes at the end, and imbedded within?	6/3/2015 8:59 PM
109	writer's block	6/3/2015 8:02 PM
110	Many of my students seemed overwhelmed by the instructions and did not appear to read them at all.	6/3/2015 7:15 PM
111	Students are not used to planning/rough draft/edit/revise/final copy all on the computer. Most just saw the large box and started typing. No one planned, few went back to edit. This is not the normal format for our writing.	6/3/2015 7:12 PM
112	Beyond the fact that the test passages and items are so much more challenging than their daily instruction, my third graders are NOT proficient keyboardists. It took them so much time to type that they couldn't possibly keep their thoughts straight while they got from beginning to end.	6/3/2015 7:08 PM
113	Again, most students complete the writing process (short answer or essays) using pencil and paper. Even though they were encouraged, before testing began, to draft their essay on paper first, many went straight to typing on the computer. They did not know how to properly indent, make paragraph breaks, and generally wrote worse than writing evidence presented in class.	6/3/2015 6:46 PM
114	Performance task instructions did not make sense to my students.	6/3/2015 6:32 PM
115	Stamina!	6/3/2015 5:39 PM

116	Challenges included: reading all the sources, answering questions and checking boxes regarding resources, lengthy text and directions and typing essays.	6/3/2015 5:25 PM
117	Kids didn't have enough time to finish and were timed out.	6/3/2015 5:02 PM
118	Typing and reading took the students a long time.	6/3/2015 4:57 PM
119	As fourth graders, their typing skills are not very accurate, even after practicing all year. They did not write nearly as much as they would have if they could have hand written their answers.	6/3/2015 4:20 PM
120	Having to finish the constructed response items in the same sitting as when they started them was very challenging for many students and I would say that the overall quality of their responses suffered as a result. Some of the questions were worded in a way that didn't make sense. Sometimes the highlighting feature was very frustrating for them and often it didn't work properly. For example, they wouldn't be able to highlight anything.	6/3/2015 4:17 PM
121	WRITING! On a keyboard- which most of them can barely do....	6/3/2015 4:05 PM
122	Several students took ALL 10 days.	6/3/2015 3:56 PM
123	The directions were embedded in a page of information, so students had a very difficult time knowing exactly what they were expected to write about.	6/3/2015 3:48 PM
124	Directions were so wordy, some students struggled with all the information, weeding out what was not necessary.	6/3/2015 3:43 PM
125	directions were very unclear, students lost notes from day to day, writing style changed on students from day to day - which made the workload very frustrating for those who hand wrote out their essay before they began typing it.	6/3/2015 3:43 PM
126	It was better the day we sat in the lab for about 4 hours straight. The students did not forget their ideas and did not have to keep rereading to remind them what they were working on.	6/3/2015 3:40 PM
127	I can't say how much time the test took because some students raced through at record speed of 4 minutes while others spent the two weeks in class and were pulled out of other classes just to finish.	6/3/2015 3:20 PM
128	Directions were long and questions were confusing.	6/3/2015 3:07 PM
129	Time between sessions, length of test and focus, poor visibility on screens. highlighting went away after pause	6/3/2015 2:55 PM
130	Passages were far to long. I felt it was not even close to developmentally appropriate.	6/3/2015 2:53 PM
131	Question #33 NEEDED TO OFFER THE ANSWER: I DID NOT ADMINISTER ANY PARTS OF THE SBA.	6/3/2015 2:30 PM
132	Not being able to complete written parts when logging out on the CA tests	6/3/2015 2:29 PM
133	The test expected and demanded way to much of my students. It was also way to long for any student to be subjected to as for most of my students worked on the ELA for over 6 days on one segment and another 4 days on the other.	6/3/2015 2:24 PM
134	You need to add to #33: I DO NOT KNOW	6/3/2015 2:20 PM
135	NA	6/3/2015 2:18 PM
136	finishing in a reasonable amount of time was a problem, mainly because the test is not a reasonable length it is far too long of a test.	6/3/2015 2:12 PM
137	Some students found the test easy, and then they took their time. Classroom learning opportunities were utterly wasted.	6/3/2015 2:10 PM
138	Writing responses to the texts. Some could have dictated wonderful responses, but were too overwhelmed about typing it and wrote short little answers.	6/3/2015 1:07 PM
139	The passages were so long that lower readers had a hard time getting through the reading before being completely frustrated.	6/3/2015 1:04 PM
140	The student directions on the Performance Task were too wordy and complicated for the 3rd graders. By the time they got to the point where the task was being asked of them, its purpose was lost on the students. The divided format of the screen was also confusing.	6/3/2015 12:43 PM
141	The mass quantity of reading turned a lot of kids off.	6/3/2015 12:41 PM
142	We had some sound issues early on and students had to play "musical computers" the first day.	6/3/2015 12:15 PM
143	See prior comments in other box.	6/3/2015 12:06 PM
144	It was frustrating that even if they had one letter typed in, it considered it answered and wouldn't allow students to go back to it the next test session.	6/3/2015 12:04 PM
145	One student timed-out	6/3/2015 12:04 PM

146	They did not READ the directions. I wished I could have just read the directions aloud because I think many could have performed better. They struggled with typing and spelling. Normally, they are allowed to ask how to spell a word and it may be spelled for them. They did not understand that they were suppose to "click" on the word or sentence. They would read the directions several times, but still not understand what to do.	6/3/2015 11:59 AM
147	Students were confused about questions that asked them to highlight or click on words or sentences in passages, but were unable to do that on some words or sentences. Some complained about having to scroll up /down or side-to-side in order to go back and forth between text and questions.	6/3/2015 11:33 AM
148	The text was difficult to access, as they had to keep scrolling up and down to go back and forth from text to text to locate evidence. Also, the instructions themselves were too lengthy and overwhelming.	6/3/2015 9:15 AM
149	Confusing questions. By the time the students read all the information they couldn't figure out what they were suppose to answer.	6/3/2015 7:19 AM
150	Long and tedious. Navigating the tech tools. Exhausting during a spring already filled with AP testing and SAT/ACT. Concerns about failure have ramped up work sample use and student pressures and takes up even more class time.	6/3/2015 5:35 AM
151	I believe it is very challenging for 3rd graders at this point. However, I have not seen the results in order to see how the results could provide growth indicators from 3rd to 4th to 5th and up. Maybe the 3rd grade results will provide a baseline. I don't know.	6/2/2015 9:22 PM
152	It was more authentic and rigorous, and reflected their skills more accurately, a good thing.	6/2/2015 9:16 PM
153	One challenge was highlighting not being saved. Another challenge was not being able to print the articles and write marginalia. We teach students great strategies to use when reading/analyzing a text and then they cannot use them.	6/2/2015 8:33 PM
154	Reading the directions	6/2/2015 8:22 PM
155	My young students are not proficient in keyboarding skills. This was very tedious and difficult.	6/2/2015 7:38 PM
156	Understanding that there was two parts to the PT. The task directions were long and tedious and many got confused by their directions. The students wanted to keep their essays and wanted to know why they couldn't!	6/2/2015 6:40 PM
157	Too long Too many questions asking them to do the same thing Subject of writing work sample completely unfamiliar to them They don't know keyboarding For ELL students and IEP students this test was ridiculous	6/2/2015 6:27 PM
158	The directions for the performance task were lengthy.	6/2/2015 5:08 PM
159	Two to three page long sets of directions hiding the actual directive sentence from the students attention. Text boxes that would suddently freeze up and require the student to log out. Students not being allowed to log in or being suddently logged out because the test erroneously insisted they had multiple web-browsers open.	6/2/2015 4:58 PM
160	1. Too long. 2. Questions/Answers that were not straight forward. 3. Questions/Answers that were not appropriate reading level.	6/2/2015 3:51 PM
161	Many were so frustrated or upset they clicked through the answers without reading them just to get done.	6/2/2015 3:43 PM
162	Glven opportunity to take notes on computer, yet notes would NOT be there the next day. Why? Work not saved for a couple of students. 10 day window includes weekends. That is STUPID! BUt wait, there's more. It also included spring break. Soooooo, my students took test the week before spring break only had five days. Several weren't done. I had one student so sick she almost threw up and was crying trying to finish the test, but she wouldn't go home because she wanted to do her best.	6/2/2015 3:21 PM
163	I wrote them in the previous box about IEP. Not the same format for ELD and Eng. speking. Often questions in EDI were not formated the same and picture, etc. were left out.	6/2/2015 3:18 PM
164	Navigation back and forth from text to answer areas where typing responses was required was cumbersome. Taking notes electronically was a joke!	6/2/2015 3:02 PM
165	I did not administer the test.	6/2/2015 2:53 PM
166	The students were very tired after the first couple of days. Some did not do anything and others gave up after five or six days.	6/2/2015 2:36 PM
167	Too many words on a page.	6/2/2015 10:21 AM
168	none	6/2/2015 9:45 AM
169	To ask how long it took the students to complete the test sections is not a good question. Many of my students did not try to answer in any authentic way; for example, I had one student "complete" the Computer Adaptive Test in 4 minutes and many others in less than 10 minutes; I had one student "complete the Performance Task in 5 minutes and many others in less than 15. Our students knew before we ever got started that these tests were meaningless and without consequence for the students.	6/2/2015 9:36 AM

170	The rigor and stamina needed	6/2/2015 9:23 AM
171	The length of the test was overwhelming to them. Most did not want to type any answers so the test was taking a long time. Many students just put in a bunch of letters and guessed answers because they did not want to read.	6/2/2015 8:37 AM
172	Biggest challenge: Lack of Interest!!!	6/2/2015 8:35 AM
173	The assessment was way too long and difficult for all students, even my most advanced. Many students became overwhelmed and started giving up. The results of this assessment, in my opinion, will not be very useful due to its extreme difficulty for most kids.	6/2/2015 8:25 AM
174	Familiarity and proficiency with technology tools and keyboarding unfairly impacted some students' ability to thoroughly convey their knowledge, skills and understanding. Not receiving performance results in a timely manner affected students' motivation and teachers' ability to use results to inform decisions and plan curriculum for upcoming school year.	6/2/2015 8:19 AM
175	Wording was confusing. In an attempt to create a DOK level 3 to 4 test, the wording was very poor.	6/2/2015 7:07 AM
176	Completing tasks that required them to click on a field within text; formatting written responses (we had to change from Chromebooks to desktops for testing one day, and students lost formatting in their ELA PT, which they found quite distressing).	6/2/2015 6:30 AM
177	Typing in their answers caused issue as students are not all able to type quickly and accurately.	6/1/2015 10:55 PM
178	Complex, wordy, confusing questions and directions that made it very difficult to comprehend what was trying to be asked. Students frustrated when asked to select a word, or highlight examples for evidence and then the part they wanted to highlight couldn't be highlighted.	6/1/2015 9:37 PM
179	They don't have that much typing experience and most didn't take the time to write much for the performance task.	6/1/2015 9:21 PM
180	It wasn't clear what type of response they wanted. A list, sentence, paragraph, multiple paragraphs...etc	6/1/2015 9:12 PM
181	The students were far more stressed with the CAT, which took them a lot longer to complete. They didn't follow all the directions, as they didn't always understand all the directions.	6/1/2015 8:53 PM
182	The instructions were unclear and difficult to understand. The passages were of no interest to students, and were well beyond their reading level (I teach severely disadvantages students). There were many technical issues. The students were frustrated that they did not receive any scores or feedback. This test is an utter waste of time.	6/1/2015 8:53 PM
183	Time limit caused students not be able to finish. Students typing abilities cause the time frame to be longer than normal.	6/1/2015 6:47 PM
184	Kids lost their saved notes and some of the questions were ambiguous.	6/1/2015 6:12 PM
185	Directions were too long for students!	6/1/2015 5:47 PM
186	Typing was the main challenge. Then came computer issues. Then it was just the sheer amount of time it took to read all the text.	6/1/2015 5:42 PM
187	It was very long and very frustrating. One of the hardest part of the test was to try to get kids who are struggling writers through the Performance task in 10 days, especially those who are frequently truant. These kids could have lost up to a week of instruction time because of the nature of the test.	6/1/2015 5:36 PM
188	Too much to read and sort through. Students had a difficult time figuring out what the question was asking them to do.	6/1/2015 5:01 PM
189	This is such a broad question. But for my main concerns about the challenges students faced, I already addressed them in a previous comment box.	6/1/2015 4:52 PM
190	Technical issues (audio and assessment tools)	6/1/2015 4:36 PM
191	The directions were so verbose and overwhelming that many of my students could not even decipher what the test was asking them to do.	6/1/2015 4:27 PM
192	Some students are working and reasoning at a first grade level. So even when they are permitted to listen, it does not really help much.	6/1/2015 4:26 PM
193	Ridiculously long, convoluted directions, diagrams, reading passages etc! Not to mention the overly high vocabulary and difficult sometimes inappropriate subject matter. Repetitive and unnecessarily long questions!	6/1/2015 2:44 PM
194	It was extremely hard. The classroom activity was pain to deal with with students who were absent.	6/1/2015 2:20 PM
195	The only challenge our students had was the fact that they were being pulled away from their studies for their GED exams and were frustrated because of it.	6/1/2015 1:57 PM

196	We put most of our emphasis into argumentative writing prior to the PA so students did not feel overly prepared when they received an expository prompt.	6/1/2015 12:52 PM
197	Losing their work if they didn't press save before pausing.	6/1/2015 10:36 AM
198	The performance task was very overwhelming, even with copious amounts of practice. The directions were not student friendly.	6/1/2015 10:25 AM
199	Poor keyboarding skills make it more frustrating and take longer.	6/1/2015 10:23 AM
200	I had some students who took over 10 hours just on ONE test. A lot of students put so much pressure on themselves to be 100% perfect that they couldn't work effectively. They were too concerned about how this was going to be graded and how it was going to affect them. I did notice that when kids were asked to highlight a word that most closely matched a definition it would only let them highlight the correct word. A lot of kids didn't pick up on this right away and they got frustrated because it wouldn't highlight the word they "thought" was correct. It was ridiculous.	6/1/2015 10:15 AM
201	My students could not access the assessment and by the time they had already taken three other overwhelming tests, they did not really see the reason to try.	6/1/2015 9:45 AM
202	Students were engaged in reading the selections, but the directions for the questions were very confusing or seemed to be contradictory. Classroom activity took repeated attempts to have all students able to participate equally. Students did take their time to do their best, but that added much time to the administration schedule and required several additional sittings to complete the whole test.	6/1/2015 9:19 AM
203	My low readers struggled with decoding the text, making the ELA sections take much longer than the Math. Their writing skills are poor and their typed answers are much shorter than their oral answers would be. All SPED students should have access to Text to Speech, but the Chromebooks do not have that accessibility.	6/1/2015 8:46 AM
204	Keyboarding skills	6/1/2015 6:25 AM
205	The questions were not related to the classroom activity. Questions were also greatly varied in difficulty. Some students reported that they were very easy. Others reported them to be extremely difficult.	6/1/2015 6:20 AM
206	Too long. Too similar to ELPA so kids got frustrated because we just took ELPA a few weeks before. I wish it could have been broken down into sections-day 1: read fiction story, answer questions, done. Day 2: read non fiction story, answer questions, done. Etc....it was so jumbled that kids got tired. Test fatigue is probably #1 problem for poor scores. Had it been shorter and more organized, kids would have performed better.	6/1/2015 6:17 AM
207	Text-to-speech was not natural, had grammatical errors and was hard to understand for some students or it didn't work or worked only intermittently. The tutorial for how to answer different question types moved too quickly for some, didn't work with text-to-speech for anyone and was confusing for some as well.	5/31/2015 10:45 PM
208	The lay out of the performance task was terrible. The kids were overwhelmed with the amount of text. They got bogged down in just reading the directions. Having to make it go from wide to narrow to find their evidence was taxing. On the last portion, the writing portion, there was so much to read before they started that many had a hard time finding what they were even supposed to write about. Then, having to type their final drafts does not produce a piece that is a fair assessment of their language arts skills. For many, it will be an assessment of their typing and word processing skills. It was a very frustrating test for them, especially when all their teacher could say was, "Do your best." Also, common core writing standards all say, "with adult support". The standards are not expecting kids to write multiple paragraph pieces with no scaffolding or support, so why are they being tested that way? Shouldn't the test match the standards it is testing?	5/31/2015 10:24 PM
209	Making sense of the long directions and moving between screens to be able to see the question and access the text	5/31/2015 9:17 PM
210	Many questions were difficult to understand, i.e. it wasn't clear what was being asked. Some questions required students to identify areas in a passage, or words, but it was very confusing. They weren't sure how they were to respond, some students felt it was a trick question or made no sense. These are students with intelligence within the average range and have a learning disability.	5/31/2015 9:11 PM
211	There was much confusion as to whether answers that were started would be saved for next testing session. Also, notes were gone or not.	5/31/2015 9:06 PM
212	Even students who had designated the computer read aloud did not use it, it was too difficult to use.	5/31/2015 8:55 PM
213	Seemed to test ability to keyboard more than ability to be a competent reader/writer. One of the third grade question dealt with a topic that isn't a common core standard. The questions were so wordy (more than a page of text just to do the Performance TASK!)	5/31/2015 8:44 PM
214	Students were unsure of how to manipulate the questions or of what to type for an answer. As 3rd grade students, it was overwhelming.	5/31/2015 8:28 PM



215	The process was artificial, laborious and undermined students ability to demonstrate their ability and knowledge. They were asked to keep multiple screens open, and simultaneously scan multiple formats. It was absurdly complex and convoluted.	5/31/2015 8:21 PM
216	Too much reading. Too difficult on the split screen with not being able to print. Questions that students did not understand how to answer.	5/31/2015 8:18 PM
217	Students did not have complete directions, as the rubrics used for scoring the items was not given to them. Students saved work and it was not there when they logged back in; for the performance task, particularly, this was frustrating to them! Students were not allowed to print the passages unless on an IEP. This fact alone, in my opinion, negates any scores because students were not given the resources needed (if they prefer) to do their very best work.	5/31/2015 8:18 PM
218	Oh my goodness...where do I begin??? The directions as well as the articles were all in the same font with no bold or italicized words to let kids know which words were the directions and which words were the articles. They would ask me again and again "What exactly am I supposed to do" To which I could only respond "Just do your best".... The portion of the test that asked the children to find words that matched a dictionary definition was very hard because in Common Core students do not define words with dictionaries anymore so they were unfamiliar with them....in addition they did not know why the word they wanted to choose would not highlight...I could not tell them that the right answer would highlight so they just needed to keep trying...they had great difficulty on the Performance Task getting 2 - 3 paragraphs written in one testing session...but if they did not get it done, and only had a few sentences, the test assumed they were done and advanced to the next segment...but because they can't type, 2-3 paragraphs could take an hour. Also, there was this one section of the CA portion that asked the kids to provide dialogue between 2 characters based on something read...but the question was so poorly written that most of the kids did not know if they were simply to type the dialogue that was already IN the story or create their own... I have to say after reading it numerous times I could not figure it out either!!	5/31/2015 8:07 PM
219	Not all students worked at the same rate. More apathetic students finished the written portion in less than 1/2 hour. There was no support from the district on what to do with kids as they finished so they would not disturb students still working. It was a nightmare trying to organize assistance and coverage especially when a split classroom had to teach the response portion of the test. I was the first assigned to start the testing. There were many glitches and much stress.	5/31/2015 7:40 PM
220	My third grade students struggled both with the concept of reading two different sources and writing a multi-paragraph response to the prompt. They struggled with keyboarding. We don't have a technology class at our school & some kids don't have computers at home.	5/31/2015 7:24 PM
221	Typing, highlighting text to speech was confusing. Many who needed to did not access it.	5/31/2015 3:59 PM
222	Text didn't format on screens properly. Students couldn't type well enough to be successful.	5/31/2015 3:21 PM
223	The expiration date of 10 calendar days is too short for 3rd grade.	5/31/2015 2:50 PM
224	Some students didn't get to finish their performance task, because they were absent and then reached the time limit to finish before they were done.	5/31/2015 2:05 PM
225	They could not follow the instructions as they were buried in too much text. They repeatedly tried to ask for help.	5/31/2015 1:30 PM
226	Many of them cannot spell, are not able to write complete, comprehensible sentences, and do not have typing skills. ~ Which means it took them an awfully long time to Hunt and Peck I saw that one of my (3rd grade) students typed in an answer box --- and spelled incorrectly "I have no idea what you're talking about"	5/31/2015 1:29 PM
227	Keyboarding, reading the lengthy passages, understanding what the question was asking them to do.	5/31/2015 1:22 PM
228	Frustration was high. We did the minimum number required.	5/31/2015 12:06 PM
229	Very wordy and long instructions.	5/31/2015 11:10 AM
230	The large amount of instructions and dual screen made tracking very challenging. The students were overwhelmed by the amount of text on the screen. Students could not figure out the technical demands of answering some forms of questions (interactive features).	5/31/2015 10:44 AM
231	typing, listening, way over their reading level, understanding task directions or how the question was asking them to answer.	5/31/2015 9:40 AM
232	Scheduling and use of source texts for essay composition were the biggest. Length of test also. The complexity of the variety of questions (not the complexity of the questions themselves, the format of many of the questions).	5/31/2015 9:36 AM
233	Reading long passages on computer screen. Answering questions to one passage in a reasonable amount of time.	5/31/2015 9:30 AM

234	Misleading questions. Ethics of corporate testing using public funds and time for private profit. Private interests making and enforcing mandates for public schools. Threats. Coersion. Misinformation. Statistical manipulation. 9 days of testing that provide no actionable information to or about individual students. Obfuscation of opt-out legality. Feeling as if they've been forced to participate in evil.	5/31/2015 8:26 AM
235	The directions for the performance task were vague and overwhelmingly long. It was difficult for students to navigate through all of the sources and questions.	5/31/2015 8:15 AM
236	The directions were unclear	5/31/2015 8:10 AM
237	We had to rearrange our school's entire schedule, including kids who were not testing at the time. There were still kids who could not figure out HOW to answer the question, let alone the answers. It still did not allow for easy outlining and note taking and use of manipulatives like I use in the classroom to scaffold good writing. The sheer amount of reading made good readers frustrated. I had several kids complain about 'there are no stories, just boring environmental articles' and for one student bashed her head against the keyboard for several of her answers. It did not prevent that which was a problem in Oaks too.	5/31/2015 8:03 AM
238	Double screens awkward to use. Keyboard items like not having a tab key mske it all they're confusing. Directions ridiculously long.	5/31/2015 7:49 AM
239	The instructions were difficult to follow and students lacked background knowledge to fully comprehend the text.	5/31/2015 7:39 AM
240	Being in the middle of a long answer and running out of time, but then not being able to come back to that question. Mostly a CA test issue.	5/31/2015 7:36 AM
241	The students do not yet have the keyboarding skills required to type lengthy essays. Those that had the self discipline and stamina to type, spent hours doing so and then were so relieved to reach the end of the test, they did not apply enough time to revising and editing their work. For other students, the task of typing became so overwhelming that they gave up and shortened their response to the task giving a more limited response than what they could have done otherwise.	5/31/2015 7:30 AM
242	The students couldn't figure out how to select/highlight certain words for the activities, but couldn't move on until they figured it out. This created SO much chaos & frustration. Also, the directions for the essay were so long winded, & not at all explicit. Most of my students had no clue what they were supposed to do.	5/31/2015 7:30 AM
243	Well, there were language issues, and more. Students were constantly raising hands and saying "there is no correct answer for this question." My students are deep, creative, and critical thinkers, and are used to intensive dialogue and written work that shares their experience and interactions with the material that they are reading. As for navigating the several articles, attempting to highlight, cut and paste ( which does not work) and put information in an essay- what a nightmare. A few were okay enough, most were frustrated, lost work and certainly did not give it their best effort. The stories were meaningless and dull they said and it felt pointless.	5/31/2015 7:02 AM
244	Moving between the screens. Understanding what questions were asking them to do. Staying focused through the whole test and getting stuck on a question and not being able to go on without an answer.	5/31/2015 6:35 AM
245	One test or the other, both are just way too much!!!	5/31/2015 6:31 AM
246	The directions are not written appropriately for grade level, they are confusing, wordy and often leave doubts as to what is requested of the student.	5/31/2015 4:56 AM
247	-directions unclear and poorly designated -third grade students unable to type as well as they can write with pencil and paper	5/30/2015 11:33 PM
248	Questions that required them to click on a word, phrase, or sentence as their answer were confusing. It was had for them to distinguish what they could click on to get a definition from the glossary and which were possible answers. Text to speech was very robot-like. Many did not understand what the questions were even wanting them to do despite having discussed similar question at length during practice tests.	5/30/2015 11:00 PM
249	Too much writing asked of them. Articles were long and not formatted very well.	5/30/2015 10:47 PM
250	It was incredibly lengthy. Going back and forth from half screen to full screen difficult for some. Would be nice if some students could print out the articles. They are used to more paper and pencil and highlighter and making notes in margins (not in a hidden notepad).	5/30/2015 10:31 PM
251	Keyboarding issues and some students were just exhausted and frustrated by the test.	5/30/2015 10:17 PM
252	The way the directions were written showed that the authors had no understanding of the age of the student they were writing it for.	5/30/2015 10:00 PM
253	Several students difficulty allowing themselves to just do what they could and move on. They would just sit and stare at the screen, wanting to know what to do and not knowing. Several of my students required over 10 hours to complete the test ( 8 year olds).	5/30/2015 9:56 PM

