

**Policy 2340: West Virginia Measures of Academic Progress
Comment Log
January 8, 2017 – February 10, 2017**

Action Type
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
§126-14-1 General				
2017-01-12 12:38:42	Rebecca Baker Teacher Greenbrier East High School Lewisburg WV	I feel strongly that students should have some accountability with whatever test is administered. As it is now teachers and schools are accountable, but the students do not have any benefits or repercussions for the results of their test. This, in my opinion, is why high school students do poorly on these tests. They know that they are not impacted by the test.	N/o	
2017-01-12 12:51:01	Nancy teacher NCBOE Craigsville WV	I believe that students are tested way to much the way it is. Students are tested so much that a lot of them will just put down any old answer and not even read the questions. It seems that class time is geared toward teaching something that will be on a test, never time to teach something that would be interested but not tested. We could use the ACT or the ASVAB to assess seniors.	A/o	Response 1: Does not support the specific use of EOC testing but suggests other assessments be explored. Response 2: Federal law requires annual summative testing for ELA and math in grades 3-8 and one grade in high school and summative testing for science in at least one grade in each grade span 3-5, 6-8 and 9-12.
2017-01-12 13:12:47	Rebecca Baker Teacher Greenbrier East High School Lewisburg WV	I feel strongly that students should have some accountability with whatever test is administered. As it is now teachers and schools are accountable, but the students do not have any benefits or repercussions for the results of their test. This, in my opinion, is	N/o	Duplicate comment.

		why high school students do poorly on these tests. They know that they are not impacted by the test.		
2017-01-12 13:43:30	Hillary O'Dell Tecaer Richwood WV	I believe all students would greatly benefit from taking the ACT at the end of the school year. Since student wishing to attend post secondary school will be required to take this exam, this would be a great way to increase and insure engagement and effort from a larger percent of the student population. When they believe nothing is at stake with an exam, they are less likely to put forth their best effort.	A/o	See Response 1. See Response 2.
2017-01-12 14:25:50	sherry hartman math teacher Morgan county schools Berkeley Springs wv	Teachers are on the front line and have been telling those in authority that students rush through computerized testing, especially when they know that they will not be held personally accountable. Text book companies control our tests, our test preps, our textbook selection, our training...they promise the world to out of touch or overworked politicians and board members, but deliver nothing but broken promises, watered down content, and illogical assessment methods where confusing and badly written questions are mistaken for higher level problem solving opportunities. 1	N/o	
2017-01-12 14:52:04	Gale Holt Mrs. Retired teacher Martinsburg West	"The greatest danger of our age is total obsession with partial ideas." I taught in West Virginia since 1998. I have administered Westest, the Writing Assessment, Smarter Balance, and in Virginia the SOL. English teachers were required to teach increasing amounts of standards with steadily decreasing periods of time in which to do so. We needed to plan and deliver lessons accommodating students with ever greater needs and challenges. Precious time was siphoned from the classroom in fruitless data teams, teaching to the test and in administering benchmarks. More & more time was required to administer tests and more and more computer lab access was denied to 21st century students. The input of seasoned, excellent teachers was not solicited or desired. Students were and are contemptuous of these standardized tests. At no time were the real factors of poverty and the disintegration of the family taken into account. At no time	NA/o	The first part of the comments aren't relevant to the revision in policy.

		were parents offered training and support in facilitating their students success in the Common Core. I helped train teachers in the Common Core and I feel like I sold out. English teachers were assured that literature would comprise 75 per cent of their content. The adopted texts offered did not contain 75 per cent literature. If teachers teach the promised literature, they will have to turn to other sources. Adopting tests created by ACT is a step in the right direction. I believe that my earlier students received a better education. I believe my more recent students were cheated despite the earnest efforts of committed educators.	A/o	See Response 1.
2017-01-12 16:31:22	Bonnie Henthorn Vice-President Tyler County Board of Education Middlebourne WV	<p>This policy purports to put forth plans to effectively replace the SBAC test "if possible". Although I would support the removal of the SBAC test as well as the CCSS (which we still have under a different name), policies aren generally fluid and therefore, passing policies that state "if possible" should not be passed by any public entity. Who determines what is possible? How is whether it is possible or not possible determined? Depending upon your agenda, what is "possible" to me may not be "possible" to you. Therefore, the entire face of this policy seems disingenuous at the outset.</p> <p>Additionally, this policy claims to have a cost, to the lay person, of somewhere between \$2-\$9 million? Is that really the best guestimate--- a \$7 million dollar difference? No public policy, especially in the age of financial crisis that WV finds itself in every year, should be passed where the final cost can be quadrupled. There should be further evidence provided to substantiate these costs. WV is in a budget deficit every year, where is this money to come from?</p> <p>Especially given the financial considerations in WV, one would think that we would look for other alternatives rather than re-inventing the wheel each time we want to make a change. For example, based on an article from the Heartland Institute (https://www.heartland.org/news-opinion/news/62-percent-of-states-have-dropped-out-of-common-core-consortia-study-finds),</p>	N/-	
			N/-	
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		<p>participation in the SBAC and PARCC have continued to decline over the past few years. Given the fact that many states have ditched the consortia even though many didn't eliminate the CCSS entirely (most did like WV and just made minor changes and rebranded them), why would we need to reinvent the wheel and pay for a brand new test? Wouldn't it be wise to take what some other states are using and just tweak it for WV? It would seem much more cost effective than paying up to \$9M dollars that we simply don't have to create something brand new.</p> <p>Will this money have been wasted should the USDE remain true to their word and lobby the US congress to again take up the ESSA and remove many of the currently regulations?</p> <p>And why, under ESSA, if we are only required to do a test in 11th grade to determine college and career readiness, are we going to develop end of course tests for 9-12? Why would we not develop just one test, as required, an end of course test for 11th grade and leave it at that? Students in 11th and 12th grade take many other college readiness tests including AP tests, ACT and SAT, and others, why are we going to keep compounding this problem? And what are we going to do when all the kids fail the end of course tests in 9th grade - we can keep everyone in 9th grade forever.</p> <p>Perhaps a better solution to this policy would be to put it on hold until we know what is going to happen with new federal and state regulators in place? And perhaps all of the so-called "stakeholders" should be invited to the table, including