254	Typing was difficult. Reading on screens was difficult. The length of the test was discouraging to students.	5/30/2015 9:55 PM
255	Got bored with it and just clicked on any answer. Reading passages too long and confusing.	5/30/2015 9:51 PM
256	The language of the questions was difficult for them to understand.	5/30/2015 9:42 PM
257	The test overwhelmed them.	5/30/2015 9:38 PM
258	These were Writing tests, hardly Reading tests. Students do not have keyboarding skills to take them quickly, however they did make due—it just took them longer. Since our lab was completely used up for testing, and we have no time in our daily schedule to practice keyboarding skills, I'm not sure how the state thinks students are supposed to know how to type. We don't have computers in our classrooms and our Media Teachers positions were cut a few years back. Students used to learn keyboarding skills in their Library Media classes with these teachers.	5/30/2015 9:36 PM
259	Confusing directions Too much text on one screen Developmentally inappropriate tasks	5/30/2015 9:32 PM
260	Once again all the typing and understanding of the test questions was too difficult for a huge majority of the students.	5/30/2015 9:24 PM
261	Having to do the ELA performance task is not realistic for younger students because it is not the way it is taught.	5/30/2015 9:22 PM
262	Too many windows and scroll bars to navigate. Directions were way too long and difficult to understand what was being asked in the PT.	5/30/2015 9:22 PM
263	The questions were very unclear. My students struggled to understand what the questions were asking them.	5/30/2015 9:16 PM
264	Technology and space issues, internet connections, time and space to write (within the ten day time line) while still respecting other teachers' classes, lack of typing ability, lack of understanding of one or more of the sources provided in the test, spelling dilemmas, etc. were only a few of the issues we struggled with.	5/30/2015 9:03 PM
265	The PT was pretty overwhelming. By the time students reached the essay, many of them just wanted to be finished. The results will not be an accurate picture of these students' abilities.	5/30/2015 8:58 PM
266	The biggest challenge my students faced was the wide variety of test types. While the content is challenging, having so many different ways to answer caused even more of a stumbling block. I had a number of students raise their hand to ask a clarifying question and I had to tell them to do their best. It was very demoralizing for them. For the ELA PT, students who struggle more with reading had a hard time with so much text to read. The constructed response questions did not support the task they actually had. A lot of students got stuck there for a while before moving on.	5/30/2015 8:22 PM
267	One student on a 504 took over the allotted 5 hours to finish. I believe the administration at my school pulled her from classes the next week to finish. There were a handful of other students that this applied to as well.	5/30/2015 8:11 PM
268	The ELA PT took much longer than anticipated as many students wanted to give their best answer so they used up a lot of time writing a rough draft, editing, and typing their final draft.	5/30/2015 8:07 PM
269	*Typing, because they are 8-year olds with little experience in keyboarding *Format of the test was too "wordy" and text-heavy for comfortable viewing. It looked more like something you would see in a high school textbook than what elementary students would usually view. The content wasn't that hard, but it intimidated and confused many kids. *Lots of computer/tech-related issues, like accidentally finishing the test early or screens freezing *The idea is good, but the test is too long for kids in 3rd grade.	5/30/2015 7:58 PM
270	typing, understanding the prompts	5/30/2015 7:55 PM
271	Writing component produced anxiety and frustration.	5/30/2015 7:52 PM
272	The directions were too long and overwhelming for the students. Also, the format was overwhelming. I wish we could have printed out the stories and articles so the students could have them in their hands to read. The computer monitor is not good for their eyes to stare at for that long.	5/30/2015 7:36 PM
273	My behaviorally challenged students tried to read the questions, did not understand them and just guessed most of the time.	5/30/2015 7:35 PM
274	Too much information on the screen for many students—they need to be able to print the articles out. The performance task had far too much extraneous 'background' information. It should present the task and expectations much more clearly.	5/30/2015 7:30 PM
275	See previous.	5/30/2015 7:14 PM
276	Typing the performance task really slowed students down and the directions were complicated for students to understand.	5/30/2015 6:56 PM
277	Too many to list, but in particular, the directions for the final part of the ELA PT were incredibly confusing for many of my students.	5/30/2015 6:49 PM
278	Ahain fluidity of teaching the task and then having students transition to the lab was frustrating	5/30/2015 6:27 PM

279	Strangely worded questions! Super long PT! Stupid subjects... Some 5th graders got topics we studied but my kids go Zoo animals! Unfairly balanced when water cycle is part of our curriculum!	5/30/2015 6:10 PM
280	Although students practice with the Performance Tasks in the classroom, doing the same thing on the computer was a challenge. Reading all of the information and then having to write their responses in a lab (not at a regular desk where they have space, but one that is occupied by a computer) made it difficult. Also, not being able to save things from one day to the next. Ya, I spent all of this time writing out a response..."sorry" your work can't leave the lab, what a totally frustrating thing for students...we tell them to go through all of the steps of writing, but we give an assessment and then they can't save their work from one day to the next. That isn't fair to them or to the teacher that has taken them through all of the writing processes. Students feel defeated and/or they rush through the test because they are running out of time. Also, when there were some questions that required an answer within the text, students didn't understand how to do that...they were waiting for a bank of answers and it wasn't clear that they needed to go to the text and highlight or show...very unclear in some expectations of the test	5/30/2015 6:08 PM
281	Students were frequently unable to interpret the directions. On performance tasks students were unable to use familiar keyboard functions (such as tab for indents) and were frustrated when trying to write with correct conventions.	5/30/2015 5:58 PM
282	Students for whom English is a Second Language had difficulty with vocabulary and contextual information.	5/30/2015 5:32 PM
283	Wording of directions difficult for students to understand. Too easy for them to hurry and end test.	5/30/2015 5:21 PM
284	Reading the above level text that the assessment was written in. Understanding the directions. Keyboarding.	5/30/2015 5:17 PM
285	The ELA portion took our students on average 13 hrs while the math took about 5.	5/30/2015 5:15 PM
286	To be clear, some students took more than 10 hours to complete all the ELA Smarter Balanced tests. However, many students simply had no idea what to do because the tasks were way too difficult. So, they simply clicked a few characters and quickly rushed to the end of the test and finished - no sense stressing over something they clearly couldn't do!	5/30/2015 5:13 PM
287	Stated in last comments.	5/30/2015 5:00 PM
288	Performance Task asked them to read non-fiction articles, then create an imaginative writing piece. Very confusing for 8-9 year olds.	5/30/2015 4:09 PM
289	With the CAT, if students started to type their answer and didn't finish before the yes session ended, they could not go back and finish. I understand the logic but the time needed to complete some of the questions was longer than a 3rd graders attention span. There needs to be more scaffolding through the grade levels	5/30/2015 3:56 PM
290	My students are not able to complete any writing task within the allowed time. Students are not proficient typists, so having to type their responses lengthened testing time significantly.	5/30/2015 3:51 PM
291	I already commented in the last section. The expectations were crazy! My kids worked soooo hard on those.	5/30/2015 3:43 PM
292	Audio did not always work, got kicked off regularly, too much typing for some students so they did not give their best answers.	5/30/2015 3:36 PM
293	The wording on some of the directions was confusing. Selecting a single word didn't work smoothly. Too much reading for Performance Task - 7th graders blasted through the reading to finish the essay. Testing Fatigue!	5/30/2015 3:32 PM
294	They did not have the language skills to complete and understand as they are functioning 2+ below grade levels.	5/30/2015 3:20 PM
295	Several students sat and stared at the screen, or wrote in a few words, then erased them, then wrote them in, over and over. They were scheduled into the lab for one 40 min session per day until they finished, so this went on for days with some kids. Some kids put their heads down and wouldn't respond...it was pretty bad.	5/30/2015 3:10 PM
296	Where to begin.....typing was a concern, even though we had practiced typing for months prior. Navigating in the performance task windows was also difficult. I had students that can orally tell a great story, but got bogged down by the technology of typing, and the language of the prompts. Students were confused, I couldn't provide any explanation, and most of my student's responses were jumbled messes.	5/30/2015 3:08 PM
297	It was overwhelming to some students when they looked at the long articles they had to read and then write essays or short answers in response.	5/30/2015 3:03 PM
298	Question were not straight forward. Students felt they did not understand what they were being. Asked to do	5/30/2015 2:47 PM
299	The performance task was overwhelming to some students. The writing prompt and directions appeared to be muddled together. By the time they finished reading the directions, they were unclear on the prompt.	5/30/2015 2:23 PM
300	Audio difficulties The directions were too long and complicated on the performance task. Many students did not understand what they were being asked to write. Students didn't finish their paragraphs in our testing lab time and when they logged back in they could not finish.	5/30/2015 2:17 PM

301	The directions are very long students were often not sure what they were being asked to do.	5/30/2015 2:05 PM
302	Typing skills weren't there so lots of "pecking" and searching for keys. Also the 10 day to complete requiremen on the PT. Due to absences, iin service & computer scheduling many students were rushed or were not able to finish. the directions were clear but were too long.	5/30/2015 2:01 PM
303	We just don't have that much access to technology so our students creating and editing their papers usually begins on paper and then ends up as final draft in the computer. We felt this was a challenge to do all this on the computer for some students and navigation was not always easy,	5/30/2015 1:56 PM
304	It took a lot of stamina.	5/30/2015 1:54 PM
305	Technology issues	5/30/2015 1:47 PM
306	It took long, the directions were confusing, and the teachers aren't allowed to help	5/30/2015 1:46 PM
307	Directions of the PT and some of the CA were very wordy and convoluted, making the test more about interpreting the task rather than actually showing how you can meet the CCSS.	5/30/2015 1:30 PM
308	The wording of questions were frustrating to my most advanced students. A huge amount of instructional time has been lost as a result of these assessments.	5/30/2015 1:20 PM
309	It was well above grade level according to the CCSS. It took so very long to complete.	5/30/2015 1:17 PM
310	Being able to go through the lengthy directions and access the materials to answer the questions was confusing. 3rd and 4th graders struggled and were reduced to tears when the questions were phrased using vocabulary way above their grade level.	5/30/2015 1:09 PM
311	Typing was difficult. Knowing how to answer the questions was also difficult	5/30/2015 1:05 PM
312	Very complicated directions and tasks that are completely inappropriate for third grade students.	5/30/2015 12:30 PM
313	The skills being assessed are not appropriate for our elementary students to demonstrate in a technological format. Analyzing, comparing, and siting sources is in many ways outside of the curriculum scope for elementary grades, yet could be meaningful if done in a reasonable classroom manner. To have students do this type of task without any opportunity to reflect their thoughts to each other or interact with their teacher, and to have to compose and type up their thoughts in this way did not result in an accurate picture of what most of my students can do if the work is completed in a more student-friendly manner.	5/30/2015 12:27 PM
314	Afternoon testing was more difficult because students indicated they were tired and brain dead.	5/30/2015 12:27 PM
315	Tying responses accurately and at length. The questions left the students confused and frustrated. Students gave less of an effort each time we went to test.	5/30/2015 12:22 PM
316	already described in previous boxes	5/30/2015 12:22 PM
317	Far too lengthy for attention spans according to research.	5/30/2015 12:19 PM
318	The reading level of the test is not accessable to many students learning the English language. I believe it hurts the self - esteem of students and that is damaging.	5/30/2015 12:16 PM
319	Navigating between the lengthy directions, text and answer screens appeared challenging for some.	5/30/2015 12:03 PM
320	Too hard to read on a small screen. Had to constantly scroll and widen screen to find info. Printing for all would have helped a lot.	5/30/2015 11:59 AM
321	Too many instructions, too wordy, not student friendly language, passages were too long, instructions were not clear, no choice for ELL students as to a test with plain English kid friendly language, passages and instructions.	5/30/2015 11:57 AM
322	Typing, understanding the directions	5/30/2015 11:54 AM
323	Absences, loosing more and more time in class, frustration with the classroom activity.	5/30/2015 11:54 AM
324	Students 2-3 grade levels below in reading quickly learned that they could just check off answers on many items to finish quickly.	5/30/2015 11:46 AM
325	Not understanding the language if the instructions on the assessment. All students should be able to print out the provided text to use when answering the questions.	5/30/2015 11:44 AM
326	Punctuation and capitalizations were completely overlooked. They were so busy typing what they had to say. The age of the student and the lack of expectations put on them at home, to be thorough, did not help. In a normal class setting I would normally be verbally reminding them to check over their work. I of course could not so they did not. They were impatient, and just want to be done. These tests might be to mature for the demographic I teach in.	5/30/2015 11:22 AM
327	The computer froze when they were typing thei answers.	5/30/2015 11:22 AM

328	Their eyes hurt from all of the screen time and this caused headaches. Access to paper copies of the reading would have been nice.	5/30/2015 11:21 AM
329	Extraordinary difficult instructions, undeveloped typing skills and occasional logouts	5/30/2015 11:16 AM
330	see previous comment regarding the performance task	5/30/2015 11:12 AM
331	The questions were confusing. Students felt overwhelmed on the performance task because there was so much to read analyze rewrite. They didn't know how long to make their responses. And then they had to write a whole essay after they did all the short answers and many of them just gave up at that point. Several students were confused by the vocabulary questions where they had to click on the words for the answer. Students were frustrated that they did not get immediate feedback on their work. Many ELD students struggled, stared at the screen, guessed, had short answers, and felt overwhelmed. Many students answered with "IDK" which means I don't know just so they could go onto the next question and be done with the test.	5/30/2015 11:03 AM
332	Students struggled using the in-text dictionary vs. highlighting. At first our district said that we "should have practiced more" with students, but apparently after receiving a number of teacher complaints, they changed their tune and got some kind of OK from ODE to be able to explain the difference to students... in the middle of testing, when we had already started and an entire two days had gone by with students testing. I also have no idea why students who have already been identified by ELPA as non-English proficient should be taking an ELA test. All it does is test their level of English acquisition... again. I had a student who has literally spent 4 months in the US who was required to take it, despite the fact that he knows virtually NO English. He is from rural Mexico and has rarely seen let alone used a computer. He had to take the test because his initial "entry date" to US is on record as one year ago. He attended school for 4 months in another district, returned to Mexico for approximately one year, and then came to our school about a week prior to being required to take both SBA and ELPA. He was at our school for about 2 months, and then returned to Mexico.	5/30/2015 10:58 AM
333	Unable to read the definitions in the dictionary, repetition in directions in the PT was confusing, inability to receive clarifying answers from staff to questions on assessment, difficulty reading passages, length of passages, size of text in PT answer box and difficulty understanding unfamiliar words used in directions.	5/30/2015 10:56 AM
334	At many times it became a Technology competency assessment	5/30/2015 10:49 AM
335	The ELA student performance task is a joke. I teach 3rd grade students, most of which (60%) came to me reading and writing below grade level and with next to no knowledge of keyboarding. Writing a four paragraph essay on a topic that is not even concretely specified, using sources written at a level that half of my class could not even read was a waste of time and brought several of my students to tears. Having to keep my classroom quiet so that the slower working students could keep going day after day is not ok and is an awful way to use a school day. All joy and learning progress was halted for days. I would choose to never do this again.	5/30/2015 10:48 AM
336	The directions were very wordy and some students were unclear about what to do.	5/30/2015 10:48 AM
337	The time it took to get thru the actual reading and the test. A feeling of anxiety was common among 25% of our SpED students	5/30/2015 10:47 AM
338	It simply took way too long. They were stressed out and worried about their scores. Since they are only fifth graders, I came in every 1/2 hour and took them outside for five minutes. Task perseverance is not at a high level for a ten-year old. They need to move and not sit for hours on end.	5/30/2015 10:46 AM
339	Using text boxes	5/30/2015 10:45 AM
340	The test was too long for 10/11 year olds. The vocabulary was difficult and the switching back and forth from article to article was a challenge for some students. Overall, however, my students enjoyed the performance task in language arts.	5/30/2015 10:29 AM
341	Largely their typing skills were a big barrier. But the way the screen displayed information was difficult for my students to navigate. Many requested print outs of the articles so that they could interact (highlighting, annotating, notes in margins) with them like we had taught them in class, but alas this wasn't allowed. Also, it seemed that any time a short answer essay appeared their momentum was shot.	5/30/2015 10:24 AM
342	It took them forever to type their responses. Most could not understand what they needed to do so they just sat, day after day, staring at the computer screen. Students became angry and frustrated by the tasks/questions and also by the overwhelmingly complex and confusing directions/layout (especially of the PT). Print and text to speech did not work for some students, denying them their IEP accommodations or supports.	5/30/2015 10:14 AM
343	See above commentary. It was awful.	5/30/2015 10:11 AM
344	The directions were convoluted to say the least. Students kept asking where the question was and were understandably frustrated that help could not be given on just the mechanics.	5/30/2015 10:10 AM
345	overwhelming amount of directions to read	5/30/2015 10:03 AM

346	Questions were multi-step & sometimes poorly worded. The questions and the reading text needed to be separated by boxes or color. In some cases, students were to read a text then instructions were put in the middle or end of the text. This was confusing to students. In the Performance task the bibliographical information for each source is quite long and superfluous to students' understanding of the text.	5/30/2015 10:01 AM
347	It was very fatiguing for students to do everything on the computer screen: Reading, writing, taking notes. Typing was a challenge, many students had errors due to lack of computer skills.	5/30/2015 9:54 AM
348	The main challenge was that it took students a long time to complete (except for those students who became frustrated and were able to "complete" it in under 15 minutes). The time limit on the performance task meant that we had students working up until the last day - and this was when they had at least 2 hours a day to work.	5/30/2015 9:40 AM
349	The ELA Performance Task was extremely long.	5/30/2015 9:39 AM
350	Too difficult for many students on IEPs, even with accommodations.	5/30/2015 9:35 AM
351	Sorry, I don't have the energy or time to elaborate right now.	5/30/2015 9:27 AM
352	Understanding long multi-step directions at 3rd grade	5/30/2015 9:24 AM
353	The performance task had little to do with the classroom instruction section. Many were expected to write an imaginative text after learning about a scientific subject. Just stupid....	5/30/2015 9:21 AM
354	Low keyboarding skills coupled with ten year old attention spans made it difficult for even my best students to stay focused on doing their best.	5/30/2015 9:17 AM
355	Developmentally not appropriate for most students in this catagorie no ability to level the assessment to get accurate information onfu developmentally not appropriate for most students in this cat no ability to level national level	5/30/2015 9:17 AM
356	Asking a 3rd grader to keyboard a multi- paragraph essay, without support, is ridiculous. We have assignments like this in class, but it is spread out over a good amount of time and there is learning happening.	5/30/2015 9:16 AM
357	There was some confusion regarding the directions students were to follow. In some cases, the directions were more involved than the task(s).	5/30/2015 9:12 AM
358	1. Long- way too many reading passages. With both the PT and CA students list focus. Way too long and wat too much 2. Highlighting function didn't save from day to day	5/30/2015 9:11 AM
359	They had trouble understanding how the mini lesson connected to the performance task.	5/30/2015 9:03 AM
360	The amount of typing that students had to do was prohibitive. The performance task asked students to do a huge assignment that took up a great deal of instructional time.	5/30/2015 8:57 AM
361	Just got tired of it. They just began skipping things.	5/30/2015 8:52 AM
362	One question asked them to look at a map and there was no map on the test. They were often kicked out of the test and had to log in again. Mostly, I observed test fatigue. For six days in a row, they spent Humanities classes of an hour hunched and peering before a computer screen.	5/30/2015 8:51 AM
363	Typing. Reading long, complex directions. Switching between screens. It would take hours of training for kids to get comfortable with this software, all for one high-stakes testing experience that isn't valuable, robbing them of instruction on other technology topics.	5/30/2015 8:50 AM
364	Didn't understand directions, had problems understanding the highlighting vs. dictionary tool. One student found a question that had no way to answer correctly!!!! And there was no way for either of us to comment on the item. It resulted in a testing impropriety because I told my principal about it.	5/30/2015 8:46 AM
365	Unclear directions and questions. Directions and questions were too wordy for third graders.	5/30/2015 8:44 AM
366	7th grade students in my school are so affected by poverty and trauma in the household that there were only pockets of students that could put in the sustained effort these tests required. Several students figured out that a 2 letter written answer would let them move on to the screen. Only having one opportunity and not having the results immediately doesn't give students the feedback or opportunity they need to reflect on their testing focus and effort. With the OAKS, I could immediately consult with my students about what their score meant and how they needed to emotionally ready themselves for the next round.	5/30/2015 8:38 AM
367	Much too long, high level of frustration and off task.	5/30/2015 8:35 AM
368	There are too many sections on the ELA PT test. Students did not take the time to read all instructions. Students did not show perseverance with the test. It took why too long!!! Even with me reminding them constantly to please read all the steps, they don't. Students effort made a huge impact on this test, and I don't believe this test is written for 3rd-5th graders, but the concept, format, and style of test is geared towards upper high school and beginning college.	5/30/2015 8:33 AM

369	The length of the passages seemed daunting for many of my kids. The format with the screen being split between passage on the left and questions on the right didn't seem natural for the kids. Even though we had practiced all the skills many times it still seemed awkward and confusing to many.	5/30/2015 8:31 AM
370	Remaining motivated throughout the length of the test was probably the greatest challenge. Honestly, since the teacher is forbidden any kind of meaningful conversation with students during or after the test, I don't know how I would KNOW what challenges they were facing.	5/30/2015 8:30 AM
371	Vague instructions. Instruction overload on performance task. Too long to take. Students had test fatigue by the time they got to the reading and performance tasks.	5/30/2015 8:29 AM
372	The spell check feature was difficult to use. Students had to figure out that they had to click off of that feature in order to resume typing. The amount of directions for the 5th grade ELA performance task was overwhelming to students.	5/30/2015 8:23 AM
373	So many moving parts to this--dealing with absences was a real challenge.	5/30/2015 8:23 AM
374	I'm not sure who created this test, but it wasn't anyone who has been a teacher or who has worked with children. The instructions were vague and/or contradictory. On the practice tests, where teachers were allowed to help their students, it took several times reading through to figure out what the heck the test wanted the students to do! The "Performance Task" was even worse. Most ADULTS don't have the attention span for the tasks this test required. I am baffled how anyone expected adolescents to stick with it. Some of my students just typed in random answers and were done with the test in 20–30 minutes. Others are still trying to figure it out and are on their fifth or sixth day of testing.	5/30/2015 8:20 AM
375	Typing, or knowing the keys of the keyboard, the length of time required, the framing of the questions was confusing for many, the amount of information given at one time was overwhelming and stressful, listening to stories without the ability to follow along,	5/30/2015 8:18 AM
376	They kept asking me if "write a story" meant to write a narrative. But I felt I couldn't tell them.	5/30/2015 8:17 AM
377	For the Performance task test it was overwhelming for the student to focus on the information. There was too much text on the screen at once and they had to move scroll bars to see it all. I am almost positive some students that could have performed well on the test did not read and understand the instructions. This was true for the CAT as well.	5/30/2015 8:16 AM
378	Typing essay responses.	5/30/2015 8:15 AM
379	Students gave up after the first two hours typically because of the length of the test and the complexity and confusion in technology and the format of the questions. The answers were ambiguous and poorly worded.	5/30/2015 8:11 AM
380	Too long!	5/30/2015 8:11 AM
381	Attention over a long period of time. Understanding directions. Using multiple screens and going back and forth between them.	5/30/2015 8:09 AM
382	Most challenges were direction related. The test would ask them to perform a task and, while they knew the "answer," they couldn't figure out how to share it.	5/30/2015 8:08 AM
383	It was very difficult for kids to type their answers. The directions were very wordy. The citing on pictures was in the same font size and color, so kids didn't know what it was.	5/30/2015 8:06 AM
384	Figuring out how to highlight on the text	5/30/2015 8:04 AM



**Please describe any challenges students had with the Mathematics Smarter Balanced Assessment in the space below.**

#	Responses	Date
1	It was far beyond their current level of math.	7/6/2015 4:22 PM
2	Two questions were worded in such a way that there was no right answer for the student One question would not allow the cursor to click on the correct area to allow the students to answer correctly (line segment vs. vertex)	6/19/2015 3:01 PM
3	Too many details -- kids don't take the time to read and work everything out carefully enough to do well and practicing doing that adds too much time to the prep, if you're trying to teach the math skills needed.	6/19/2015 10:04 AM
4	There were many different methods for answering questions, however the directions only addressed multiple choice answers. The practice tests were insufficient in providing examples of the range of methods to answer questions.	6/18/2015 8:55 PM
5	When there was information that the student had to refer back to, the question part took up the whole screen, so the student didn't change up the screen so they can view the previous info that they needed to refer to. I knew they weren't going to have a good answer because they couldn't even see (weren't even looking at) the needed information.	6/18/2015 9:50 AM
6	They could not understand what the question was asking because of the wording. It was like a reading test. Most frustrating was students kept asking for the formula sheet during the performance task. Students where in tears because they couldn't remember formulas.	6/17/2015 9:14 AM
7	Using the tools, such as the equation editor or the structured drawing tools. Also, the PT would sometimes freeze, no longer allowing a student to type and requiring the student to log out and back in in order to continue answering the given questions.	6/17/2015 9:04 AM
8	Multiple parts to one question.	6/17/2015 7:09 AM
9	The use of calculators was confusing to students. I had a student or 2 who wanted to use a hand held calculator, but we couldn't let them because calculators were only allowed when there was an icon on the screen. It is allowable for students on an IEP. I do not remember the code.	6/16/2015 11:03 PM
10	The PT was really hard to understand.	6/16/2015 4:56 PM
11	Students had a hard time braking down the performance task. They often did not understand what the problem was asking them to do. This made them feel stupid.	6/16/2015 9:36 AM
12	Some of the questions are too abstract.	6/15/2015 11:24 PM
13	Students had a hard time deleting objects on their responses like lines and points.	6/15/2015 11:13 PM
14	Following all of the multiple steps in the PT was a challenge.	6/15/2015 9:47 AM
15	I gave the practice tests. The items were so far above what my students can do in math that they had no idea how to proceed.	6/15/2015 8:10 AM
16	Computer issues and by the time they got to that test their effort was decreased.	6/14/2015 1:17 PM
17	Students claimed they did not feel that the preparation from the PT pre-teaching lesson was particularly related to the actual test.	6/13/2015 10:39 AM
18	Text to speech was a nightmare. Students could not find/easily access that item, so it was not used. It also meant I was restricted to testing on laptops which meant that students were frequently kicked out due to iTunes mysteriously launching.	6/13/2015 7:46 AM
19	Didn't understand how to use the calculator; nowhere to show work; used vocabulary that differed from what is taught; asked numerous questions that aligned to the wrong grade level.	6/13/2015 12:02 AM
20	Students went from being able to use various tools last year with oaks to only scratch paper this year. We use manipulatives to assist learning in the classroom only to be told you can not use them when being assessed.	6/12/2015 11:51 PM
21	Many of the questions were pretty confusing. Some of the tools were also glitch and / or confusing.	6/12/2015 10:28 PM
22	They were tested on information they had never been introduced to, studied or seen before; causing severe anxiety for the students in the Mental Health Residential Program they were in during time of testing.	6/12/2015 2:03 PM

23	They had CHALLENGES! As mentioned before, from scheduling issues, to old computer issues, to poor technology. Students here don't have technology classes so not every student had skills other than the pre-tests we used to practice using the computers and the manipulation needed to perform well on the tests. Some students tired of the test after a couple days and just quit. It was hard, as their teacher, to see them struggle.	6/12/2015 1:10 PM
24	It was very time-intensive. The tools are not all used often in a daily classroom. Many students are not strong readers and struggled before even getting to the math.	6/12/2015 12:38 PM
25	Comprehension of what was being asked. Difficulty remembering formulas without prompts.	6/12/2015 12:11 PM
26	Some of the questions were required a higher than third grade reading level, which suggests that scores on the math assessments were affected significantly by the reading level of the students taking the test.	6/12/2015 11:36 AM
27	Please see previous comments concerning language arts assessments. Ditto	6/12/2015 9:36 AM
28	Most students suggested that the majority of the test contained material to which they had never been exposed. As graduation requirements call for students to experience 3 years of 10 grade or higher math credit, it seems reasonable that the essential skills tests would contain primarily material from 10th grade math, which would be Algebra 1 or Geometry, not Trigonometry and Pre-Calculus.	6/12/2015 9:10 AM
29	-Students did not understand what they were suppose to be doing	6/12/2015 8:58 AM
30	Couldn't use calculator like they could before. Unclear directions	6/12/2015 8:41 AM
31	The math assessments were pretty straight forward.	6/12/2015 8:38 AM
32	Kids couldn't figure out how to make the graphics bigger. Kids said they had tried their best to solve a problem but couldn't figure out what it was asking them to do. They said it was extremely hard for them. Some kids finished the performance task much too quickly, or took a ridiculously long amount of time, but seemed to be stuck and not working.	6/11/2015 11:29 PM
33	Typing out the explanations with below grade level reading and writing skills was defeating and did not allow students to really show what they new because they were fatigued and disheartened by early questions.	6/11/2015 9:50 PM
34	No manipulatives!!!!	6/11/2015 9:45 PM
35	Text to speech option was robotic and not well understood by ESL students.	6/11/2015 8:49 PM
36	Don't know since I administered the LA test, but students told me that the Math test was even worse than the LA test. Many of them gave up.	6/11/2015 8:33 PM
37	My kids blew through it way too fast. The performance task was way too hard for them and it was hard for them to write math sentences on the computer.	6/11/2015 7:03 PM
38	Being able to input answers for some of the questions was difficult due to the fact that they couldn't manipulate the tools very well: drag and drop, draw lines, etc.	6/11/2015 5:41 PM
39	The level of math required for the performance task along with comprehension was very difficult for those on IEPs and was stressful and very defeating to many	6/11/2015 5:26 PM
40	Keyboarding skills ridiculous instructions difficult to figure out how to answer questions	6/11/2015 3:47 PM
41	Math went smoother than ELA.	6/11/2015 3:33 PM
42	Same as mentioned above.	6/11/2015 3:28 PM
43	Some minor problems with the screen being non responsive, which may have been a technical problem within our school.	6/11/2015 3:11 PM
44	Too many directions!!!	6/11/2015 3:10 PM
45	It took forever and the typing was brutal.	6/11/2015 1:39 PM
46	Tasks/ instructions were confusing and not age appropriate.	6/11/2015 12:55 PM
47	Let's just say, students were very frustrated.	6/11/2015 12:50 PM
48	screen is too small for the amount of information they had to keep track of.	6/11/2015 12:42 PM
49	English/Spanish tests not providing students with both languages, students getting kicked off the tests, tests freezing up on kids, tools not working, etc.	6/10/2015 8:50 PM
50	Once again, keyboarding skills. Line plots were difficult to figure out. The kids didn't know how to put the "X" above a number. Tricky!!!	6/9/2015 8:03 PM
51	1. Performance Task: Confusion about the specifications of the task	6/9/2015 7:50 PM

52	The questions were overly complicated for the assessing of the intended strands. The intent should not be to trick the student.	6/9/2015 3:39 PM
53	Questions above their academic ability and most of them just guess on the questions.	6/8/2015 9:18 AM
54	Didn't understand what the questions were asking. Lots of typing. Challenge of using the tools.	6/8/2015 8:38 AM
55	The test is very language heavy so my students that have language, reading, or executive functioning skill deficits had a really long and have time completing this assessment.	6/8/2015 8:32 AM
56	The questions were not aligned with our curriculum, so the students were not prepared for the level of questioning.	6/7/2015 5:31 PM
57	The font was messed up so that the numerator in a fraction was hanging in space above the question's sentence. When teachers look at a problem and have to scratch their collective heads, that's a problem!	6/7/2015 5:09 PM
58	Again, way too wordy, too many directions, too many steps in the directions, words in the directions that are not 3rd grade vocabulary	6/7/2015 4:47 PM
59	Too wordy. The fill in the blank problems were ridiculous; these caused more confusion than anything. Multiplication charts and addition charts are tools for students to use. However, it was strange that there were so many questions using them. My students did not have previous exposure to these tools, and therefore made those questions confusing as well. Most of my instruction is done using problem solving, not just fill in the blanks or find an answer on a chart. So, this was not a tool that my students knew how to use. I thought it was unfair to pick a particular tool for so many questions.	6/7/2015 2:32 PM
60	Equation Editor is difficult. The level of the math is best for advanced math students.	6/7/2015 8:46 AM
61	Some had trouble understanding questioning.	6/6/2015 7:41 PM
62	Crowded areas to do work	6/6/2015 6:50 PM
63	Tasks and questions are so confusingly/poorly worded that students struggled to understand expectations.	6/6/2015 8:15 AM
64	Too much writing and some of the questions were unclear. Even we teachers had a hard time figuring out what it was asking.	6/5/2015 5:50 PM
65	Understanding the endless acronyms.	6/5/2015 2:26 PM
66	Inability to finish up performance task	6/5/2015 8:53 AM
67	Not enough time for P Task.	6/5/2015 7:20 AM
68	No manipulatives?! Really? When in real life do we not use tools when we need them? That was soooooo frustrating for my students - we use manipulatives every day in math, we teach them to use and choose which tool works best for them, but they can't use them on an assessment of what they know? That was the most frustrating part of the Math CAT.	6/4/2015 10:00 PM
69	Many kids couldn't hear the computerized speech. Many struggled to figure out what was expected. Many had trouble using computer tools. Some did not understand the vocabulary.	6/4/2015 9:56 PM
70	Reading the multiple graphs on the performance task (again, the split screen) was ridiculous. It was very difficult to navigate. Children who were very capable of solving the problems had such a hard time switching back and forth between graphs/information that they just wanted to be all done.	6/4/2015 9:22 PM
71	- It was too long and they felt defeated - The vocabulary used in the questions was too complex - I was unable to provide any assistance to help those who were shutting down - I was unable to explain what was expected when students didn't understand what they were being asked to do - Students were not prepared for the typing that was expected - I had students give up and type "I don't know" in the boxes	6/4/2015 7:46 PM
72	Students were fatigued with how long it took to take the test and just wanted to get it done and move on. They spent months learning how to use tools to help them take the test, but when they took the test, they weren't allowed to use those tools. That was more than frustrating to many of them.	6/4/2015 5:31 PM
73	they were not allowed to type in the unit of measurement (yards, inches, etc.)	6/4/2015 4:50 PM
74	supplies, technology, phrasing of questions, purpose	6/4/2015 3:03 PM
75	Most of my students are in algebra 2 or above. They completed all the math sections in two days, or four hours. They few who required more time were on IEP or 405 plans. They required the normal amount of time of three days, or six hours.	6/4/2015 11:50 AM
76	n/a	6/4/2015 10:44 AM
77	The wording on the PT was AWFUL! I didn't even understand what it was asking.	6/4/2015 10:18 AM

78	Most students finished the performance task in under thirty minutes, and they said it was a joke because if you didn't know the first question, you couldn't complete the rest of the assessment.	6/4/2015 8:54 AM
79	It was difficult to keep students occupied when they finished. There was no plan for students who finished early and if they did not bring in a book to read they had nothing to do.	6/4/2015 8:23 AM
80	Students are not accustomed to the computer or the format in which the test was given. Students have grown up choosing just one answer so choosing multiple answers was a roadblock for many. Many students did not get enough practice.	6/4/2015 8:00 AM
81	Here the challenge was the vocabulary and maturity. My teaching partner and I have spent quite a bit of time using the practice problems, making up real life situations to complete and discuss, using other resources to present information in many forms to help students be comfortable. However, third graders have no real world connection to the need to understand math. They deal with life digitally; they don't "play" with money since their parents use debt/credit cards. Their world is concrete not abstract! Math is logical, but math is only concrete when you write it down. Students do not see math as a part of living. Waiting until 4th grade would be much wiser. Students would have had a chance to learn better basics and would have developed mentally and emotionally. They would be better able to demonstrate their understanding and handle the pressure.	6/4/2015 7:31 AM
82	For younger students it is difficult for them to use scratch paper and then find where they were on the screen.	6/3/2015 11:20 PM
83	The vocabulary and amount of language used was incredibly unnecessary on a test of mathematical knowledge. Students who can solve math problems for all standards weren't able to understand what the question was asking them to do. Students don't have exposure or experience with the manipulative portion of the assessment.	6/3/2015 9:56 PM
84	The pages were not constructed so that students could access the data to answer the questions.	6/3/2015 9:13 PM
85	Wording of directions and answers. Understanding the question but not understanding how they wanted the answer recorded. Not able to label answers. Problems that were layered so much that it was hard to understand what the actual question was asking--this goes back to unclear directions. If directions would have been more clear, it wouldn't have been as difficult.	6/3/2015 9:01 PM
86	Students could not comment on questions that did not include reasonable answer. students struggled with calculator app.	6/3/2015 7:35 PM
87	We are working on elevating our math instruction, but the language and the questions are so complex that the students just can't process it all at once.	6/3/2015 7:10 PM
88	Again, most students are not in the habit of thinking and solving math problems using a computer. More students took advantage of using paper and pencil than they did in writing, but the computer was not a typical device they were used to responding on.	6/3/2015 6:48 PM
89	Did not read directions & work computations on paper.	6/3/2015 5:40 PM
90	Students being able to move the mouse to align answers, some shading (on fraction models) were not visible, expecting only one way to answer the question (the boxes would not allow students to answer using other strategies).	6/3/2015 5:27 PM
91	Students thought it was a waste of time.	6/3/2015 5:01 PM
92	Many students didn't understand the language and the way the questions were worded.	6/3/2015 4:18 PM
93	Using the tools- or not being able to use tools they usually do use to solve problems.	6/3/2015 4:06 PM
94	It was all just really hard. I missed the days of just give them a problem and let them solve it - I wish we would quit worrying about writing it up place value style as hard as you possibly can!	6/3/2015 4:03 PM
95	Students weren't able to have the questions read to them unless they had specific accommodations.	6/3/2015 3:48 PM
96	Too much reading required. Too many unfamiliar uses of "drawing" software, drag and drop, etc.	6/3/2015 3:36 PM
97	Kids with reading disabilities were not able to do the test, between the text to speech being so difficult to access and then the problems being multi step, they just gave up. I anticipate the lowest scores ever for kids that learned a lot this year.	6/3/2015 2:54 PM
98	Some questions were miss leading and confusing. My high students would spend upwards of 25 minutes on a single question, this is way to long. They were reduced to tears and completely spent cognitively and emotionally. This test expects way to much out of our students and needs to be adjusted with the help of those educators who are on the front line of education. The test does not take into consideration the social economic diversity of our students. We need an assessment that measures student growth from quarter to quarter and year to year. We don't need a test that is an end all be all which does not measure anything other than those who pass or those who fail. I does not show the gains of success made over the course of the year.	6/3/2015 2:30 PM
99	NA	6/3/2015 2:18 PM

100	Manipulating the diagrams and reading all the pieces to solve one problem was quite overwhelming. Some students would forget the question by the time they finished all the suggestions needed in the paper.	6/3/2015 1:15 PM
101	Know how to manipulate numbers, symbols, etc on the computer screen. Understanding how to write an answer in the answer box that was acceptable. 3/4 compared to using the fraction button. Frustration with all the wordy questions.	6/3/2015 1:01 PM
102	The online tools were difficult to manipulate.	6/3/2015 12:44 PM
103	Several good readers, struggled with 1-2 words and were not allowed to have the words read aloud.	6/3/2015 12:01 PM
104	On the math performance task, students had trouble viewing the test because the 13 inch screen was too small.	6/3/2015 11:54 AM
105	I have taught students to label all answers - that is good mathematical practice. However, several were confused when the test would only accept numbers, no words. Additionally, not having a mouse (with Chromebooks) was difficult to manipulate parts of the test that required that.	6/3/2015 11:34 AM
106	Again, the instructions were lengthy, and did not seem to be written at the third grade level.	6/3/2015 9:15 AM
107	Same as with the ELA	6/3/2015 7:20 AM
108	I was involved with both 4th and 5th grade. The difference in the rigor and time for the 5th grade assessment was substantially greater than the 4th grade assessment. The frustration level among our 5th graders was high, even for those who are very high achieving math students. The performance task design can be a major disruption for the school schedule when students are absent. We were fortunate this year to have most students present for testing. Schools experiencing higher absentee rates will suffer as those lessons have to be retaught. Sounds easy on paper, but with many schools do not have the extra personnel, or time to reteach the lessons, and when they do, some students are not receiving new instruction. Proponents of SB testing never see or understand this or many of the other affects that are felt along the front lines in the classroom. The whole process causes a rippling effect due to its design and time consumption, and does not contribute to improved learning. Time will show that SB does not move the learning needle forward.	6/2/2015 10:05 PM
109	Just took time because it was the first time. The Math PT went much faster than anticipated or scheduled. Next yeAr both assessments could likely be scheduled in the same week with 45-1 hour slots each day.	6/2/2015 9:24 PM
110	Understanding the questions	6/2/2015 8:23 PM
111	moving base 10 pieces to match an incorrect answer confused them. many were unfamiliar with directions though we did practice tests.	6/2/2015 6:42 PM
112	Even if a student was confident of their response, it was not always clear how they were to enter that response - and/or when they entered their response they perceived that it was not 'accepted' by the test. Based on student questions (which I was not allowed to answer) this tended to happen more on answers related to fractional responses.	6/2/2015 6:22 PM
113	Some of the computer knowledge needed to maneuver and complete the test was challenging. Especially for students who do not spend a lot of time on technology at home.	6/2/2015 5:10 PM
114	Same as with reading.	6/2/2015 3:51 PM
115	Distraction from the busy format of the test.	6/2/2015 3:19 PM
116	Some students did not know how to manipulate the numbers, type fractions, or draw or connect lines and/or shapes.	6/2/2015 2:53 PM
117	questions were not straight forward, some were really tricky. Repeatedly kicked off the testing site. Keyboards were locking up. This caused a great deal of frustration for the students.	6/2/2015 1:51 PM
118	too many words on a page and split directions. Hard to drag and drop items.	6/2/2015 10:22 AM
119	The wording of the problems were difficult for many of the students. I watched a very bright student give up on a problem that I asked later that day in terms he could understand and he answered it immediately. The test is too long and many students just quit trying after a while. Even bright students who were really trying became very tired about an hour in and just stopped caring. I gave them a 10 minute break half way through the block, just to let them get up and move around a little bit. The whole testing process we used was brutal	6/2/2015 10:07 AM
120	Technology line dot drawing tool was hard to use and creates significant frustration with many students who understood material but we're worn down with the tool.	6/2/2015 9:52 AM
121	some not very good with the calculator. No problems with administering	6/2/2015 9:47 AM
122	The difficulty of the questions and performance task.	6/2/2015 9:23 AM
123	Again the written part was very difficult and many students guessed when it came to a word problem or one that required multiple steps.	6/2/2015 8:39 AM

124	Much confusion over instructions. Again, many students becoming frustrated, which seriously impacted their performance.	6/2/2015 8:27 AM
125	It was more of a reading and writing test than a math test.	6/2/2015 7:09 AM
126	Even after training, students forgot how to use the equation tool during testing; the multiple formats for answering questions confused them.	6/2/2015 6:31 AM
127	The online tools were confusing. One asked students to plot points on a 4-quadrant plane, but the dots didn't land exactly on the axes, so it was quite hard to tell where they had actually dropped the dot.	6/1/2015 11:06 PM
128	Manipulating the different types of questions technologically.	6/1/2015 10:56 PM
129	The amount of language used on both tests was difficult for students to weed through. Additionally, the School Fair performance task was worded awkwardly on a couple of questions and many students were confused. Some students did not maximize the data chart and didn't realize there was a whole other column until they were on the last question.	6/1/2015 10:07 PM
130	I wish the text to speech was a universal option for all student.	6/1/2015 9:43 PM
131	They need text to speech as an option for ALL students, so that if they are unsure, even if they are a gifted learner, they can listen to the text. This is not a reading test so it seems unclear why all students can't have this feature as a universal tool	6/1/2015 9:38 PM
132	Calculator too small.	6/1/2015 9:30 PM
133	They had a difficult time knowing where to click to answer the questions.	6/1/2015 9:13 PM
134	The questions were obscure and no connection to classroom texts. It appears Pearson made up odd and useless questions to address a standard rather than asking valuable questions that were practical	6/1/2015 9:00 PM
135	Again, the CAT was far more stressful for them.	6/1/2015 8:54 PM
136	The type set and equation editor do not allow students to draw graphs or diagrams in the manner they are accustomed to. Also the embedded calculator frustrated many.	6/1/2015 6:17 PM
137	See comments about LA. Very frustrating and tough on the kids.	6/1/2015 5:36 PM
138	Students had trouble figuring out what the questions were asking.	6/1/2015 5:02 PM
139	Questions are confusing. Many are written unlike any question a kid will encounter in a textbook or assessment provided by my school district's curriculum resources. Is the math SBAC supposed to be a math or reading comprehension assessment?	6/1/2015 4:54 PM
140	students repeatedly had their computers freeze from problems with the OAKS Portal site. Although they were all able to resume relatively quickly, it was rather anxiety provoking for them.	6/1/2015 4:02 PM
141	Students didn't get test results that they can use for improvement, or that staff can use to diagnose and help us with classroom placement for next year or remedial work for the remainder of the year. Results will come later I guess.	6/1/2015 3:35 PM
142	Students were in tears because some of the questions were a ridiculous length. There were too many directions for them to read and they couldn't make sense of what they were actually supposed to do. Again, I hope to never see this test again.	6/1/2015 3:34 PM
143	Unnecessarily wordy, lengthy and confusing questions, diagrams, reading passages etc. Every problem had the place to answer in a different spot etc. They just started filling in anything sometimes.	6/1/2015 2:46 PM
144	The only challenge our students had was the fact that they were being pulled away from their studies for their GED exams and were frustrated because of it.	6/1/2015 1:57 PM
145	The words used to ask the questions were confusing. The questions should have been straight forward. Didn't need to be written as a legal document.	6/1/2015 11:41 AM
146	Calculator didn't work for one student, randomly the answer portions would only have Spanish, instead of both English and Spanish. The kids were randomly kicked out. The way the questions were worded were very confusing. Also, the directions were not clear. It took a student, myself and my teaching partner to figure out how to respond to one of the questions, and we had all gone through the practice.	6/1/2015 10:40 AM
147	Some of the tools were difficult for students to understand and use. They were not intuitive.	6/1/2015 10:37 AM
148	A fair amount of kids had problems understanding what the directions were asking. They tended to get frustrated very quickly after repeatedly not understanding everything that the question was asking. Some of the questions asked for a lot of different information and responses, so if you didn't understand the first part, their frustration would grow with each additional part of that question they still didn't understand.	6/1/2015 10:18 AM

149	Students were confused by some of the directions for the performance tasks. Students were not assess as much for their level of competency in math as they were for computer skills.	6/1/2015 9:22 AM
150	It went fine	6/1/2015 8:47 AM
151	Some of my students did not know how to create lines on the computer to complete diagrams. It was a technology issue that caused them to get the answer wrong.	6/1/2015 8:14 AM
152	The stacked test was a nightmare. It was all jumbled with Spanish and English. It was hard to distinguish between questions. Way too much reading for a math test. I wish it had been organized better. For example, each question could have had 3-4 parts. Part A is a basic knowledge question: can you multiply? Part B builds to a one-step story problem. Part C is a 2-or more step question. Then at least you can see where kids fall down. Because the questions were so complicated--seemingly WANTING kids to fail--even though kids had the correct answer written on their paper, they got it wrong because of the wording of the question. I saw this a lot!!! And all my sts are ELL. They know many of these concepts but could not filter through the word-puzzle questions.	6/1/2015 6:23 AM
153	Same as with ELA noted previously.	5/31/2015 10:46 PM
154	The layout of the performance task required kids to scroll back and forth and up and dad to access information. This was difficult for many.	5/31/2015 10:26 PM
155	Not understanding how tools worked	5/31/2015 9:17 PM
156	The split screen with the charts/tables/graphs was confusing. Students had difficulty going back and forth, toggling up and down on the screens to find the information and then go back and record it.	5/31/2015 9:12 PM
157	The wording was very confusing but for some students especially ELD and IEP students	5/31/2015 9:08 PM
158	Some of the questions were confusing. It would ask for information that was off the screen. Sometimes just trying to figure out how to manipulate the computer - slide or drag things - was confusing.	5/31/2015 9:07 PM
159	Many of the questions were verbose and very hard for the students to understand.	5/31/2015 8:55 PM
160	On the interactive drag and drop questions for geometry, students were very confused about what to do. There was one that showed what one unit equaled, and the student raised their hand because they thought they had to put four dots and three lines to equal one unit. There was nothing I could say to help direct them except to say, do your best. That is absurd for directions for a 3rd grade student.	5/31/2015 8:31 PM
161	Not being able to use a calculator for all problems. Not being given a formula sheet and expected students to memorize formulas for math problems that the average adult does not remember.	5/31/2015 8:19 PM
162	Varied time for students with varied abilities, including typing abilities. No organized method for supervising students completed while others worked.	5/31/2015 7:42 PM
163	Long directions. Not necessarily assessing their skills, but their ability to get through the directions. Needed to use text to speech, but because it was cumbersome they did not use it.	5/31/2015 4:01 PM
164	Questions didn't match subject areas.	5/31/2015 3:22 PM
165	Directions during both were sometimes confusing.	5/31/2015 2:00 PM
166	The questions left them confused. You had to read so many instructions that the actual math assessment piece was lost.	5/31/2015 1:31 PM
167	They did not know what was being asked of them, -- it was way too hard, beyond their comprehension and skill abilities. They do not know how to type	5/31/2015 1:30 PM
168	Keyboarding the answers, using the keyboard to type in fractions,	5/31/2015 1:24 PM
169	The questions were not clear and confused most students. It's too bad they simply could not be asked straight forward questions and were purposefully given text that was meant to confuse students. I am not in the practice of being purposefully confusing. I guess test makers are.	5/31/2015 12:43 PM
170	Not being able to find exactly where to click on a response in order to go on to the next question.	5/31/2015 11:18 AM
171	The style of questions were not familiar to the students. While they are good questions, students in Beaverton have been taught to answer the type of questions from OAKS.	5/31/2015 11:01 AM
172	Students had issues with the interactive features, large amount of text and duel screens.	5/31/2015 10:45 AM
173	Too much reading. Questions unclear.	5/31/2015 9:10 AM
174	Invalid questions that had no correct answer.	5/31/2015 9:04 AM
175	The vocabulary and having to learn about something random to complete the performance task.	5/31/2015 8:41 AM

176	We had to switch students schedules (they took the math test during their language arts time) and so teachers and students not involved in the testing had to teach things they with which they were not familiar and the week long lessons did not work well, couldn't be assessed and felt like wasted time.	5/31/2015 8:04 AM
177	If students missed the first question if the PT then they were likely to miss all the questions. Again long and confusing directions made it overwhelming.	5/31/2015 7:51 AM
178	Students could not answer questions in their native language. Symbols to write equations didn't work.	5/31/2015 7:40 AM
179	Wording on the prompts sometimes contained so many steps that students failed to understand what was being asked of them.	5/31/2015 7:32 AM
180	No use of calculator during full test (many have as an IEP accommodation), confusing & long-winded directions on PT.	5/31/2015 7:31 AM
181	Most were super, super frustrated. They said the test was really hard. I asked what they meant by that and they said the questions were really unclear and confusing and they were never sure if what they were doing was correct. Even the very advanced math students, super-strong math students being taught curriculum one or two grade levels above were angry. One of my top students who is instructed and works way above grade level, after a testing session raised his hand and asked "Who made these tests, anyhow?" I gave a very brief explanation of the State, Common Core etc. He responded by saying "I'd like to talk to these people because they have some serious problems here. They don't know anything about how to make a test."	5/31/2015 7:07 AM
182	Smarter Balanced Assessment takes a great amount of time to administer, the students get frustrated, upset, and loose interest in the test. The also are very upset about not getting any immediate feedback on their results. They want to know how they did now, not four months from now.	5/31/2015 6:50 AM
183	Using the tools to draw a line. Inputting anything especially fractions. If confused or unable to do a problem they could not move on without first answering. One huge issue was in the answer choice, a mixed number had the whole part of the number at the end of one line and the fractional part at the beginning of the next. For example it would do this 2. 1/2.	5/31/2015 6:41 AM
184	The loss of tools, including a calculator invalidated the test, since any smart third grader uses multiple tools to solve complex problems, let's go back to the dark ages with paper and pencil only.	5/31/2015 6:33 AM
185	-all the interactive tools were not on training tests so they were confused how to use them or had questions if something was selected etc.	5/30/2015 11:35 PM
186	This seemed a little easier for students to get through than the ELA...probably because they either knew how to do the math or they didn't? But common practice in my classroom is that we check all math problems. What I've taught my students is checking means doing a problem again...so with 40 ish problems, this takes a while (although I have no idea how many kids actually did what I taught them to do in class, but several I'm guessing). So time consuming to do so many.	5/30/2015 10:34 PM
187	Not understanding what was being asked of them. Question were worded in a confusing manner. The time it took to decipher the questions often led to a sharp decrease in math confidence.	5/30/2015 10:34 PM
188	typing answers and we work very hard on answering math questions completely, which includes labels to show understanding. ie. 4 meters or 17 watermelons, but the SBAC only requires a number.	5/30/2015 9:58 PM
189	No calculator access a lot. When provided it was hard to use. Poorly written problems, and hard to understand how to move things around. Way too long.	5/30/2015 9:54 PM
190	Not sure what to do at end of first section.	5/30/2015 9:54 PM
191	Sadly, it was MUCH too difficult for them. I know they left feeling defeated, despite my relentless efforts to help them feel successful. Students are almost completely turned off to math and have lost the desire to even try.	5/30/2015 9:38 PM
192	Too confusing and too much reading! The math assessments did not test math skills. Ridiculous and the scores will not be reflective of the children's math knowledge.	5/30/2015 9:27 PM
193	All the computer features --	5/30/2015 9:23 PM
194	Again, the clarity of the questions and tasks were a struggle for my students to understand. They may have known the answer, but didn't always get what the task was asking.	5/30/2015 9:17 PM
195	Students had difficulty with understanding some of the directions, what they needed to do. Also the two step answers were difficult.	5/30/2015 8:41 PM
196	*Kids could not get back in to finish the test within the 10-day window. *Some kids went home and figured out the answers with parental help on the performance task (Intel workers whose kids will be going back to schools in China next year)	5/30/2015 8:00 PM



197	Some of the students have calculator on their IEPs for accommodations for problem solving. They were not allowed on the test for all items as in the past.	5/30/2015 7:56 PM
198	On some of the questions, the directions were not clear and students did not know what to do. Also, they had trouble when they had to draw lines.	5/30/2015 7:37 PM
199	The math assessment kept their interest longer than the ELA assessment.	5/30/2015 7:36 PM
200	Poorly designed 5th grade performance task. Mathematics was not challenging but is was tricky due to mixing 2D and 3D space in a way that confused even strong students with a deep knowledge of the mathematics required. A task that would be incredibly easy with manipulatives but really tricky without them is not a good task.	5/30/2015 7:32 PM
201	The directions were confusing at times. The tools were confusing for writing in answers.	5/30/2015 6:57 PM
202	questions that didn't make sense, questions where the students couldn't figure out what they were supposed to do or how to answer, confusion in how to input some answers	5/30/2015 6:50 PM
203	We did this one second and students gave up.	5/30/2015 6:42 PM
204	Students complained that questions were worded in a way that left them unsure what they needed to.	5/30/2015 6:41 PM
205	Same as ELA plus not having the time to teach computer skills to access the tools	5/30/2015 6:28 PM
206	Unclear questions. Strongly worded... Not same as our curriculum... Actually for a math person just strangely worded. Strange answers expected! Question nothing like the practice test!	5/30/2015 6:11 PM
207	There were some questions that the students didn't understand, not because they were not knowledgeable about the content, but because the questions were so poorly written the students didn't know what was being asked. That is frustrating as a teacher, to see students wanting so much to succeed, but unable to help them	5/30/2015 6:10 PM
208	Confusingly worded questions. At times, questions that appeared to have more correct answer choices than were allowed.	5/30/2015 5:59 PM
209	Frustration. Some students just guessed at answers. Some had difficulty working out the meaning of the questions. Having the Spanish was not useful to most of the Spanish speakers.	5/30/2015 5:35 PM
210	Too difficult to read.	5/30/2015 5:22 PM
211	Difficult to understand text and questions.	5/30/2015 5:18 PM
212	Again, many students finished in only 15 to 20 minutes because the materials were way to difficult and the students had no clue what to do.	5/30/2015 5:14 PM
213	One of my students told me after the math test that one problem had two answer choices that were the same. They were frustrated with which one to pick. I also heard from students that many of the questions were so poorly written they couldn't figure out what the test was asking them to do.	5/30/2015 4:52 PM
214	Noted earlier with impossibility to move red circle over numbers in 100's chart.	5/30/2015 4:09 PM
215	Some of the directions were very confusing. Students didn't know what part of the question was the direction and what part was the question. They didn't understand some of the interactive tools. Again, their needs to be more scaffolding.	5/30/2015 3:57 PM
216	Not understanding what the question is asking. Not knowing how to manipulate the tools.	5/30/2015 3:51 PM
217	Previously commented...	5/30/2015 3:43 PM
218	Got kicked off regularly.	5/30/2015 3:37 PM
219	They did not have the language and math skills to complete and understand as they are functioning 2+ below grade levels.	5/30/2015 3:21 PM
220	Some students had the benefit of pictures on the performance task while others did not.	5/30/2015 3:19 PM
221	Once again, just the language of some of the questions was challenging, even for me as a well educated adult. Students struggled with clicking on items, grids, number lines, etc, and deleting errant objects on the screen. Some of the content in the CAT portion was great, and I felt it was exact what we were teaching. My frustration and that of my students was navigating the assessment and understanding what the question was really asking for.	5/30/2015 3:10 PM
222	Was unable to label units of measure. Did not have access to squaring or cubing or the symbols. My students have been taught if the question is with fractions to answer in fractions if decimal question answer in decimal...they were unable to answer in fractions. They had to mentally convert all fractions to decimals. They should have had access to calculators. Students should have access to formulas. It is unrealistic to expect they to remember every formula. On the performance task some students had 4 computation problems and some students had 6 problems that were computation and written response. The students didn't believe this was equitable.	5/30/2015 3:06 PM

223	Students had trouble with the performance task. They wrote very short answers and claimed later they did not know what to write. I did not read the question so I don't know how difficult it actually was or if it was similar to the practice problem.	5/30/2015 3:05 PM
224	Students were not familiar with a significant portion of the concepts on the test such as multiplying fractions. Many students felt frustration that they had not learned the things that the test asked.	5/30/2015 2:49 PM
225	Students could not figure out how to type in fraction problems	5/30/2015 2:48 PM
226	I already said a lot, but it was simply much more advanced than even my most advanced students. I imagine that students who are at or ahead grade level in an AP setting who are great test takers MAY be okay taking this test, but for schools like mine where students are behind and we have an integrated math system designed to help them relearn foundations and gain more confidence with the subject matter, this test was completely inappropriate. All it caused was trauma in students. We should get an exemption from taking this test as a public alternative charter school, and I surely hope that we never have to give it again. It was a 100% negative experience for everyone involved.	5/30/2015 2:40 PM
227	Too long!!!!!!	5/30/2015 2:40 PM
228	Students had difficulty with the click and drag buttons.	5/30/2015 2:17 PM
229	Lengthy unclear direction with multi steps that were difficult to do on the computer ( drag and drop, connect the lines etc )	5/30/2015 2:07 PM
230	Extremely difficult for 3rd graders to juggle between long confusing directions and the questions. Totally inappropriate for their developmental level. My highest math students were totally confused at times and were so frustrated. They didn't want to give up, so a lot of sad kids.	5/30/2015 2:01 PM
231	Manipulation and instructions for each math question were sometimes difficult and hard to follow.	5/30/2015 1:57 PM
232	Some did nothing but stare at screen. Some took their time and tried hard. Some were done in 25 minutes.	5/30/2015 1:55 PM
233	Students are all in different math classes, how can one test assess their learning?	5/30/2015 1:47 PM
234	Many questions were written in a very sophisticated (i.e. not grade level appropriate) manor, that made interpreting what the question was asking for difficult. Sometimes it felt like the test was more about how well kids could interpret the convoluted language of the problems rather than actually assessing if they could do the math of the CCSS.	5/30/2015 1:33 PM
235	Many of the tools were confusing to use. They took a simple concept, like equal groups, and made it difficult to answer even if a child knew the answer.	5/30/2015 1:20 PM
236	Using an on-screen only calculator is difficult, especially for struggling learners. Students had troubles understanding what the problem was asking. In the regular classroom students need encouragement to write down their work, yet when it comes time to test, encouraging students to show work is not allowed. The 24 hour window for the PT also created scheduling problems. If students did not finish the PT in one class period, they had to miss their next class and finish, or be pulled out of a class the next day to finish. I had one student unable to complete his PT because I had him last period of the day, he did not finish, and then was absent from school the next day.	5/30/2015 1:15 PM
237	The math CA and PT was much less lengthy than ELA portions. Students were relieved by being able to finish more quickly. Students resent their time being wasted and said testing is boring when it takes too long.	5/30/2015 1:11 PM
238	Learning the tools	5/30/2015 1:06 PM
239	While the content was fairly appropriate the mechanics of the questions were confusing. Sometimes a number was entered using the keyboard, sometimes a screen keypad was clicked, sometimes a number was dragged and dropped. Students were confused more by this than by the content.	5/30/2015 12:47 PM
240	Difficulty manipulating computer tasks like drawing lines. Very complicated directions and tasks that are completely developmentally inappropriate for third graders.	5/30/2015 12:32 PM
241	Too much time prior to test going over really simplistic vocabulary. The calculator coming on and off was frustrating for students. They said they would prefer if problems were actually labeled "calculator problems" or "Non-calculator problems."	5/30/2015 12:29 PM
242	Many of the tasks had very unclear instructions, were difficult to interpret, involved manipulating figures in ways unfamiliar to the students, represented numbers in a way entirely different from what students are taught (such as having the whole number portion of a mixed number written above the fraction), and included content outside of the scope of the standards for the student's grade level. Tears do not belong in mathematics, and I saw them from more than one 5th grade student.	5/30/2015 12:27 PM

243	Poorly formatted. One question asked about area and perimeter of a simple rectangle. Unfortunately the test asked the student to put the area into response box one and the perimeter into response box two. One student cried because he didn't know what a response box was, yet he is a whiz at math. The boxes were so faintly outlined that nothing showed up till you tabbed into the space. Crazy stuff like that.	5/30/2015 12:27 PM
244	Questions were confusing to the students. The questions left the students trying to figure out too many sets per questions.	5/30/2015 12:23 PM
245	Some problems with tools, difficulty with the text field in charts and tables.	5/30/2015 12:05 PM
246	Not allowed to use tools they have been using since kindergarten. Graphs and charts didn't fit on screen.	5/30/2015 12:00 PM
247	District didn't allow use of TEXT to Speech, also limited student and teacher choice of having students be tested with the BILINGUAL math test or Spanish stacked test.. I am sure that if the text to speech was allowed more students would show their knowledge as many of the questions were too wordy, and choices were long..	5/30/2015 11:59 AM
248	typing, using the tools, understanding the directions on the Performance Task	5/30/2015 11:55 AM
249	Just as with the ELA assessment, students would just mark answers to finish quickly so they could get back to their school work.	5/30/2015 11:47 AM
250	They needed me to help them figure out what the problems wanted them to do, and I couldn't. This group of students haven't had the vocabulary drilled into them that they need for these tests. There are new terms and phrases, as well as new math skills that our district has not adopted yet. Saxon is terrible at teaching and drilling in fifths grade standards.	5/30/2015 11:26 AM
251	Sometimes the students could not figure out how to record their answer on the non- multiple choice questions. We had taken the practice/ training tests, but there were question formats not covered in those practice tests.	5/30/2015 11:26 AM
252	Students struggled to understand some directions, which test administrators couldn't help them with. They had sore eyes and headaches from the screen time.	5/30/2015 11:22 AM
253	Challenging vocabulary, occasional log outs	5/30/2015 11:16 AM
254	Verbiage used in questions, and use of the keyboard	5/30/2015 10:58 AM
255	I only administered the math student performance test. Again, it was much too hard for most of my low scoring class. I had a class this year of WONDERFUL 3rd graders, students eager to learn and slowly progressing at their own rate. Many of them are Title One, ELD, ADHD, etc. Working through the task, which we studied for and practiced for, was much too hard for my low readers.	5/30/2015 10:51 AM
256	Technological knowledge interfered with demonstration of math knowledge	5/30/2015 10:51 AM
257	Students with limited English struggled with the questions that were more language based.	5/30/2015 10:49 AM
258	Multiple kids got "kicked" out of their assessment and didn't get to pause their test. I'm pretty sure that their answers were unable to be changed at that point.	5/30/2015 10:48 AM
259	Text boxes,	5/30/2015 10:45 AM
260	For the 7th grade test, students had to view two "frames" simultaneously on their screen and toggle back-and-forth between them. Many students were not savvy enough to do this and probably did not score correctly on those problems.	5/30/2015 10:34 AM
261	Some questions were just worded to "trick" students. Adding stupid questions like that does nothing to assess how well a student has mastered adding, subtracting, multiplying and dividing, with whole numbers, decimals, fractions and percentages. The tools were difficult to use when students were trying to plot coordinate pairs and it just led to more frustrations and unnecessary errors.	5/30/2015 10:32 AM
262	This seemed to go a little better. A lot of my kids were annoyed with the PT because it had so little to do with the front-loading lesson and felt so much easier than any of the other tests. Some of the AT questions seemed especially tricky for a typical 4th grader (but maybe that's the adaptive piece rearing its head). Had I done the math first they may have struggled more, but the ELA test was such a beat down, the math wasn't as big of deal.	5/30/2015 10:26 AM
263	Students were very frustrated by all the typing and constructed response questions in math. Directions and questions were often too "wordy" and confusing for students. Keyboarding skills interfered with the test taking.	5/30/2015 10:16 AM
264	It was long.	5/30/2015 10:11 AM
265	not understanding some of the vocabulary	5/30/2015 10:03 AM
266	Directions were not clear so students were having difficulty knowing how to put answer in given space	5/30/2015 9:49 AM

267	Again, the time limit on the PT was a problem but not as much as with the ELA PT. Students found the test to be quite difficult.	5/30/2015 9:41 AM
268	Math was way too difficult for most of the students. They felt frustrated because they had not learned some of the material yet.	5/30/2015 9:41 AM
269	Too difficult for many students on IEPs, even with accommodations.	5/30/2015 9:36 AM
270	The directions were unclear on many of the questions. The questions that required manipulation (dragging things to a box, dragging fractions, etc.) were difficult to understand for 9 & 10 year olds.	5/30/2015 9:26 AM
271	Using the draw tools, text boxes and other on screen tools was often glitchy and difficult.	5/30/2015 9:25 AM
272	Calculator and interface did not always work smoothly	5/30/2015 9:25 AM
273	Getting kicked off the computers. Basically it was mostly issues around our computers (which were new) kicking kids off of the test.	5/30/2015 9:23 AM
274	Students had difficulty manipulating the buttons for graphs. Sometimes they worked, sometimes they didn't. Many students just gave up on this test and typed in gibberish.	5/30/2015 9:22 AM
275	students had difficulty selecting answers and viewing answers they had chose. Students were frustrated by many of the graphing questions and found them challenging to view on the screen. Many said that it would have made it much easier to be able to print questions, especially ones with lots of points and lines that were graphed or needed to be graphed. Students complained of eye strain and headaches because of these problems. Students also complained about the calculator being hard to use and/or not working.	5/30/2015 9:19 AM
276	Students had difficulty interpreting what the questions were asking. The wording was confusing, and clearly not written with a 9 year old in mind!	5/30/2015 9:19 AM
277	There was some confusion about the test directions. In some cases, the directions were more involved than the tasks.	5/30/2015 9:13 AM
278	The performance task was very time consuming. Students were confused about the instructions.	5/30/2015 8:57 AM
279	The problem and the area to answer wouldn't fit on the screen at the same time. Students were frustrated with all of the scrolling back and forth. It was difficult for them to get their information from the problem screen to the answer screen.	5/30/2015 8:51 AM
280	It was better, but instructions in the PT still way to wordy.	5/30/2015 8:50 AM
281	In the bilingual portion, sometimes only one of the two languages showed up. Some of the tools were confusing. One of the student's on-line calculator didn't work. In one of the translated items, when students were given a choice of A, B or C, A and B were the exact same answer.	5/30/2015 8:48 AM
282	Unclear question directions.	5/30/2015 8:45 AM
283	Very challenging	5/30/2015 8:45 AM
284	Wide range of topical differences between individual tests.	5/30/2015 8:43 AM
285	This time estimate is not accurate as many students did not take the test seriously and just clicked through it to get it done. Many juniors had already passes their OAKS assessment to complete graduation requirements and were angry at being pulled out of classes to take another assessment. To add to that, the directions were confusing, and many students did not understand what they were being asked to do.	5/30/2015 8:41 AM
286	The questions were so inappropriate for age groups assessed and had so many parts to them. Wording of the questions and tasks was very poor, tried to trick students, and the subject matter was not appropriate for young children...calculating the amount of cement mix to build a sandbox wall??????? Measuring cement in gallons????? Wow!	5/30/2015 8:40 AM
287	The only time my kids did math on a computer was when we practiced for the SBAC and then the actual testing.(we have no classroom computers and share a bank of 30 computer lab computers between 600 students) Because they had to type in answers I witnessed many students transposing numbers from their paper to the computer. These are kids that are very good in math, but not so versed with typing skills. Even with all the practice we did I wonder about the development appropriateness of this test.	5/30/2015 8:37 AM
288	Too Long!	5/30/2015 8:36 AM
289	Students did not understand the instructions for the short answer response.	5/30/2015 8:30 AM
290	Visual representation of shaded parts did not show up on the screen for some problems. Students had to stand up to see the shaded part. The presentation of the chart (cabinet problem 5th grade) did not format the same for each student. Some students were not able to view the whole chart (labels along with numbers) in one screen, causing them to have to scroll across the page to see numbers.	5/30/2015 8:25 AM

291	Though we had opportunities for students to make up the Classroom Activity every block of every day for two weeks, it became a little more difficult for students to progress after that two week make-up window. If they were absent for an extended time, they had to first schedule a special make-up time for the Classroom Activity before they could progress to the Performance Task.	5/30/2015 8:22 AM
292	Finding the appropriate keys on the keyboard, using the mouse to manipulate, framing of the questions	5/30/2015 8:20 AM
293	Some questions did not allow students to select all 4 choices. In one case, the correct answer was not available to be selected. We had to have the students test reopened so he could choose the correct answer after a test impropriety report had been filed.	5/30/2015 8:18 AM
294	Attention span.	5/30/2015 8:15 AM
295	Students had some difficulty knowing in what form they should provide answers. For example, they were not sure how to create a fraction or mixed number.	5/30/2015 8:15 AM
296	End of year curriculum tested, we had not gotten to yet.	5/30/2015 8:12 AM
297	So numerous. It was completely overwhelming to low students. They were tested out due to lengthy ELA and didn't try. There was zero incentive for most. Those who did care and struggle it was Painful to watch.	5/30/2015 8:11 AM
298	Difficult user interface with mathematical symbols. Understanding directions. Scrolling up and down and between screens. Attention over a long period of time.	5/30/2015 8:10 AM
299	They kept asking me what the questions were wanting them to do (sorry, do your best . . .); many of them asked me how to put a label on an answer.	5/30/2015 8:05 AM
300	Very poorly translated. There was one performance task with a completely different question in English. This is completely inequitable.	5/30/2015 8:05 AM

**Please use the space below for any  
other comments you have about  
administering the 2015 Smarter Balanced  
Assessment.**

#	Responses	Date
1	Students were overwhelmed by how many components there were to the test. They got bogged down in finishing everything. They were very frustrated at the lack of consistency between practice tests and actual tests.	7/6/2015 4:23 PM
2	see notes left in previous boxes	6/19/2015 10:07 AM
3	The three test required by OAKS were lengthy. I did not like requiring students to spend even more time taking tests. That the Smarter Balanced Assessment directions did not coordinate with the test indicates that the test is not ready for administration. It should not be given to students until all the elements have been carefully planned.	6/18/2015 9:03 PM
4	If the SBA is looked at to see what a child knows or has learned, then you do not have accurate information.	6/18/2015 9:53 AM
5	What a waste for students.	6/17/2015 11:45 AM
6	The similarity to OAKS helped make some elements smoother. There could have been better communication around what it takes for students to access accommodations.	6/17/2015 9:08 AM
7	The Classroom Activity needs to be recorded as shown to students, if this is something the state decides to continue with. Additionally, teaching about landmarks and monuments to a class of students who are low income and have never been outside their neighborhood is assuming all students are from white privilege. Showing a bunch of pictures to students isn't going to help them understand the concept better, in my opinion.	6/16/2015 11:10 PM
8	I was part of the training in the 2014 school year and although I retired and did not administer the test at all this year, 2015, still have some very strong feelings concerning the Smarter Balanced Test. I feel it was mandated without input from very many teachers, mostly by administrators. I feel it was not well thought out and input from teachers that were actually teaching was not considered. I feel very strongly that many students now, are coming from families that are not involved in their child's education, the children need more understanding, leadership, and support in life skills and educational support. I have taught elementary education for 35 years, and pride myself in helping each child learn from where that child is. Developmentally appropriate education is what is needed for the success of children both emotionally and educationally.	6/16/2015 10:10 PM
9	Extremely stressful for both teachers and students. Very challenging for behaviorally challenged kids...put more distress on them because they had to remain quiet (almost impossible for ODD & ADHD, ADD kids). Kids were kicked out routinely for talking, thus losing time in the lab learning HOW to take the test! And WHY can't kids sit quietly and read a book while the rest of the class is finishing up???? You dictate that the test will be part of a teacher's evaluation...yet you don't provide any \$\$\$ to hire additional supervision to handle the kids who are finished testing. Very inefficient use of premium education time.	6/16/2015 8:56 PM
10	Much much too time consuming. Kids lost way too much instruction time.	6/16/2015 5:00 PM
11	We are MAPS Testing and SB Testing. Excessive testing cut down instruction time to the detriment of our students.	6/16/2015 11:19 AM
12	Students were tired of testing. Many did not want to miss class. Teaching staff were frustrated with curriculum lost. Classroom activities were difficult to give to absent students. I had about 80% of the juniors passed on oaks in both reading and math, so the buy-in of the students was low. Plus, the school doesn't even get credit for those students. I had parents and staff upset at retesting students who had their essential skills met. The interim tests were late being released, so we were unable to give them. We had them scheduled and the state moved the release date. The system was offline on the weekends when I needed to check the students that we still needed to test and schedule my test administrator. The cost of testing for my substitute and training was four times the amount that I normally take. I was not able to help my regular classroom students before school and after school from April to June because I was setting up for testing. The staff couldn't use our computer lab from April to June. Testing took it daily.	6/16/2015 9:52 AM
13	I did not administer any SBAC tests. Some of the questions I had to answer assume that I did, although I marked NO to Question 1.	6/16/2015 8:44 AM
14	Although originally assigned to administer the math test, it was determined to be not a good use of my educational time since only a small portion of my students were scheduled to take the test. School administration administered the test.	6/15/2015 10:37 PM

15	This test was time consuming, stressful and unfair. Not all students perform well on standardized tests and we cannot measure all knowledge on one benchmark. Teachers know their students, and what their strengths and weaknesses are. I hope that Smarter Balance will get "smarter" about testing in the future.	6/15/2015 11:39 AM
16	I think there must be a simpler way to measure student growth and get the results in a timely manner. right now the test results seem to be useful only for the school and educator since we won't even see them until next year. None of this process seems to be about the students who are taking the test individually. It seems to be about ranking and rating schools and districts. There really isn't any reason for students to buy into any of this because there are no consequences (positive or negative) for how they do and they don't get any timely feedback.	6/15/2015 9:50 AM
17	Teachers should not have to administer the test as a TA	6/15/2015 9:16 AM
18	I think it was a waste of time and did not assess the student, but assessed the test and how well districts taught to the test.	6/15/2015 8:12 AM
19	Between district and state assessments kids are feeling over tested and stressed. There must be a way to use o e measure for figuring out student need and growth.	6/14/2015 1:20 PM
20	I think I've said all I needed in the past sections. We can do better than this and must. Students did not even want to come to school and learning that is already challenging was made unbearable. One of my students was so anxious he held his head in his hands and said it's as if we are cattle being put in a cattle hold and we have to just sit here and take it when we know it's not good for us. They also knew we did not have a choice in giving them this assessment and I knew if I told any parents to opt out due to the stress of it all I could get fired. I watched them suffer for weeks it was unbearable. My nights were filled with tears and at time rage at this ridiculous assessment and the mental anguish it out my kids through that already have enough challenges feeling very little self worth in the current system with grading on proficiency. No matter how hard they work unless they can reach proficiency their progress is not counted in the eyes of the grades:(. Unacceptable	6/14/2015 7:57 AM
21	It takes up too much teaching time!	6/13/2015 4:19 PM
22	The teacher training process was interminable and overly long - we could have read through the documents just as easily as having it read to us. The voice was particularly lifeless and lacking in expression. Time spent organizing times to test, arranging for students to either be in other classrooms or other areas while the remainder of the class was testing, and I feel as though the entire month of May was wasted on an entire focus on testing. I was unable to continue teaching my students due to excessive schedule disruption due to testing, testing prep, testing absent students, etc.	6/13/2015 10:48 AM
23	I was so frustrated by the administrator directions. I understand taking the coaching out by standardizing our responses; however when the snack questions and directions are so poorly written at the elementary level, students don't know what to do. And " it is important to do your best. Do you need to pause the test and take a break" just isn't cutting it.	6/13/2015 7:49 AM
24	SBA = Disaster	6/13/2015 7:06 AM
25	Terrible experience for students and teachers, and a waste of precious academic time.	6/13/2015 12:04 AM
26	It was very stressful to administer and to make sure to meet all of the rules and keep students encouraged to do their best.	6/12/2015 11:53 PM
27	Again, the biggest problem is that this test takes WAY too much time, is not a well written test, takes valuable teaching time away from the classroom. We need to put teachers in charge of education. Administrators and test companies should not be developing our students assessments. Again, look at the most educated countries in the world, this is NOT how they are using assessments.	6/12/2015 10:32 PM
28	I want to bring forward how difficult it was to stay on top of the current information for this assessment, due to the staggered information drops. It was crazy trying to stay up on the information, just when we think we had it, another dump of information was sent. Poorly launched.	6/12/2015 2:06 PM
29	It's sad that in these days of such advanced technology students are not able to get their scores immediately. How will that be reconciled with Oregon HB 2655 (24-6), passed 6/11/15, which states something to the effect that before students take the test they must know when they will be able to see their scores?	6/12/2015 1:13 PM
30	It was difficult to see students struggle, especially when it was because they didn't understand what was being asked. It was extremely difficult to have to try to teach myself how to set up and administer the test using the manuals and I usually had to get help from the test coordinator.	6/12/2015 12:17 PM
31	My school organized testing for 11th grade in a pull-out model. I was directly involved only in pre-test practice, then my students were pulled out of my classroom a few at a time to test. It disrupted their learning in my class, but only a few at a time.	6/12/2015 10:42 AM

32	Please stop the bureaucratic madness of state assessments and get on with the job of truly preparing our children for their future. Including the significant percent of those students who will never access the higher education system. Thank you.	6/12/2015 9:42 AM
33	Tests need to assess the specific common core standards for that grade level only.	6/12/2015 9:40 AM
34	I believe there is potential for Smarter Balanced Assessments to be a strong summative evaluation tool, but it is currently far from reaching that mark. Attempting to lay SBAC on the groundwork of OAKS is a mistake which could have been remedied by presenting it as an alternative to OAKS. Since there was a great deal of dissatisfaction with OAKS, SBAC could have been culturally accepted in this way.	6/12/2015 9:14 AM
35	This was a hard test to administer.	6/12/2015 9:00 AM
36	There is nothing wrong with a standardized test as long as the results are used strictly as informative and comparative from city to city, state to state and district to district. If teachers teach to the standard all year then the students will know what they need to know and do fine. This is a skill that students need and the earlier we start exposing them to these tests the better equipped they will be for permit and drivers license tests, SAT, ACT and other college entrance exams.	6/12/2015 8:40 AM
37	It was an inappropriate amount of testing for 4th graders to endure. They were frustrated and exhausted by the testing. I am disappointed with the amount of time, preparation and testing took, and how much instructional time was lost.	6/12/2015 6:55 AM
38	The OAKS test seemed to be an accurate test that worked and showed the growth of a students progress. I think we need to dump the SBAC and go with an assessment that is valid and makes sense. We don't need to traumatize our students by forcing them to take a horribly written assessment.	6/12/2015 6:00 AM
39	I've never had students so confused taking a standardized test before. I've never had them be so negative about it or say they felt stupid so much. I don't believe it will be an accurate reflection of my students' abilities because many kids just simply gave up or couldn't figure out what to do. They complained constantly about how hard it was. I've never had that problem with OAKS testing before.	6/11/2015 11:32 PM
40	There has to be some middle ground between the smarter balance test and the extended assessment. I work in a rural community, in a K-3 school, where the vast majority of students are reading and writing far below grade level and have very poor attendance. The smarter balance test is so far above the reading and writing ability of the students I serve that it is depressing to me to have to administer the assessment and watch the students struggle and stress and spend hours of time that could be used for further instruction, knowing that they are going to fail.	6/11/2015 10:00 PM
41	There is way too much pressure on test performance! This is too hard!	6/11/2015 9:48 PM
42	I had to cancel Special Education groups for the 6 weeks of test administration. Yet I am still responsible for making progress with my students. Both are not possible at the same time.	6/11/2015 8:53 PM
43	Eliminate it. We spent way too much time on it.	6/11/2015 8:34 PM
44	Too high stakes of an assessment. The results destroyed some educators' morale & enthusiasm.	6/11/2015 8:22 PM
45	It was so stressful this year and I wanted to apologize to my students before administering it to them. I told this to my school board and really meant it. I had such an ethical problem with feeling complicit as part of the process.	6/11/2015 5:45 PM
46	It was very tiring and really messed up my department's curriculum. We had to cut a unit because of it.	6/11/2015 5:00 PM
47	This test was an incredible waste of time and resources.	6/11/2015 3:50 PM
48	Took up much more time than it was worth. The data it provides was already known to me through our usual way of assessing student knowledge. It presumed a higher level of understanding than the students possess, making it difficult to know what is being asked of them.	6/11/2015 3:14 PM
49	I am very upset that this is the amount of testing we do to our students. I also think a growth model would be a much better way to score our students instead of having to achieve a set score. Why test every year? It seems checking in with testing every 2 or 3 years would give us a picture of their growth without wasting classroom instruction time every year.	6/11/2015 3:13 PM
50	In 22 years of teaching I have never seen so much frustration from my students. Students were overwhelmed by amount of words and scrolling to get to where they needed to be. Did not seem to be developmentally appropriate for grade level. Students were overwhelmed with amount of writing suggested.	6/11/2015 3:04 PM
51	The test was a major disruption to my curriculum. For some students, it took two solid weeks of testing alone. That means a number of students simply had nothing to do for days after they finished. I had to replace lots of lessons and assessments with test-oriented material. We're teaching these things because of the test, not because it's great for students' educational experience, and that's where we're missing the mark.	6/11/2015 2:18 PM



52	Harmful to students. Pointless exercise in submission to capricious power. Corporate money grab assisting the privatization movement. Not interested in fixing it. It needs to be scrapped.	6/11/2015 2:01 PM
53	I hope all the kids parents opt them out for next year. This test is ridiculous.	6/11/2015 1:40 PM
54	Children are so much more than test scores & I worry about the confidence & ego of struggling kids	6/11/2015 1:02 PM
55	took too much time to administer this test...too much time out of class	6/11/2015 12:56 PM
56	We have used three staff people to do this test. That is a tremendous amount of work hours.	6/11/2015 12:51 PM
57	It's ridiculous that our students have to be put through so much testing. It takes away from teaching. I didn't spend my years at university to learn how to proctor tests.	6/10/2015 8:53 PM
58	I would only add that the directions for some students were very overwhelming. Each question, really, had it's own set of directions. Write one paragraph explaining this? Choose 3 best answers, Write 2-3 paragraphs explaining this... Which is not the main idea...etc. I absolutely understand that SBAC is trying to test their reading/writing skills at a higher level, but also let's remember that they are 11-12 years old.	6/9/2015 10:14 PM
59	Test designers MUST stay focused and stream-lined. Do NOT try to make it harder than necessary. Our students are intelligent human beings. Do NOT try to trick them on purpose with silly questions that do NOT make sense. Give students credit for being intellectual human beings.	6/9/2015 8:08 PM
60	I do not have any problem with the more rigorous standards, so my comments are focused on the SB Assessment itself. Also, according to preliminary reports that our school received today, our students scored above state (and district) averages, so , again, these comments are not indicating frustration with my students' performance. We did the ELA tests first. They were long and students were tired, but handled the stress well. On the first day of the Math CAT test, however, the stress in the room was so high that we stopped the test 20 min before planned. A high math student was literally pulling his own hair in frustration, an average math student was in tears, and several students after working for 50 minutes were only on question #3 or 4. Performance Task class lessons are a nightmare to get made up for students who have been absent. We are a small school with only 1 class at most grade levels so there is no group to do a make-up lesson with. It would be so much easier to watch a video or simulated lesson online. The directions read aloud to the students need to be rewritten. The order doesn't match what the students actually experience.	6/9/2015 8:05 PM
61	It should be OK for teachers to inform students and parents about opt out possibilities without fear of contract violation or reprisals	6/8/2015 11:34 PM
62	Teaching to the test has taken all the joy out of teaching. You should see the kids and teachers after the test, its like school is over. Since a data is pointing to teacher effectiveness, people who say we are not teaching to the test, don't know what they are talking about.	6/8/2015 7:01 PM
63	The testing window needs to change. Students should be focusing on classes and grades in May and June, not on SBA.	6/8/2015 9:19 AM
64	I was extremely stressed about just simply administering it correctly, the amount of time it took to prep and complete the assessment and PT. My math class was in the computer lab for two weeks in order to complete the test. Not to mention there was material on the test that I did not have the chance to teach my students yet; I wonder how accurate the scoring will be since some students were assessed earlier in the school year than others?	6/8/2015 8:37 AM
65	This was a very unfair test asking kids to perform way above their cognitive ability. Computer skills were way to high in expecting all students to be able to perform what was asked of them. It used so much class time - time that could have been educational	6/7/2015 4:49 PM
66	1. The amount of time involved in testing and the low likelihood of students passing caused some teachers to tell the kids to click through as fast as they could and not waste any time. 2. This is the first time ever that juniors were scheduled into a 1-term class for testing. 3. The lower level kids knew they had no chance to pass just by looking at the practice test and training test. This was very discouraging.	6/7/2015 8:52 AM
67	In my opinion, this assessment was not age appropriate. Third graders do not have the necessary word processing skill to complete the test.	6/6/2015 7:48 PM
68	Absurdity of rules in testing manual, text complexity does not seem developmentally appropriate, we should get immediate scores like with OAKS,	6/6/2015 6:53 PM
69	See my previous comments. It was not a pleasant experience. Aside from technology issues, test glitches, and watching students being asked to do the very thing we know is worst practice, it was very frustrating to lose my instruction time and help students to feel positive about school and about their abilities as students.	6/5/2015 9:21 PM
70	The Cat tests were fine. The ela performance task was horrible. Overall, these assessments are a terrible waste of time.	6/5/2015 8:44 PM

71	Quite simply, I hope SBAC goes away.	6/5/2015 6:15 PM
72	The test was poorly written and teachers were given multiple instructions almost every day. A new email would come daily on just one more thing about taking the test. It was difficult to keep up with all the updates and one more thing emails. The test wasn't ready to be administered and I feel like it was a big waste of good teaching time. It was stressful and I am not sure what it will tell us when we get the results. The test should have been tested better before such a massive administration. I hated making my students sit in a hot lab for hours typing answers that were so difficult to type. I say go back to a paper pencil test given in the classroom. Computers are overrated for tests.	6/5/2015 5:57 PM
73	Administering the test based on math classes does not make sense because Juniors are all spread out in math classes. My students missed 2 weeks of instruction just during the math SBAC. Why can't all Juniors take the math SBAC during one morning similar to sophomores that take the Aspire test	6/5/2015 4:05 PM
74	Not having immediate feed back on scores greatly lowered student motivation.	6/5/2015 2:28 PM
75	It was a disaster. We all hate it. Everyone hopes it dies an early death.	6/5/2015 1:26 PM
76	So complicated! We need more practice and certainly more than one chance for a test that decides graduation!	6/5/2015 11:36 AM
77	See comments from earlier. They are not about administering the test. I did not administer the test, but practiced with students in their first trimester of Junior English.	6/5/2015 11:22 AM
78	I hope it's better next year	6/5/2015 8:53 AM
79	Not enough face to face training. Just a referral to links to websites to read the manuals.	6/5/2015 8:04 AM
80	Concerns: 1) Lack of students daily access to word processing. 2) Lack of test practice due to lack of computers and chrome books accessibility. 3) Lack of teacher SBAC training from my district in test criteria. 4) Lack of materials and curriculum to prepare students for SBAC. 5) Issues with the tests directions and technology errors effecting student mistakes. 6) The overall amount of time the SBAC took to administer, in which all instruction stopped until ALL students completed the test. Some students finished with in four hours, but had to wait for teacher facilitation until the whole class finished (up to 10.5 hours).	6/4/2015 10:22 PM
81	Wonder when families will get scores and how it help improve their learning or our teaching, how will it help anyone but legislators and labelers of boxes to put children, teachers and schools in. Can you tell its the end of the year, and I'm feeling a bit cynical? But honestly, who does this assessment help? It doesn't help the students or the teachers... so who?	6/4/2015 10:04 PM
82	It is an inefficient use of time. The test needs to take 2 hours or less to be less disruptive to the overall educational experience.	6/4/2015 9:56 PM
83	I misread the question about how much total time for the ELA. I would bump that answer up to 8 hours for the computer adapted and performance task combined time.	6/4/2015 9:24 PM
84	I am not looking forward to doing this again and I'm sure I can say the same for my students. Please come up with a better alternative for next year. Also, the availability of an assessment at a level between the extended assessment and Smarter Balanced would be helpful. For a couple of my students, neither test was appropriate. There is too big of a gap between levels of difficulty to obtain useful information about the abilities of all students.	6/4/2015 8:08 PM
85	As a Counselor this survey needed the question to start that asked what level and what my role was, then tailor the questions to that which is appropriate for our role. Thanks.	6/4/2015 6:56 PM
86	I wasted so many precious hours teaching test prep, test practice, and then taking the test, instead of spending time teaching my students what they really needed to know. After adding up all those hours, I think and reflect on what I could have been teaching instead.	6/4/2015 5:42 PM
87	As stated before, it took approximately 60 hours to administer the SBAC start to finish. I am HIGHLY concerned about that amount of instructional time being taken away just to test. Who is scoring these? When will we know how kids did? But then, what does it matter? Who cares? What are we trying to accomplish here? We know our kids. We look into their eyes every day. The focus on testing right now is ridiculous. I don't have a problem with the Common Core. I do have a big problem with the SBAC and this intense focus on testing. It is NOT the answer. Let teachers teach. Trust that we work very hard to do what is best for children. This is NOT the answer. Not even close.	6/4/2015 5:39 PM
88	For both parts of the test, plus district interim assessments that mimicked the Smarter Balanced Assessment, my students lost over a month of class time JUST in my class. This is not counting math assessments. This is about 11% of the school year LOST to testing.	6/4/2015 4:42 PM
89	Please please please, get ride of this assessment. We need to have our kids enjoy learning again	6/4/2015 3:00 PM
90	Based on student comments, the SBAC math performance task was weak compared with the old math performance tasks. The students did not feel challenged by the questions. They thought the answers only required common sense and very little math.	6/4/2015 11:54 AM

91	The level of secrecy is ridiculous. How is this test supposed to inform instruction if we can't see the test? Many students complained of extremely difficult vocabulary and felt unprepared. We don't get results back until the students are gone, which makes the test pointless in their eyes and, honestly, in mine. The testing is extremely inequitable. Due to lab availability, some teachers are testing way before others.	6/4/2015 11:29 AM
92	It took way too much class time to prepare for and administer. Or schedule had to be changed to administer and practice for the test and it was very disruptive. This time could have been spent doing other things like additional learning.	6/4/2015 11:19 AM
93	I hope MAJOR improvements are made between this year and next year.	6/4/2015 10:53 AM
94	n/a	6/4/2015 10:45 AM
95	Too much time wasted.	6/4/2015 10:20 AM
96	we needed more time and more opportunity to get students aware of what they were going to be expected to do during testing. Not sure if that was our building not being prepared, or if we were just not given enough information and/or time to get prepared as a whole.	6/4/2015 9:47 AM
97	Time consuming.	6/4/2015 8:57 AM
98	way too much time for class instruction to be fragmented with kids out to test, then others coming back in to class etc.	6/4/2015 8:48 AM
99	IT TAKES WAY TOO MUCH TIME AWAY FROM INSTRUCTION!	6/4/2015 8:37 AM
100	The pressure of the 10 calendar day limit for the Performance Task is very stressful. With one computer lab and seven classes of 30+ students needing to take and type answers for two to four tests, timing is crucial. We worked it out, but having students from other classes working on tests with our students working on tests and keeping the rest of the students quiet in the same room for 90-120 minutes blocks is very hard. A computer lab is not conducive to comfort! Having more time flexibility would have been helpful.	6/4/2015 7:36 AM
101	I was frustrated to lose my juniors during the testing window. It disrupted my electives, forcing me to make adjustments that resulted in putting my scope and sequence on hold. OAKS never felt this problematic.	6/4/2015 7:25 AM
102	Give more time for training teachers in how to give the test.	6/3/2015 11:22 PM
103	If I sent home questions from the Smarter Balanced Assessment as homework, I would have an inbox full of angry parent letters. The students in my class are highly intelligent and work very hard. Most of them weren't able to show how much they know because of the way this test was written. The amount of instructional time given up to get students through the ELA CA, ELA PT, Math CA, Math PT, & Science assessments was a huge burden for our school. As a professional education I do not consider these assessments to be valid measures of my students' abilities.	6/3/2015 10:02 PM
104	The kids just went through the questions sometimes answering them before you would get them read to them. These were kids who had an IEP that gave them a reader in math.	6/3/2015 9:17 PM
105	It is way too long for students and more complicated than it needs to be.	6/3/2015 9:11 PM
106	I feel I lost many more instructional minutes this school year to administer the Smarter Balanced Assessment than I had lost in previous years with OAKS testing. I feel discouraged that so many hours were dedicated to an assessment that scores are not available to use for any purpose during the current school year.	6/3/2015 9:09 PM
107	Frustrating for student and teacher to not be able to read the math test to the students as it had been given in the past. Some students need to hear things orally. These students shut down a lot faster. Testing periods were long. Preparation for test and administration took a lot of time away from instruction. School schedules were disrupted for over a month. Students are worn out, frustrated, and tired.	6/3/2015 9:07 PM
108	I dislike administering a test when norms have not been set, yet current students are being told they must pass said assessment as juniors to graduate. I also question tying SB to graduation for juniors, when they are also taking SAT and/or ACT.	6/3/2015 9:05 PM
109	I was nervous about administering the test, but I've helped administer OAKS and found the instructions and log on task was similar and I was easily able to administer the test	6/3/2015 8:04 PM
110	I believe that the quality of the questions were good. They did not align with the learning targets in our district. Students were frustrated with the lack of formulas available for reference. I feel that I did an inadequate job of preparing students because the district did not prepare me adequately.	6/3/2015 7:37 PM
111	I believe in teacher accountability and raising our standards. I work hard NOT to underestimate my students, but it is really hard to get 8-9 year-old children to take this test seriously. Not only have they never taken it before, but they don't even get a score at the end to find out how they did. In addition to all of that, the test security is SO over the top that I fear every word that comes out of my mouth could be misconstrued as an impropriety. I think the test should be revised and possibly have a system of increasing cut scores over time while we work to achieve these new standards.	6/3/2015 7:14 PM

112	In year one of SBAC administration, I am not a fan. If my children were still in the K-12 system I would opt them out. I have no problem showing my classroom data to anyone who would like to view it. Teachers are asked to assess students ALL THE TIME. We are in data overload without the necessary time to plan and reflect on what we already collect. I feel like I need to protect my students from the barrage of testing. I value student choice in assessment, Teacher/Student meetings that reflect on progress and a discussion about next steps, and quick checks for understanding that are not high stakes.	6/3/2015 6:55 PM
113	Our district has spent so much time in evaluation this spring, I question how much student's have "learned". The testing has disrupted the learning process, undermined student's self confidence and diminished their motivation for even coming to school.	6/3/2015 6:00 PM
114	I am considering retirement due to the amount of learning time wasted for the SB. I think it is ridiculous the amount of time that was wasted for this test,. There were no samples as to how the essays were being scored for the ELA performance task, it's hard to teach if a teacher does not know what to expect.	6/3/2015 5:29 PM
115	Not sure why I had to go through all this when I said at the beginning of the survey that I did not administer the test because I teach kinder.	6/3/2015 5:29 PM
116	Once again, this test is a joke.	6/3/2015 5:03 PM
117	Don't do it anymore. Too much time sacrificed for this assessment. ACT does a great job and has data to back it up.	6/3/2015 5:03 PM
118	I felt sorry for the students, and for us teachers, who will be judged by how well our students did or did not do. It was way too much, too difficult, too much time, stress, anxiety, and too difficult for the grade level majority of students.	6/3/2015 4:19 PM
119	This test is ridiculous- and most parents would opt out of they knew what it was like.... and they should,	6/3/2015 4:07 PM
120	I hope we like it better when we see results. If we really are using it, I hope it was well designed. if it is just a way for someone to make yet MORE money redesigning something, then I am really discouraged about the educational process.	6/3/2015 4:05 PM
121	I think it is ridiculous to administer a test and prepare students for a test in which you have no idea what the questions will be.	6/3/2015 3:49 PM
122	It did not seem well planned and implemented, problems to any new assessment system is expected. However, many obstacle could have been prevented if information would have been know and accurate. The trainers didn't even have answers. Too many people in the dark!	6/3/2015 3:46 PM
123	I think I have said it all at this point. I am very unhappy with this test both as a parent and as a teacher. I would like to see some real interest going into helping education. We are moving backward in a time we should be moving forward. We are taking away creativity which is so essential to everything it means to be human. To think, if we took this away from our Greek counterparts, where would they have been? What would be left to us today? We seem to value art but don't want to create innovative, creative, thinkers. Ho hum.	6/3/2015 3:26 PM
124	Parents and teachers were frustrated that no "summative", end-of-year testing data is available for grading, relaying progress, designing new classes, etc. Who knows when we will get results or if they are even valid.	6/3/2015 3:10 PM
125	Kids just cant test for this amount of time! They do not have the stamina to test for weeks at a time. They gave up and frankly I can't blame them. There is no motivation for kids who are in SPED and struggle with many disabilities and the extended is far too easy for them.	6/3/2015 2:57 PM
126	We need to change the assessment to measure student growth during the coarse of the year not whether they meet a particular bench mark established by many of those who are not realistically connected to the classroom and the diversity it brings both socially and academically each and everyday. Stop assessing students for what they might not know and lets start assessing students for what they have learned over the school year. Lets celebrate a students gains and not their failures.	6/3/2015 2:35 PM
127	I think that ALL STAFF should be trained to understand what SBA is. Every staff member, like every parent and student and community member in the district should KNOW what this is and how it relates to all students graduating and being prepared for a successful life.	6/3/2015 2:32 PM
128	Very bad for learning to be forced to stop.	6/3/2015 2:31 PM
129	NA	6/3/2015 2:19 PM
130	Please look to the PARCC exam for a more workable form of assessment.	6/3/2015 2:10 PM
131	It is only hearsay, but teachers find it to be a huge headache. Schools are all bringing in supplemental assessments that will back up the SBAC and allow students who have not met the requirements of SBAC can meet alternative requirements for graduation.	6/3/2015 2:02 PM

132	Please find an assessment that is fair to our students. Third, fourth, and fifth grade students are overwhelmed with assessments, it is detrimental to their learning and success for the future. Students should spend more time in the classroom learning, than sitting in front of a computer testing.	6/3/2015 1:26 PM
133	I am incredibly grateful that the Science assessment is not ready.	6/3/2015 1:26 PM
134	Dump the SBAC!	6/3/2015 1:05 PM
135	Way too much time is spent administering a one time shot test. How about smaller tests given throughout the year. A high stakes test that is confusing to take isn't a way to assess schools, teachers, nor students.	6/3/2015 1:02 PM
136	It was a frustrating experience, overall. The lack of immediate feedback is a huge disadvantage. It was above the heads of the students and the dependence on technology to be able to pass the test takes away from assessing true student achievement. It tests their technological skills more than anything. 3rd graders' test results should not be intertwined with their technological skills. All school has become anymore, is a big push for testing! Kids are getting overwhelmed and starting to tune out to the importance of assessments. This SBAC diminishes the true purpose of assessment. Lack of data feedback in a timely manner is not helpful at all.	6/3/2015 12:49 PM
137	Toooooo intense for teachers as far as the pressure of making any mistakes that it may be their license. :( Kids pick up on this when we tell them over and over to just do their best when they are dealing with a glitch that hinders their ability to do their best on the test. Certain kids totally shut-down from that pressure, so we won't get an accurate account of where they truly are. Proctors need to be provided from the state to administer the tests. That would cut out improprieties, take the pressure off teachers, and hopefully alleviate some pressure off kids when they do have questions or glitches.	6/3/2015 12:23 PM
138	The Smarter Balanced Test experience simply takes up too much time in the school year.	6/3/2015 12:17 PM
139	It takes too long. Students were not sure what the questions were asking. WiFi issues Passing scores are unknown. What do we do with students who opt out?	6/3/2015 12:07 PM
140	Ridiculous to · give teachers a gag order · give students a test they aren't trained for · give the students a test that doesn't inform instruction · give the students a test where parents don't understand what's being measured · give the students a test where teachers don't know the purpose of the test · give the students a new, untested, unvetted test to measure teachers who aren't allowed to know what's on the test or trained or able to answer questions or fix broken computers or second language or kids with no computer skills etc...	6/3/2015 12:05 PM
141	The smarter balanced assessment is taking away from my students education.	6/3/2015 11:53 AM
142	What a colossal waste of time and money that could both be used more efficiently to impact student learning!	6/3/2015 11:35 AM
143	The administration of this assessment was highly disruptive to the learning environment in our entire school. All grade levels were affected, but of course 3rd-5th especially so. It took nearly 5 weeks to completed all SBAC testing, for nearly an hour a day. That is quite a bit of instructional time lost.	6/3/2015 9:17 AM
144	Our Administrator did the best she could to support us, but it was all sort of a last minute mess from the district's end. We had an entire school year to prepare and our district did NOTHING to get any of us ready. There were major expectations that we would prepare on our own.	6/2/2015 10:12 PM
145	For a first year roll out it was fine. Look back to initial years of oaks testing and writing assessment, it was different but everyone adjusted, and kids achieved and good teaching happened. Thus could be the same if educators would quit complaining and get on board. Education unions too.	6/2/2015 9:20 PM
146	Our technology is not adequate for taking the tests.	6/2/2015 7:41 PM
147	Was the SBAC ELA PT is trying to replicate should ACTUALLY be done in the schools well. This test will hopefully start conversations on how to teach writing as a content. BUT using this data as summative seems to be a stretch due to the developmental inappropriateness for the early primary. I am excited to see if the state notices this need AND funds teacher training NOT SBAC training. Our students deserve more.	6/2/2015 6:46 PM
148	It took way too long and is over emphasized in its ability to show student learning. Plus, we don't even get the results until the following school year. My students and I were very stressed out about this test. I had three students who were frustrated to the point of tears taking it. It was a very unpleasant experience!	6/2/2015 6:30 PM
149	See comments from earlier question.	6/2/2015 3:52 PM
150	Was un aware of how to check, via print out form, who had completed, and submitted the test. Luckily test coordinator found out how and noticed we had dropped students on my list and 5 who did not submit correctly.	6/2/2015 3:22 PM
151	I have no comments that are appropriate to type here.	6/2/2015 3:22 PM
152	I was not comfortable giving this test because I believe it to be inappropriate for elementary students. I felt bad for my kids to struggle through and persevere AND miss out on classroom learning time.	6/2/2015 3:07 PM

153	Our training by the district was not sufficient. We were told in a meeting some general information about the format of the test, but we did not have the opportunity to look at the test on line or practice setting it up for students etc.	6/2/2015 3:04 PM
154	It's just too time-intensive, and takes too much time away from instruction. It also ties up the computer lab for too much of the year.	6/2/2015 2:56 PM
155	The classroom lesson I had to prepare for was taxing and took me time to research. My students saw no purpose in the classroom activity. It was hard to watch students struggle, especially the ones who really care about how they perform in school. The said they felt like failures.	6/2/2015 2:44 PM
156	ridiculous to give teachers a gag order give students a test they aren't trained for give the students a test that doesn't inform instruction give the students a test where parents don't understand what's being measured give the students a test where teacher don't know the purpose of the test give the students a new, untested, unvetted test to measure teachers who aren't allowed to know what's on the test or trained or able to answer questions or fix broken computers or second language or kids with no computer skills etc...	6/2/2015 1:53 PM
157	It is not difficult to administer, just difficult, clumsy and glitchy for the students to use.	6/2/2015 1:51 PM
158	This test is not a true test of student's ability or critical thinking skills. Students were overwhelmed and disheartened throughout the test. I lost too many precious hours of instruction time that would have better served my students.	6/2/2015 10:23 AM
159	It was awful...simply awful	6/2/2015 10:11 AM
160	had trouble with getting a definite list of who was a junior. Had trouble with kids changing schools and not having access to their info.	6/2/2015 9:54 AM
161	I will use this space to reiterate my earlier comment about school funding and the shameful waste of those resources on these ridiculous tests. When we are struggling to put enough "food on the family table" how can we justify buying a "gold-plated diamond-encrusted scale" to weigh our under-nourished children? We can't let this continue. It is, at the very least, educational malpractice.	6/2/2015 9:45 AM
162	I look forward to a more appropriate, meaningful way to assess our students' knowledge with far less pressure on all.	6/2/2015 9:26 AM
163	It was terrible. The students hated it and they were very frustrated that they did not get instant feedback. Many students were upset by questions they thought were confusing and the amount of actual educational time these students lost is embarrassing.	6/2/2015 8:52 AM
164	It was frustrating trying to get all fourth grade students online and running smoothly. Took about 25 mins then there were multiple times students were kicked off and had to go back through the log in process.	6/2/2015 8:41 AM
165	There were several occasions when the SBA "Help Desk" hotline number was not very helpful. There consistent answer with technology issues and inconsistencies or "glitches" was "have the student log off and log back on." There were multiple times when a student's SSID number simply did not work from one day to the next. It was explained to me that for some reason, the SBA system decided to merge the current SSID with a different SSID and the students affected by this would have to wait several days while SBA sorted things out to determine which SSID should be used. In the meanwhile, the students would fall behind in testing and have to resume testing after their classmates had finished. The practicality of administering the classroom activity within the parameters required -- one to three days prior to the performance task, proved extremely cumbersome and challenging because of absent students. The amount of time and logistical maneuvering and instructional interruptions required to ensure sure all students received the classroom activity did not seem commiserate with the limited (if any) value these activities added to the students' performance on the performance task.	6/2/2015 8:33 AM
166	Not being able to see the results of the assessment makes it much more difficult to determine student success and overall effectiveness of instruction. By the time we see the results, students will no longer be in my class. Due to this fact, students will probably never know how they did on the test, and are just expected to work hard without any indication of their success.	6/2/2015 8:33 AM
167	The fact that we will not see students scores until July, if we're lucky, makes the data useless to the classroom teacher. I will be interested to see how this subjective test is graded. It was long and very disruptive to the educational process. This is a bad idea for students and teachers.	6/2/2015 7:14 AM
168	It was a frustrating experience that detracted from learning; I have no confidence in either its validity or reliability.	6/2/2015 6:32 AM
169	There needs to be a tighter schedule so students are not missing so much class instruction especially in electives and non-testing subjects like social studies.	6/1/2015 11:54 PM
170	The "classroom activity" was a complete waste of time. I understand that it was intended to familiarize students with helpful vocabulary and context, but having to teach it just as written was unnatural and much less meaningful that it could have been. The logistics of making sure everyone received the lesson before testing was quite a challenge.	6/1/2015 11:09 PM
171	It takes a lot of time and the results come back after students are no longer even in the same grade. It is frustrating to students to have no feedback on how they did, and then go on and just wonder.	6/1/2015 9:40 PM

172	It's too long. We've got to shorten it up. I like how it assesses math practices, but it's too much.	6/1/2015 9:34 PM
173	Frustrating	6/1/2015 9:14 PM
174	What a waste of instructional time and loss of staff from educational pursuits.	6/1/2015 9:01 PM
175	SBA is one of the worst things that has happened to public education in the past quarter century. It does not promote learning, and it is not appropriate for all by a slim cross-section of students in a school such as mine. It is only useful for creating data for administrators who do not know our students. I am a good teacher - I am National Board Certified, and I win awards in my school and my district. But I cannot in good conscience continue to administer a test that does such great harm to our students and our school system. If this is direction we are going in public education, then I may have to leave the profession. At the very least, I plan to do everything in my power to fight this horrible trend towards useless data-mongering.	6/1/2015 8:58 PM
176	Takes away too much instructional time Data results... NOT WORTH THE TROUBLE	6/1/2015 7:40 PM
177	Instead of replacing the SAT with SBAC can we get rid of SBAC and have everyone take the SAT?	6/1/2015 6:19 PM
178	A ridiculous waste of precious learning time.	6/1/2015 5:43 PM
179	I am appalled at how un-ready the state appears to be in rolling out SBAC. We don't even have cut scores for what will be considered a passing grade to meet essential skills and I have a hard time being convinced that the test is at all relevant to preparing our students for the real world outside of high school. I feel that the test is yet another top-down mandate forced upon us without our input and without considering its impact on making school a positive experience. I am seriously considering opting my son out of SB next year if I continue to feel uncomfortable with SB as a legitimate means of assessment.	6/1/2015 5:40 PM
180	not needed, get rid of it. all sped students whose parents wish should be allowed to opt out. WITH NO penalties to the schools or teachers or administrators at those schools. It's a waste of time and money	6/1/2015 5:36 PM
181	I would but I've said a lot already and am tired of anything that has to do with SBAC, except for I wish I was teaching K, 1st, 2nd, ESL, or Resource Room instead. Well, maybe not kindergarten. I've observed my wife's kindergarten classroom and God bless kindergarten teachers, but I don't know if I could be one.	6/1/2015 4:57 PM
182	The district first told math teachers that any performance tasks for non-juniors would be optional. Then about midway through all of the testing sessions, suddenly changed to a mandate that we would have to administer a PT to all non-juniors in Algebra, Geometry and Algebra 2. I had seen the A2 task earlier in the year and made some constructive comments for much-needed improvements, which were never made. The supposed purpose to the classroom PT mandate is for students to practice for the PT portion of SBAC, yet we are expected to test and grade seniors who will graduate in the next few days. This assessment has little value to the classroom teacher and less to many of our students. We could have administered performance tasks as an alternative assignment to non-juniors while their classmates went to the labs for the PT part of SBAC. With three weeks left in the year we are all expected to rearrange everything to administer the PT to all non-juniors, interrupting yet another day of instruction, in addition to grading and entering scores for this task that is not nearly as valuable to students as a work sample. We meet 42 times in a semester and we've lost at least 4 instruction days. Instead of using our prep time for creating quality lessons and assessments of our own, we have instead used it to solve problems related to scheduling, sharing technology, The lack of organization and preparation on the part of the district has been dismal. Changes in policy have been late, poorly considered, unreasonable, and insensitive to the fact that all math classes are composed of mixed ages. No one at the district office has been willing to try to explain why teachers must do all of this extra work to take away the better plan for students in favor of something of far lesser value. There has been no apology for the enhanced expectations on our work load.	6/1/2015 4:37 PM
183	I feel like we waste a lot of teaching and learning time on testing.	6/1/2015 4:29 PM
184	We need a different assessment. I didn't like it. When parents heard about how much trouble their students were having they didn't like it. I can tell you my students didn't like this. No one likes to take tests, but in my 10 years I have never heard the complaining from students that I heard with Smarter Balance. I have NEVER had students sit at the computer and cry or put their head down because they could not complete a question. Many parents were frustrated when they heard too late through the "grapevine" that they could have opted their child out. I believe many parents would have opted their children out. I am so upset that this flawed and difficult to use assessment will be standing between high school students and their diplomas. It is unfair for any student to be tested on Common Core since we have only been using it statewide for 1 year. No student should be forced to take an assessment on Common Core with Smarter Balance until they have went through 12 years of Common Core. Why does this not make sense to anyone but the educators?!#*. The student instructions (what students have to read during the test without help) are RIDICULOUS and OVERWHELMING. Making a 4th grader read 3 articles lengthy and cite sources and take notes, write 2 shorter paragraphs and 1 five paragraph essay is unbelievable. I'd hate to see what a high school student was required to do! I could go on and on, but I won't. We need to get rid of this assessment and find something else or resurrect OAKS!!!!!! Are you listening lawmakers? Are you listening OEA? Are you listening Smarter Balance Consortium?	6/1/2015 3:43 PM

185	It's difficult to see the test's value in a "student's first" philosophy. Longer and harder tests with higher standards sounds good on paper. But with this year at least, there was little benefit to students, and lots of time taken away from actual learning.	6/1/2015 3:38 PM
186	PLEASE save the schools and students from this unconscionable test that wastes money and especially actual educational time from our students!!	6/1/2015 2:49 PM
187	This was the most time consuming assessment series I've ever seen.	6/1/2015 2:16 PM
188	That it not be mandatory for those who are enrolled in Alternative Ed programs.	6/1/2015 1:59 PM
189	Please remove GED students from having to take this test. It makes no sense and is a waste of time.	6/1/2015 1:59 PM
190	The amount of time spent by staff and students was excessive. We need to focus on required subject area and not spend this much time assessing for something we don't even deal with. I work with kids who are working toward obtaining their GED. This testing has absolutely nothing to do with getting a GED.	6/1/2015 1:56 PM
191	It really wasn't as bad as I had thought it might be.	6/1/2015 12:53 PM
192	It takes up too much instructional time! It also interferes with instruction in other grades because many assistants or specialists need to help with the Smarter Balanced Assessment. They are not available to work the with students they normally work with during testing times.	6/1/2015 11:26 AM
193	The kids have been used to using their student ID not SSID, so it took a lot of time with each test to hand out cards with their SSID or tell them their #, because they never use that #. Having the computer kick them out arbitrarily was hard, then they would worry that their answers had been lost, and then having to sign back in. It was a waste of time and energy, because in some sessions it could happen to 10 or more kids in one test session and happen to the same student several times in that session. It's disruptive and it doesn't help that there's no explanation of why it happens. Way too many test choices to pick from and accidentally choose the wrong test. It really freaked the teachers out to have so many options, when it was harped over and over about how important it was to start the correct test. I can see what the test is trying to do with figuring out where the kids are, but it is A LOT of testing to throw at the kids, even if it's spread out over 12 weeks. They get extremely tired and frustrated by the constant testing and then they have their regular class quiz and tests on top of the Smarter Balance.	6/1/2015 10:47 AM
194	Horrible. Waste of time.	6/1/2015 10:40 AM
195	It needs to go away or be A LOT shorter!	6/1/2015 9:46 AM
196	This assessment tool needs a complete overhauling. It needs to be more about student competency in tested subject areas and less about computer skills. It needs to have some leveling of questions so that even the lowest performing student can "get on board" with some correct information, creating a baseline. It needs to be MUCH less time-consuming to administer. Teachers and administrators need more training for this assessment. Show me the research rationale behind the types of questions and tasks on this test.	6/1/2015 9:28 AM
197	It takes way too long. Too much time taken away from teaching the skills needed to get closer to passing any of the tests.	6/1/2015 8:49 AM
198	Our principal commented that the tests were bought and paid for before they were even made. The use of tax payer money related to this test seems so suspect. We were told that we bought interim assessments but they were not ready for us to give. I hope there will be some push to get a refund of some of the funds for this test.	6/1/2015 8:30 AM
199	Our test coordinator did not fill in the TIDE accommodations. She didn't know she was supposed to do this. We were asked by the Principal to do this task but no one had explained to us what to do. Mary Anderson was very helpful, but we had to figure out who to ask to get help before we even knew to set up an appt. to see her. She was extremely helpful.	6/1/2015 8:29 AM
200	The performance tests were actually better than the CAT tests because of length and because there was the classroom piece which mirrors real instruction. I think the cat tests were designed to make kids fail. The questions were so complicated that even I could barely read through them. Don't we want to see what kids really know? We are supposed to teach in a scaffolded manner so why aren't the tests designed more like how we teach. The cat tests were too long, too disorganized, and too complicated. Let's remember that these are children, 8, 9 and 10 years old. I challenge an adult to read through and take those tests! I am not against testing-but make it relevant and useful if we are going to spend so much time doing it. We've tested every day from mid-April until end of May. Now we are doing district reading tests (DRA/EDL). It's exhausting and frustrating. And like I said earlier, student test fatigue was the biggest problem. I wish the window for ELA testing opened in January. Then we could do reading tests mid year and focus on math at the end. Then it breaks up the testing sessions. ELA tests in January, ELPA in March, math in May. That would be good.	6/1/2015 6:33 AM
201	I taught a 2/3/ split as assigned by the district. It cost our district a lot to have to hire a sub to cover the 2nd grade while I went with the 3rd grade to test.	6/1/2015 6:26 AM



202	Waste of time.	6/1/2015 6:21 AM
203	I am VERY glad I was not school test coordinator. It looked like a VERY stressful job. For example, our coordinator encountered 32 technical SBAC problems the last time I asked.	6/1/2015 3:17 AM
204	Just to second what many other educators have said, the tests for lower level Special Needs students do not contain relevance for them. To remove them from relevant study and activities for a significant period of class minutes is a serious loss of valuable time.	5/31/2015 10:54 PM
205	I teach 2nd and 3rd grade mixed age. This test is a pox on our democracy.	5/31/2015 10:47 PM
206	Please assess our students in a way that is meaningful, age appropriate, and not so time consuming. We want to be able to teach our kids, not spend so much time preparing for and administering a test that won't even give us results until almost next school year.	5/31/2015 10:28 PM
207	The emphasis on testing and collecting data is not why I became a teacher. I remember when we did leveled testing - kids showed growth based on where they were. We are narrowing the focus education to teaching to a test and test results. We want an increase in graduation rate, but are taking out the projects, getting rid of the high-interest, hands-on classes that keep kids focused and motivated. Administering this test was frustrating, So much time was wasted and to be the person who has to cajole and encourage and push kids for this many hours to do something that I don't believe in was very stressful.	5/31/2015 9:20 PM
208	I believe the SBA was a complete waste of instructional time. It was also a complete waste of professional development and prep time. I needed to schedule meetings with our school testing coordinator, principal and grade level teachers in order to be sure we all had the same information for testing accommodations and schedules. This required several hours outside the testing and professional development time. If any parent asks my opinion regarding whether their child should participate in the SBA next year, my answer will be no. I know this is not what my district wants me to say, but I believe it is unethical for me to support a test that has no value to my students and will not provide data that can be used to plan for meaningful instruction.	5/31/2015 9:18 PM
209	A huge waste of instructional time without any results provided for the teacher or student.	5/31/2015 9:18 PM
210	My job is to help and educate kids administering a test they don't understand and I can't answer their questions is against what teachers go to school for. It's really hard to watch them struggle and get so discouraged and be unable to help at all	5/31/2015 9:10 PM
211	It was not reflective of our curriculum and the questions were impossible for students to do well on.	5/31/2015 8:57 PM
212	Third grade is not the appropriate age to start assessment. Putting children through that amount of stress is not developmentally appropriate! Begin testing at 5th grade.	5/31/2015 8:46 PM
213	I believe two areas are of biggest concern. I had to rearrange my entire schedule I order to take 4 and 1/2 weeks to administer all the tests. That took away an hour each day of instruction time. My second concern is the ability to direct students on their first experience with actual testing during testing time. While the practice test is helpful, emotions and adrenaline change their mindset while they are in the midst of the actual test. There are questions that students want to be able to ask technical questions about, but there was nothing I could do because they were not students who had voice-to-read marked on their test.	5/31/2015 8:36 PM
214	At the end of the day, so glad I opted my own child, who is a seventh grader in a different district out of the the Smarter Balanced this year. I don't agree that high school students who have passed OAKS should be required to take this assessment. I do not feel students should be asked to miss instructional classes to take this assessment, as the students did in the high school were my children attend.	5/31/2015 8:21 PM
215	Administering the 2015 Smarter Balanced Assessment was the low point of my year. I was hoping to see some changes from the field testing we did 2 years prior - but all the same problems existed. When people would say "Don't stress out - it's just a practice year" I wanted to scream....AN EIGHT MILLION DOLLAR PRACTICE YEAR...that money in our district could be used for SO much more...I have a class of 37 students...that is where the money and effort should go. All this testing is NOT good for kids and will not help to create effective schools in dysfunctional societies.	5/31/2015 8:12 PM
216	Waste of money, resources, teaching and learning time. Too stressful. Too time consuming. Inappropriate For students in elementary grades considering keyboarding skills and varied levels off maturity. Written portions should be dumped.	5/31/2015 7:46 PM
217	Our 11th grade students who took the assessment were very stressed by the experience as they were told by our building administration they had to take the assessment or they may not graduate even though most had already met the requirements by alternative assessments. Our other students, especially our ninth graders, were agitated and displaced by the different schedule we were on for two weeks for testing which resulted in an increase in behavioral problems/referrals.	5/31/2015 6:55 PM
218	The OEA/NEA need to step up and stop this standardized testing madness to protect our students and teachers.	5/31/2015 3:23 PM

219	The assessment took away valuable instruction time from my students and disrupted my teaching.	5/31/2015 3:03 PM
220	It needs to be administered at a time that does not usurp instructional time in core classes, because it takes way too long to finish.	5/31/2015 2:07 PM
221	The tasks were much too difficult for the children to access. The amount of re-reading and note taking required was definitely developmentally wrong, children of this age to do analyze information, they are working on general knowledge and comprehension. Think Piaget. That is research that has never been considered when the tests were developed.	5/31/2015 1:33 PM
222	This test has absolutely no benefit to any of my students. We already know how they are performing. We provide special education services to help them build the skills they need to be successful in school. This test conflicts with these services. So, although they will derive no benefit from taking it, they are removed from the specially designed instruction we deliver in order to comply. I have some students who missed out on four weeks of instruction. This is a travesty. As I gave this test, I wondered if the designers had ever met a child before. I can guarantee you that the test is not valid for at least 90% of my students. For a few, their emotional/ mental health issues prevented them from answering questions they did not know, and moving on. My students took the test seriously. Some were in fear that failing it would prevent them from advancing to the next grade. This was heartbreaking to see. In my opinion, IEP teams need to have absolute power over what, if any, assessments need to be given to students with disabilities. The purpose of testing is accurate measurement of a skill or ability, in order to provide the teacher or team direction on how to educate the student. The most valid testing done in school is the day to day questions the teacher asks in class, because the answers drive instruction. If testing has no diagnostic value, it has no benefit to the student. We can't do this next year. I am prepared to let the parents of all of my students know that they have the right to opt their children out of this test. I am also concerned about the psycho/social aspects of engaging in this exercise. Fundamentally, students learn and follow directions because they trust us as teachers. If we use them in this manner, doing the opposite of what we're trained to do as teachers, what will the impact be on the teacher/student relationship? Once trust is violated, can it truly be regained?	5/31/2015 1:32 PM
223	It is so time consuming. Students spent too much time testing, taking away from instruction time.	5/31/2015 1:26 PM
224	If HB 2655 passes, this entire process will become a nightmare of keeping track of students who are opting out!!!	5/31/2015 12:57 PM
225	This has to change. This system is just not worth the time, loss of instruction and emotional battering the students took. It's too much too often.	5/31/2015 12:44 PM
226	The gap between the SBA and alternate assessment is far too wide. A huge portion of the sped population are not receiving appropriate assessments.	5/31/2015 12:08 PM
227	I felt it was an incredible waste of valuable instruction time, especially as it had absolutely no bearing on instruction for this class. Students would have been better off receiving 20 more hours of classroom instruction gearing to them specifically.	5/31/2015 11:38 AM
228	I have so much to say about this assessment, but in short "more = more, it does not = better." I understand the need to assess students to find out if they learned what we needed them to learn, but! It does not need to take a minimum of 8 hours each for reading and math, plus the time for the performance tasks!	5/31/2015 11:31 AM
229	This test has to change. At this point it is detrimental to our students learning, mind set, and feelings about school. We can not spend so much time on one assessment. I believe in assessments, they are necessary, but assessments can not come ahead of instruction. If it continues the focus of school will not longer be learning but evaluation.	5/31/2015 10:48 AM
230	I think that Smarter Balance is a great idea to a point; students can't just click an answer and have a 25% chance of guessing at the correct answer. However, the expectations put on teachers has convinced too many to teach to the test and this is changing the value of teaching. A successful student loves to learn and are taught in a way to encourage that love. No Child Left Behind is also a great concept but again all children are not the same, like adults they have different strengths and weaknesses. People should be valued for who they are; taught everything they can be taught; and celebrated for their accomplishments. I feel that spending the last month of the school year testing instead of hands on learning is unfair to our children and teachers.	5/31/2015 10:35 AM
231	Our school had Instructional Assistants run our labs, which was helpful for us as teachers, but the teachers who had never run the test before had no idea what they were doing. We were paired with another class to take the test due to having smaller class size and trying to fit all in during testing window. This alone was frustrating because I had to do everything else because we couldn't talk during the test and had to follow the specific directions. Yes, we had security training, but that's basically telling us what we can and can't do, not showing us how the test looks and how to fix problems. We had one meeting about this a few months before our test date, so most had forgotten by then.	5/31/2015 9:44 AM
232	Should be a one time, one sitting assessment for all subject areas like the SAT. Should not be a graduation requirement.	5/31/2015 9:37 AM
233	I resent time taken for some students who missed multiple wellness classes and lack of availability of the computer labs	5/31/2015 9:26 AM

234	It's a terrible test to measure student growth. I'm saddened that so much money is attached to it. Hopefully, the voices of parents, students and teachers will change this assessment.	5/31/2015 9:05 AM
235	Need more calibration before it is required of all students. Give the ability to test out based on other standardized test scores (SAT, ACT, PSAT, ASVAB, etc.).	5/31/2015 8:43 AM
236	Shame on you, Houghton Mifflin Harcourt. We are on to your game. Shame on you.	5/31/2015 8:27 AM
237	I had several kids who wanted to argue the necessity of the test during the time I was training them how to take the test. She was so passionate she got two other students to refuse. I had no training on how to deal with that and the legal situation. I couldn't 'kick her out' but I didn't know how to address it and wanted the time and training to address 'opt out' expectations.	5/31/2015 8:07 AM
238	Get rid of it.	5/31/2015 7:52 AM
239	This was complete waste of time. I got joined the teaching profession to help students, not destroy their self confidence through administering a racially bias, corporate funded agenda.	5/31/2015 7:44 AM
240	This was my 30th year as an educator. In my opinion, this test was the most confusing, developmentally inappropriate test I have ever been asked to administer to students.	5/31/2015 7:36 AM
241	I was never a huge fan of OAKS, but it looks like gold compared to SBA. I am hoping that OEA recognizes how unfair & NOT culturally responsible this test is for our kids, how awful it made most of them feel, & the insane amount of time it took away from our ability to actually teach & support our students (especially SPED students that have a LEGAL RIGHT to our services & support for a set number of hours each week).	5/31/2015 7:34 AM
242	I feel like a traitor when I give these tests to my students. I feel that if parents knew how teachers felt about them, that they would not allow their students to go through this meaningless experience. However, our administrations, our school boards, our state laws etc., have tied our hands and teachers are in fear of losing their jobs. Parents have the right to learn about the testing, and opt their students out. There has not been full disclosure on the part of the school districts and parents are being fed a big bunch of propaganda, never hearing how educators really feel. This is deplorable. My biggest fear is that we are losing public education. If there is not a strong and organized movement to stop this massive, coordinated corporate agenda, we will lose our unions, and most importantly the right to a free and equal public education. Don't get me wrong. We as a country have a long way to go to make public education what it really needs to be. Addressing class/poverty would be a good start. But this testing is nothing more than a powerful money-maker for textbook companies ( and their partner test-making companies) and even worse, a machine to take down public education in the name of future control and profits.	5/31/2015 7:17 AM
243	The Smarter Balanced Assessment System was developed based on the Common Core, who were college professors who wanted students prepared for college. The students got very frustrated by the facts that it took many hours to administer and take, it was way above their knowledge level, were never going to "pass", results are not known until next year, and their is only one opportunity. Staff are frustrated about the amount time taken from the classrooms, instruction, and the complete disruption to the whole buildings schedules just to administer the test. We were also frustrated with the lack of feed back and results. The high school is also making preparations for the students who are not going to "pass" purchasing other tests, and adding mandatory classes to students already full schedule, thus reducing their electives. At what point in time will we place the whole educational experience of the student first, and not the just testing.	5/31/2015 7:01 AM
244	An unacceptable amount of teacher time was required to provide accommodations to those that needed them, short-changing other special ed students on their service time.	5/31/2015 7:01 AM
245	In the words of my student: "what is the purpose of this test?" I am speechless for an adequate reply. To trick you? Discredit education? Profits for testing companies? Certainly not to celebrate the remarkable growth you have made as a student this year.	5/31/2015 6:38 AM
246	Simply put, this is a horrible idea. It is not developmentally appropriate for students, a huge waste of valuable class time, a strain on budget and student teacher relationships. I believe that McMinnville School District and The State of Oregon should lead the charge to adopt a different assessment. There is nothing smart about administering this test to our students.	5/31/2015 5:00 AM
247	-absolutely unnecessary for third grade students. -disrupted days of instruction for prep, practice, testing, recovery, having students from other colleagues class in my room while their rest of their class finished -plenty of other district wide measures for same results -in no way is this a measure of all my student's knowledge	5/30/2015 11:39 PM
248	I was not officially the Site Coordinator but the person who officially was abdicated responsibility to me, at least for the ELA portion. Our district head of SBA administration was wonderfully helpful and responsive to every question I sent her way.	5/30/2015 11:03 PM

249	Again, I actually LIKE having a more rigorous assessment where the children are asked to really problem solve and show evidence rather than just fill in a bubble. My biggest "complaint" is the length--two parts to math and ELA...both parts significantly long (not to mention science for fifth grade too)...That's my biggest problem right now. I'm worried that my students in particular worked so so hard on these tests (because they trust me and I did my best to put a positive spin on the whole experience) that if they end up doing terribly, they will become disillusioned forever!	5/30/2015 10:39 PM
250	My own child tested for 7 weeks straight. She took her time and STRESSED over the questions. We tried to tell her to do her best and not stress. Sleepless nights and worrying were the results. She asked not to EVER take the tests again. We will be opting her out next year. She is a fantastic student who loves to learn but the tests created too much anxiety for her. I will not allow her to suffer like that again!	5/30/2015 10:34 PM
251	As a Counselor I was asked to help with make up testing. This took two weeks and I was not able to do my regular job because of make up testing.	5/30/2015 10:19 PM
252	It is awful.	5/30/2015 10:16 PM
253	EXTREME WASTE OF TIME, ENERGY, AND MONEY!	5/30/2015 10:05 PM
254	See previous rant!	5/30/2015 10:01 PM
255	I watched many kids just blow through the test. A lot of them just guessed and finished the test in a day. Many did not even try, just clicked through it. This is how you want to judge schools and teachers. How about the developers come out and Administer the test to students. Get a real idea of what it looks like. Then you won't need a survey to see why it's not accurate.	5/30/2015 9:58 PM
256	I believe in the common core, but this test is killing all support for it. Please make the test a more reasonable length!	5/30/2015 9:57 PM
257	The students thought it was hard, but not impossible.	5/30/2015 9:56 PM
258	Frustrating.	5/30/2015 9:46 PM
259	It is unnecessary to test kids to this extent every year. Choose benchmark grade levels, such as 4th/7th/11th to test the kids on these lengthy tests. For the other grade levels, schools can use the interim assessments to monitor progress.	5/30/2015 9:46 PM
260	I'd love to know who is going to sit and hand score all of these tests, especially in a timely manner where test results can be used to help drive instruction.	5/30/2015 9:41 PM
261	It has utterly no benefit for me or my students. I waste absolutely as little time as ethically possible on the test	5/30/2015 9:41 PM
262	Overall the SBAC is not an appropriate measure of student achievement. An alternative is needed.	5/30/2015 9:35 PM
263	I have been teaching for over 30 years in various types of schools. I've seen programs come and go. I've seen tests come and go. This too shall pass. We've heard about the importance of individualizing instruction, scaffolding, and differentiation. And we have worked hard to accommodate the learning styles of all our students. Then the end of the year comes and we administer the same test to all students in basically the same way. Disappointing.	5/30/2015 9:33 PM
264	I lost a huge amount of instruction time this year and was unable to teach nearly the amount of concepts as I did in previous years. So unfair to my students.	5/30/2015 9:30 PM
265	Most students and teachers felt it was a waste of time - we lost almost 2 full weeks of instruction for the administration of this test.	5/30/2015 9:26 PM
266	I do not agree with high stakes standardized testing. It does provide useful data for teachers to help with planning instructions. I agree with accountability, but know there is a better way.	5/30/2015 9:25 PM
267	Simply put- it was awful.	5/30/2015 9:18 PM
268	We spent many hours as an ELA team (English Language Arts) trying to figure out how the test was to be administered. We struggled with timing, order, rules of what we could and couldn't do. We weren't sure how to facilitate the discussion with our middle schoolers without actually directing it. We struggled with what sources to use, the length of the sources (8th graders had a much more difficult, longer piece to read than the 7th graders). There were so many things up in the air, we weren't entirely sure how to prepare the kids, what to cover, when or if we'd have time to cover it all. We got instruction from our administration that we were not to argue against the SBAC because it was a "good thing" that "our kids needed to do". Rather than using our PLC time and grading day AND PREP time for work that was of much greater relevance and importance to our students, we used up several hours trying to understand the SBAC. And to what end? So that we can get random test results in August about students we no longer have?	5/30/2015 9:12 PM
269	Time consuming and frustrating for students and staff. I spent an insane amount of time trying to be sure my students would be prepared, without scaring them or wearing them out before they took the actual test. I will need to spend even more time preparing them next year, which means I will be losing even more instructional time preparing students for a test that does not really show what they can do, because it is just too overwhelming for many of them.	5/30/2015 9:04 PM

270	Maybe next year will be easier. We will know the test procedures and we will know how to teacher to this ridiculous test.	5/30/2015 9:01 PM
271	My students had difficulty following the lengthy initial directions. It would be nice to a condensed version for SPED students.	5/30/2015 8:46 PM
272	I believe that state testing is a waste of instructional time and takes away teacher autonomy and creativity. I had to administer SB tests against my principles. The school district provided about one hour of hurried training, then teachers were expected to wade through electronic instructions. I had to enter codes for my special education students that did not correlate with the accommodations listed on their IEPs---very confusing to have embedded and non-embedded ridiculous classifications. I believe the OEA (and the NEA, which has been weakened by the reduction in union membership and power across America) should stand up and fight against the standardized testing movement. The ODE should stop mandating state assessments and stand up to the federal government insistence that all students should be average or above, an impossible goal.	5/30/2015 8:27 PM
273	I have never felt like I was setting my students up for such a demoralizing task. While my students worked hard, they were so tired and would go to the bathroom for 5-10 minutes just to relieve the stress (with a 60 minute test session). As a teacher, walking around a silent room making sure no test improprieties occurred for 15+ hours was torture.	5/30/2015 8:26 PM
274	Let's try it a few times before throwing it all out.	5/30/2015 8:25 PM
275	My answers may look less critical than they could be because the administration and other staff at my school did a good job of preparing for the logistics of the tests overall. Also, I did not read the tests myself and understood that I was not supposed to discuss the content of the tests with students. Had I been able to do so, I suspect my responses would have been more critical. The worst aspects of the tests were: 1) The addition stress that they caused for students, many of whom were already taking challenging IB and AP tests, and 2) The time we lost in class to the testing. The distraction of stress and the time lost made it harder for me to prepare students for their IB test in my subject.	5/30/2015 8:17 PM
276	The test itself was better than I thought it would be. However, I am jaded about these tests. They do not offer me, the teacher, precise enough feedback early enough in the year to find them useful to me as a teacher or as a tool for my school. I wish we could go back to taking the ITBS at the beginning of the year and using that to help us figure out what holes the kids have in their learning. The only thing that the state tests are good for right now is selling real estate: schools with high socio-economic groups who come in speaking English as their first language do well on them, and thus, more Intel/Nike/OHSU families vie to move into those neighborhoods. Schools with high ELL populations, despite awesome progress in individual students, will have lower scores and appear to be "bad" schools. Middle-class families avoid those schools like the plague, and property values plummet. I live this experience. I teach at Springville, where tightly-fitted houses are selling for half a million because of test scores. It is "the place" to live for that sole reason. Meanwhile, my home neighborhood school (Barnes) has some of the best teaching I've ever seen (disclosure, I was a parent, a teacher, and a community volunteer at Barnes in the recent past), but the scores are low because of high transition rates (over 50% of the school) and ELL students (80%). Which school is better, the school where kids are making 2 years' of reading gains and mastering English, or the school where kids come in reading and have 2 hours' of math and science tutoring after school because they are expected to be Ivy-League ready? The test doesn't take in that context. It's not made to, However, those test results are fueling the housing boom in my end of Washington County!	5/30/2015 8:10 PM
277	Takes way too much time from instruction, has no reliability or validity studies that I know of. Not well written. Some kids felt like they were set up to fail.	5/30/2015 7:58 PM
278	I hope it goes away!!!!	5/30/2015 7:41 PM
279	The emphasis placed on this test is way over the top. Efforts were made by all staff to make the assessment important, but not make it "life or death." Despite that, many students were pretty darn nervous about taking it, while others were suspiciously "ill" during their testing time frame. Credit to building administrators for tracking down students and providing opportunities later. But this exam impacted not only the test takers (juniors), but the entire student body in terms of disrupting the normal school day for about a month.	5/30/2015 7:39 PM
280	The length of the assessment creates great deal of frustration and impatience.	5/30/2015 7:37 PM
281	Students had an extremely negative experience of the amount of testing. Many asked if they would have to do this again next year. I see test exhaustion as a real issue, as well as the amount of instructional hours that are lost.	5/30/2015 7:34 PM
282	It was so frustrating in a 96% poverty school to give up so much instruction time to testing when the behind the scenes work did not seem to be in place from the state and district.	5/30/2015 6:59 PM
283	This was a HUGE waste of time on all levels. As a teacher, I will get no useful information from this test.	5/30/2015 6:52 PM
284	Too much instructional time lost to administer all the tests	5/30/2015 6:29 PM

285	Administering the SBAC this year took away valuable teaching time from my students. The prep to help my students understand exactly what was expected of them, the class time to do the Performance Tasks classroom activities, the time spent in the computer lab taking practice tests and going through all of the aspects of the test (accessing the dictionary, thesaurus, speak to text, etc.) was time taken away from learning. The time I personally took to log in and mark accommodations for students, to look at all of the performance tasks and prepare for them, to preview the practice sites so I could share them with my students...Hours upon hours of pre-work so my students could do THEIR work. Finally, allowing my student the time to talk about the test and their concerns...Will I flunk and not move on to another grade, why do I have to take this, why is it taking so long, why don't I get a score right away....by the end of this my students were so tired of going into the computer lab, I know they didn't do their best, they just wanted to be done. So, if they just wanted to be done, how is that an accurate score of their knowledge for this SBAC?	5/30/2015 6:26 PM
286	Is there any data which correlates more testing of students with positive life outcomes and increased graduation rates in schools?	5/30/2015 6:15 PM
287	Appreciated the update on the science test. Other tests really were unfair. I can clearly see why expected most kids to fail but still want kid to try... I felt horrible pushing this on my kids. I really only see 1-2 of my students passing the whole thing. Much less than 30%...	5/30/2015 6:14 PM
288	If this was meant to be an experiment, it utterly failed. These tests were neither smarter nor balanced and cannot possibly produce data that is of any use in the classroom. Of course, any data produced will be available so far from now that it will be useless anyway. Students will have moved on. Please dear G-d may we only use our valuable time with students for assessments that inform instruction and further learning. Please.	5/30/2015 6:02 PM
289	Students were angry that they did not have access to a familiar calculator for all of the math tests.	5/30/2015 6:01 PM
290	I am sad that this was how Oregon wasted the learning time and resources that should be allocated to serving students directly.	5/30/2015 5:38 PM
291	We need a paid test administrator who is well trained, has time to train teachers and to be in the computer lab throughout testing. Also to help with training tests and practice tests for students. Regular teachers do not have time.	5/30/2015 5:29 PM
292	I would like to see different directions for each type of test. Some instructions were to be read only for ELA and stated that in verbatim instructions but other directions did not have the option to omit if it didn't pertain to that particular test. For example, I believe only the reading performance task test had the test divided into segments but we were to read test instructions verbatim which included the statement about the test being in segments. The save and pause features were confusing for the CAT reading constructed responses. I'd like to see material save regardless of whether the student finished their constructed response as it was in the performance task tests.	5/30/2015 5:26 PM
293	Both Smarter Balanced and Common Core are jokes that need to be scrapped. They waste way too much time and don't provide anything meaningful for either the teachers or students!	5/30/2015 5:16 PM
294	SBAC is an undisguised money grab that hurts kids and families.	5/30/2015 5:03 PM
295	The amount of time this test takes is extreme. We lose valuable teaching time because of testing.	5/30/2015 4:47 PM
296	It's a horrible test.	5/30/2015 4:44 PM
297	This is a waste of many resources. OAKS was a better measure, if we must use a state-wide test, that is.	5/30/2015 4:37 PM
298	If assessments are to guide our instruction, then this is a waste of time. We teachers won't even see our students' scores until next year.	5/30/2015 4:11 PM
299	A better value for state testing might lie in the ACT and / or SAT. Those are all less expensive, give quicker results, are valuable to the students (and parents), can be used in preparation for college, and can be re-taken (at the students' expense).	5/30/2015 4:11 PM
300	Some of the language around the directions are ambiguous and difficult to understand. What you can and cannot say to students was extremely challenging, especially because 3rd graders have never been exposed to such a test. Certain "technological" errors were hard to troubleshoot with the students because of the verbatim directions. Overall, I think the country needs more rigor in their testing. However I did not feel SBAC was appropriate for 3rd graders. It will be interesting to see how the test scores shake out, state and nationally.	5/30/2015 4:00 PM
301	Our media tech/classified organized, scheduled, and kept track of every student. I honestly do not know how she did this, it seemed like an impossible job. We're lucky to have her. A lot of things could've gone wrong. I would not want that job!!!!	5/30/2015 3:47 PM
302	It takes too much time away from instruction.	5/30/2015 3:38 PM
303	Too much time is spent assessing knowledge we know they don't have when they haven't been able to learn certain grade level information.	5/30/2015 3:22 PM

304	The worst thing about this experience was the wasted instructional time. My students were scheduled to take it immediately following Spring Break. Then after the test, we had 2 days of school and then the kids were off for 3 days for parent conferences. By the time we were able to resume regular instruction, they had not had reading instruction in almost a month!	5/30/2015 3:14 PM
305	It was difficult at first to wade through all the test choices when choosing the correct test for my students, especially when we were doing the Interim tests. It would be easy to click on the wrong assessment. It would be nice if that could be made easier. I got used to the jargon of letters after awhile and it became easier.	5/30/2015 3:07 PM
306	We are wasting tax payer's money on this and robbing our students of the education they deserve. At the very least, licensed teachers should NOT be administering these assessments. Anyone who can read and press a click buttons on a website can administer this assessment. Teachers could be using this time to plan for the following year or work together in teams or as a staff on x, y, z.	5/30/2015 2:44 PM
307	It. Was. Hell. I was helpless as students who I cared about and had watched gain confidence for years had all that hard work and success stripped away in a matter of minutes and transported back to a much darker time. This transition lasted well after they left the test and was seriously disturbing.	5/30/2015 2:42 PM
308	Used WAY too much class time. The directions were long and repetitive on the ELA performance task.	5/30/2015 2:39 PM
309	SB puts too much focus on a test that won't provide results until the following school year, which is too late to inform my practice with my current group of kids. No feedback for students + no feedback for educators = why are we wasting instructional time doing this? We already have the NAEP to provide a snapshot of how students are doing nationwide. Fewer, more meaningful tests, please!	5/30/2015 2:29 PM
310	Very challenging for ELL students.	5/30/2015 2:19 PM
311	Please shorten this test because my students need more instruction time, interventions, and application. The test interrupted our routines and the disruption was extremely difficult for everyone. Our students deserve to be given developmentally appropriate assessments. The hours they put in were not developmentally acceptable.	5/30/2015 2:09 PM
312	I like that the student does not immediately get the score. Test scores should be between the teacher and parents in elementary school.	5/30/2015 2:09 PM
313	Not having the results of at least the multiple choice until October is ridiculous and does not in any way help us further the education of these students. At least give us the immediate results of the multiple choice test like OAKS use to so that we can help our students and gain knowledgeable information to better our instruction. This felt like a waste of time because it doesn't help our students! That is not why we are here and wasting time is not an option in a state that doesn't value education and has the shortest school year in the nation!	5/30/2015 2:01 PM
314	Please find something else. Or just do the computer assisted portions. The performance tasks were really what put teachers and students over the top. It's too much.	5/30/2015 1:58 PM
315	These tests do not seem designed to support student learning. If a student scores low, there are too many possible reasons for the results to have any credibility. A great deal of time for something that won't be useful.	5/30/2015 1:50 PM
316	I checked, "No" at the beginning of the survey.	5/30/2015 1:49 PM
317	Please lobby to remove it from the state of Oregon! It is harmful to students and a waste of tax payer dollars.	5/30/2015 1:23 PM
318	It's a waste of my time. I did not give any interim assessments, practice tests, or training tests because what I teaching in the classroom was more important than a practice or training tests. It is also ridiculous that students will not have information back until December. Furthermore, teacher's evaluations must have a goal related to SBAC and be completed by March/April. Most kids haven't even take the SBAC by then.	5/30/2015 1:20 PM
319	Test administration is particularly challenging when serving students that live around the state of Oregon. Students that are online learners were familiar with the online platform, but were affected by the length and time that was needed to spend testing. In addition, the rule of administering the class 3 days before testing took a lot of manpower and hours of prep coordination and time away from quality instruction.	5/30/2015 1:17 PM
320	Total waste of academic time! Data driven instruction, not unless I keep my students over the summer! When we do get the data it will be out of date. Averages/trends will be invalid because of the number of students opting out...	5/30/2015 12:50 PM
321	the smarter balanced assessment is absolutely the worst assessment I have ever given a student in my career.	5/30/2015 12:45 PM
322	Very frustrating to not be able to give directions that would help students understand what they were supposed to do. Reading pages of directions does no good to a third grader. Painful to watch students feel stupid and inadequate. A waste of time that could be better spent with teaching and learning.	5/30/2015 12:36 PM

323	With my students experience on the test this year, I see them giving less of an effort next year. Asking a 10 year old to sit for hours day after day with a time limit to finish the test made many question what was in it for them. Why try? Next year I predict they will most likely give less of an effort. We are asking them to perform at their best for so long they do not seem developmentally able succeed on such an arduous task.	5/30/2015 12:31 PM
324	The verbage to read to kids is too much for the subsequent days of testing. It needs to be paired down a lot. "You've done this before, put you name, your ID and here is today's session ID. Raise your hand if you need a break. Keep your eyes on your own work. If it is acceptable to give the number of minutes left near the end of the testing period, please say so. Give administrators more choices for giving students stretch time/ drinks/ brain breaks; we need some choices for positive statements "You are going to have to be a hard worker to finish that reading/writing/calculation" I am an advocate for discontinuing high stake state testing at third grade.	5/30/2015 12:30 PM
325	There was no testing coordination in our school. Teachers had to coordinate and monitor all aspects of the process, and had no during-testing support or check ins from administrators.	5/30/2015 12:30 PM
326	Would rather see it as a final exam at the very end of the year.	5/30/2015 12:30 PM
327	This is a horrible test and should not be continued. Huge time drain. Huge stressor for students. I had one student go to the ER twice due to stress. I finally asked his mom to opt him out, which she did.	5/30/2015 12:27 PM
328	We can't do this next year. I am prepared to let the parents of all of my students know that they have the right to opt their children out of this test. I am also concerned about the psycho/social aspects of engaging in this exercise. Fundamentally, students learn and follow directions because they trust us as teachers. If we use them in this manner, doing the opposite of what we're trained to do as teachers, what will the impact be on the teacher/student relationship? Once trust is violated, can it truly be regained?	5/30/2015 12:21 PM
329	This was absolutely frustrating? Moreover I won't believe a bit of data because it does not measure mastery, but endurance.	5/30/2015 12:21 PM
330	Require school districts to provide all of the all of the universal tools as well the designated supports for all students, but specially for those students who are ELL and have been in school from K-5 or for recent arrivals.	5/30/2015 12:07 PM
331	Poorly designed, poorly implemented, trying to measure too many things with one assessment. If PT and CA were let go, it would be much better. The constant changes in the website-software-systems was taxing and made a poor system almost intolerable. too bad	5/30/2015 12:07 PM
332	I am still conflicted about being forced to partake in a test that does not get scored in time to inform my instruction, causes anxiety for students, and takes away from instructional time. I feel as though I am being dishonest to students and their families, some of whom trust and even admire teachers and administrators. As a special education teacher, I can say my students did not gain any benefit from participating in the SBAC. My opinion of the SBAC before it was administered was not positive, and my worst fears about it were realized in spades. A dilligent and punctual student in middle school actually faked illness and skipped school, hanging out in a park to get out of the test. The national movement to test students was obviously designed to devalue public schools so charters, vouchers and private schools can prevail.	5/30/2015 11:56 AM
333	It's terrible.	5/30/2015 11:56 AM
334	Let's do it less or get rid of it.	5/30/2015 11:55 AM
335	The administering the test was not the problem. Trying to teach the standards to the students navigating through all the district curriculums was very difficult. I felt that when I needed to slow down and reteach a concept,I couldn't. These new curriculums are like train tracks. You are stuck on them, blazing past everything at a pace that doesn't slow down. What happens when you need to stop to pick up someone that has fallen off? What happens when the curriculum does teach the standards, or teaches RANDOM concepts every single day. It's ridiculous.	5/30/2015 11:36 AM
336	I have been through switches from one set of state standards to another and from one state assessment platform to another. I have given year end summaries assessments to students on computers before. This was the most confusing and frustrating change of all of them.	5/30/2015 11:31 AM
337	This test does not help drive instruction. Losing 8-10 hours of instructional time for something that doesn't help the kids at all seems harmful to students and teachers. Students reported that the real test wasn't as confusing as the practice test was.	5/30/2015 11:25 AM
338	Overall these test were not helpful for instruction & learning.. The tasks were pedagogically inappropriate for my students..	5/30/2015 11:19 AM
339	It is irresponsible, reckless and indefensible that my students lost 15 days of academic instruction to take a test, any test, but much worse for the fact that they had no goal and will get almost no feedback. My students lost almost a full tenth of their school year to this test and learned nothing other than how to take this test. It is ridiculous and a miscarriage of justice and education to continue on this track.	5/30/2015 11:18 AM



340	<p>Please read and act on my previous comments. I spent a lot of time working on them. Aside from the SBA being a flawed program this year - we paid with dollars and the precious resource of limited time to take this assessment, it is not right to test ALL students. Some students should obviously be exempted, and the wording should be made at the state level. There should be absolutely no question that students in a hospital or residential treatment facility be exempted. The idea that a parent merely needs to sign paperwork to exempt the student then leaves children in the foster care system to float about on a sea of uncertainty. While some of my students at my residential facility are lucky enough to have a parent in their home while they are struggling with their mental health or disease issue, so many of my students are wards of the state with overworked and difficult to access workers who are not really fully dialed in to the intimate and personal needs of their caseload. Don't rely fully on the exemption form. I can assure you that is not providing relief. Call for specific wording to protect these children. It was soul crushing to require these students to file down the halls to sit in front of computers like little, spinning cogs in a perverted and broken machine.</p>	5/30/2015 11:17 AM
341	<p>Luckily we had a test coordinator who set up a lot of the technology for us. However I do not feel adequately trained to administer the test and really understand the details of the test. The test manual was completely overwhelming and insidious. Our district purchased interim assessments from ODE through MESD which were a complete disaster and we were told we were going to get our money back from the state for that. So in the end we were told we could use the interim as more of a practice test to help kids navigating understand how to take the test. So we still spent instructional time teaching kids how to take the test. Rather than just say forget about it let's just get back to teaching. I also have concerns about oversight of the test because there were instances I heard about where test questions were not correct or didn't make sense. How are we checking for accuracy on this test? Especially when the testing companies hold all the cards. That is unacceptable. I also have concerns over the validity of this test and what proof and evidence is there that this test has any meaning or validity? We are the educators and we are abdicating are professional autonomy and judgement when we allow this test to be the be-all and end-all regarding the success of our students and teaching. Our time and resources would've better been spent reducing class-size letting teachers teach and assess authentically or putting money towards teaching assistant so we can have more people helping our kids in the classroom. Money could've put back into programs that have been lost rather than into a test that erodes our already precious instructional time.</p>	5/30/2015 11:11 AM
342	<p>Setting up the accommodation table...use of number code versus saying one or more accommodations (seems easier to do 'one or more' not sure of the need to specify)...not able to change a student's accommodation code once they became eligible for services, difficulty printing from the online reporting page-needed a list of students with completed work...printed page had very fine print that I could not read.</p>	5/30/2015 11:05 AM
343	<p>I don't see how this test is in any way fair to ELL students. I really believe it violates their civil rights. They are tested twice on their English ability when they are required to take both ELPA and ELA. Of course, that has been a problem with OAKS too, ever since the "one year in US" requirement was introduced.</p>	5/30/2015 11:01 AM
344	<p>I want to object to administering the student performance tasks next year but would most likely be looked down upon for doing so. I want my kids to go take the tasks outside of my room on computers that work and are not in short supply and I want them to return, one by one, to my classroom when they finish so that the students who are finished do not have to be quiet and waste hours of their education sitting in a stressful, quiet classroom waiting for the other students to finish up assessments. WORST EXPERIENCE EVER AND A HUGE WASTE OF TEACHING TIME. The performance tasks need to GO or be made developmentally APPROPRIATE.</p>	5/30/2015 10:57 AM
345	<p>It was difficult for me to get the kids pumped up to take this test. They couldn't figure out why it was important in their lives. Parents are angry at teachers for administering this and are trying to find out ways to opt out. I do not agree with having to give an alternative assessment for those kids that opt out. Also, where do you put those kids that aren't taking it? I can't teach a lesson because the majority of the class would be missing it. This means that the opt out kids work on an alternative assessment that I could care less about (them too!).</p>	5/30/2015 10:51 AM
346	<p>My main problems with SBAC are not with the test itself but with the scoring. Because it will be scored by humans it will not be an objective measure. Plus I am concerned about who will be doing the scoring and the amount of time they will be given to score each test.</p>	5/30/2015 10:51 AM
347	<p>There was a big question about stopping a testing session if a student was experiencing significant anxiety. It was posed that if they got thru a certain number of test they could count as participation.</p>	5/30/2015 10:49 AM
348	<p>We did not have a test coordinator.</p>	5/30/2015 10:44 AM
349	<p>It would be nice to have a testing coordinator. It would have been nice to have some training from a knowledgeable source. Hours upon hours of personal time was spent trying to "figure out" what we were supposed to do and hours upon hours of personal time was spent printing out and reading reams of paper. All of this could have avoided by someone saying "this is where you find the information on the performance task, print it out and read it as scripted, the rest of the test you administer just like OAKS" 30 minutes of training could have saved hours of wasted time and unnecessary anxiety. Comes down to bad leadership in a number of schools and administrators who have no idea whats going on.</p>	5/30/2015 10:40 AM

350	Oh and I loved that my wife (who works in another district) was the one who found out crucial information that I needed (that contradicted what my test coordinator and the district person who fed him his info were saying), such as only having 10 days to complete the ELA PT, my new to the country students DID NOT have to take the reading test (which I finally convinced them of AFTER making them take it), and that we could read the math test to students. And speaking of my ELD students, why do profile 1 English language learners have to take ANY of the tests? They speak just enough English to ask to go to the bathroom, and cannot read any math terms, let alone write them, but still have to take the test?! Alright, I need to stop ranting. Thanks again.	5/30/2015 10:31 AM
351	It was incredibly disruptive to instruction. Because we couldn't even begin the testing until after spring break, all the tests were administered almost back to back. Especially for my 8th graders, who also took the Science tests plus ELPA test, many were testing almost every day during one or more periods from April through May (and I have a couple students who are still not done with all their tests). By the second or third tests, most of the students were completely "burned out" on testing, and we definitely did not get a true reflection of students' knowledge and skills!	5/30/2015 10:22 AM
352	Way too stressful underfunded time consuming takes away from learning and made adults literally cry	5/30/2015 10:16 AM
353	I already did. See above.	5/30/2015 10:12 AM
354	A terrible experience for all. Nothing was gained and many hours of instruction were lost.	5/30/2015 10:12 AM
355	The amount of time it took to administer the test was too much! My students were very stressed during the month and a half it took to take all the tests.	5/30/2015 10:11 AM
356	We used to have a staff member who assisted us in administering standardized tests. Now we are on our own.	5/30/2015 10:07 AM
357	I did not have a flow to my instruction during the time we were administering the 4 tests. The schedule our school chose was to have the kids test one week, then have a week off. Since there were 2 ELA tests and 2 math tests this schedule had us testing on and off from spring break through the last week in May. This is no way to spend the last third of a school year. I've never understood what teachers I've spoken with in other states say all they are doing is testing or teaching to the test. Now I've experienced it. It is not acceptable for myself as a teacher or my students as learners. I will be a teacher or a test administrator-not both.	5/30/2015 10:06 AM
358	Please consider dividing tests by grade level to save time and alleviate stress. For example, CA test to 3, 5, 7th Grade, PT tests to 4, 6, 8 Grade.	5/30/2015 10:03 AM
359	Your survey is flawed. The first question asked if I administered the SBAC and I answered no. You the asked me questions about administering the SBAC which required an answer. I did not administer the test.	5/30/2015 10:00 AM
360	This test is a waste of student learning time, a waste of public resources, and serves no greater purpose.	5/30/2015 9:56 AM
361	PPS does not have the correct math materials to help students be successful on SBAC. They need to look at curriculum and see that there are many issues with the materials they provide for teachers and what the common core standards are asking teachers to teach students. They do not match and I, as a teacher, spend most of my planning time trying to find material that fills in the holes that are a part of the curriculum PPS provides.	5/30/2015 9:55 AM
362	The amount of staff and student time to prepare for and take this test was significantly more than with OAKS. In addition, no one received results during the school year. We used OAKS for Essential Skills, to determine if students were learning the material and to make adjustments in our teaching. The fact that the students were overwhelmed with the length and difficulty of the test, I'm not sure the results we receive will be a true measure of the students' knowledge of the content.	5/30/2015 9:49 AM
363	It is too long.	5/30/2015 9:42 AM
364	The test didn't teach my students anything. I firmly believe in assessments and performance tasks where students can challenge themselves and learn. My AP students thought this test was utterly stupid and they didn't learn anything useful taking it. They could not believe it was an ELA assessment because the level of articles and questions was so low. My 3rd grade child wouldn't have been challenged.	5/30/2015 9:32 AM
365	Testing takes an inordinate amount of time from class room learning. 6 days for SBAC, 4 days for interim assessments - out of a nominal 85 days of class (block schedule, 90 minute periods). A substantial amount of class time is spent on the SBAC and SBAC related assessments. And this would be *just* for student's math and LA classes, and they also have to miss other classes while they are testing so the impact is much greater.	5/30/2015 9:29 AM
366	I understand the importance of common assessments and agree we need them. I just think this one has some major kinks to work out before it's considered valid.	5/30/2015 9:28 AM
367	These tests do not prove anything. They need to be eliminated.	5/30/2015 9:28 AM
368	It was a horrible experience and there are better ways to show that students are learning and meeting standards as well as that teachers are doing what is needed.	5/30/2015 9:28 AM

369	In a system with precious and limited recourse this a a huge waste of time, energy, and money. Our test coordinator told me we would be lucky to receive scores by August. It is difficult for me to support campaigns for adequate school funding when we allow bureaucrats to squander public tax dollars in this way.	5/30/2015 9:27 AM
370	I do not feel that this test was developmentally appropriate for fourth grade students. I do not think it will result in an accurate assessment of their abilities.	5/30/2015 9:26 AM
371	Get rid of it. Please - dump this horrible assessment.	5/30/2015 9:23 AM
372	Without major revisions in the structure of the assessment it would be inappropriate to continue to require students to take this exam	5/30/2015 9:19 AM
373	The so-called Smarter Balanced Assessment is a colossal waste of time, energy and money. Let us allow children to be children, rather than automatons, struggling to pour out the "right" answers to age-inappropriate questions. Let us regain local control of our curricula and the tools we use to measure student learning/teacher effectiveness.	5/30/2015 9:19 AM
374	High school kids were in tears. Some just checked out and answered randomly after they became frustrated.	5/30/2015 9:18 AM
375	1. Too many days out of instruction 2. Test is too long and too much 3. Too confusing. The test gets in the way of what kids actually know.	5/30/2015 9:15 AM
376	It took me out of my classroom for 4 mornings (approx 16 hours). I had to give up my prep and make sub plans, all the while preparing for the SBAC. My district was supportive, but I still found it time consuming and challenging, and it took away from the learning of my students who were not taking the SBAC. I lost a week of instruction.	5/30/2015 9:06 AM
377	It is frustrating to use class time on a test that doesn't give either me or my students immediate feedback on how they did. I cannot use it to form my instruction, and some students stopped caring about trying their best when they knew they weren't getting a score.	5/30/2015 8:55 AM
378	When are we going to see a study that shows we need independent testing of students vs. the grades and teacher evaluations they get??? Are they finding school in which the ACT scores and SAT scores do not match the transcript GPAs? Do we REALLY need more testing???	5/30/2015 8:54 AM
379	We need to get rid of this test. It is error laden and WAY too long. One of my colleagues compared it to buying a car without a speedometer. And if our evaluations are tied to this monstrosity, we will be driving that car down the highway with police officers writing us tickets for speeding.	5/30/2015 8:50 AM
380	Testing affected 6 weeks of class time. Because we do not have math classes with only juniors in them, our school tried to create a schedule so that the juniors were pulled out of each class one day a week. When classes are of mixed grade levels, what do you do when the juniors are gone? Move on and punish them for having to take a test they already hate? Or hold the rest of the class back? I did my best to do what was right for my students, but we have a school full of angry kids right now. And I can't blame them. "I know you already have your graduation requirements, but I'm going to take you away from instruction in all of your classes (including AP classes before the AP exams) so you can take a poorly designed test for no reason." I would be angry, too.	5/30/2015 8:49 AM
381	Very stressful for me!	5/30/2015 8:46 AM
382	Educated parents advocated for their children and opted them out of the SBAC. Our students in a high-poverty/2nd language school do not have parents who know how to go about advocating or their children. Many of the students I read with on a daily basis have made two years growth in reading this year, have gained a lot of self confidence, and feel successful, but that will not be demonstrated on this ridiculous assessment. This is the monetarization of education and it is atrocious that our state has chosen to devote so many millions of dollars to the purchase and administration of this mis-guided assessments. It's time to have a voice and let Arne Duncan know that we need to formative assessments that inform instruction...not summative assessments that are of no use to educators, children and their families.	5/30/2015 8:45 AM
383	If the Finns can use statistical assessment on their kids, why are we wasting the time of all of our students on testing everyone. Statistical surveys have been used for eons so why waste this amount of time and effort on every child, every time, ad nauseum.	5/30/2015 8:44 AM
384	These tests are a waste of public resources. This is a shell game for giving corporations handouts. Save the money and spend it on classroom teachers. Reduce testing to 4th, 8th, and 11th grades only.	5/30/2015 8:41 AM
385	I think the types of questions were fine for an in class assessment. They were good thinking problems. I don't think this type of questioning and response is appropriate for a standardized test. Way too much time was taken away from teaching, way too much money will be spent hand grading these and for what purpose??? I would much rather teach than test.	5/30/2015 8:39 AM

386	I did not have confidence in the functioning of the technology. I wasn't sure how some of the features of the test would work for students, because we could never practice in a real, 100% accurate mode. I detest the fact that I am prohibited from encouraging or reassuring students during testing, or from advising students who are rushing or not giving the test their best effort.	5/30/2015 8:34 AM
387	This was a horrendous test. The time spent preparing and administering the test was out of control and took an unreasonable amount of teaching time. While the 'topics' were common core specific, the questions were far too complex and multi step for most students to be successful. It was very discouraging to the students. The length of the test was also unrealistic, and caused students to just type or respond randomly. While I have not seen the results that SBAC will provide, I have no confidence that they will be valuable in directing instruction in the classroom. SBAC was just plain old TOO HARD!	5/30/2015 8:30 AM
388	Test directions were often unclear and/or incomplete. One example is that directions say that the reading performance task must be completed "within ten days" but it is not clear if that is school days or calendar days. The spelling questions confused students if they thought a word was misspelled but it did not respond to the "click". This could have been addressed in the directions. Test results two or three months later in the middle of the summer are useless to teachers and students. They are only helpful to the media.	5/30/2015 8:29 AM
389	I think every member of the Oregon legislature and the Oregon media should be required to take these tests. They should have to do so in the same conditions our students are being forced to take them—stuck in a room for hours and hours, staring at a computer screen, and any questions they have about the test answered with "Do your best." And then they should have their scores on the test published for every person in the state to see and pass judgment on.	5/30/2015 8:24 AM
390	The test is overwhelming and takes too much time away from actual learning. In addition, the results are not available promptly.	5/30/2015 8:22 AM
391	Why are my students being graded by people who are not teachers? When people opt out (the highest students in my class) how is that fair to tie my contract to this?	5/30/2015 8:20 AM
392	It is virtually impossible for an online school to meet the 95% test participation rate.	5/30/2015 8:19 AM
393	Student lost too much valuable instruction for these tests!	5/30/2015 8:18 AM
394	This sucks; I never thought the day would come where I was begging for OAKS.	5/30/2015 8:17 AM
395	Smarter Balanced Assessment does NOT provide timely feedback for teachers and students. We do not know how our students performed this year, so this assessment is not useful.	5/30/2015 8:17 AM
396	Testing consumed our third to fifth grade instruction from spring break through the middle of May. Our students got no technology instruction for students during that period of time. It disrupted our math schedule and as soon as it was over, our students had to start taking district assessments.	5/30/2015 8:14 AM
397	This was one of the most futile and frustrating experiences in my 20 year career in education. Completely wasteful	5/30/2015 8:13 AM
398	Too long!	5/30/2015 8:13 AM
399	The test was way too long and quite difficult for my students! I wish we had these types of exams(practice ones) available too us so they can get used to them! They missed out a lot of instructional time!!! Also, not enough running computers were available and this made testing frustrating for everyone!	5/30/2015 8:11 AM
400	The instruction manual is redundant Please proof-read the pt intros ( ... A man with a golf club ON his hand?). The kids thought the example of a ten dollar budget was pretty hilarious (frozen yogurt problem).	5/30/2015 8:09 AM
401	The test is ridiculous. Our students were frustrated and our staff as well. The results will NOT measure the achievement levels. Also, the students were very disappointed when they did not receive a score	5/30/2015 8:08 AM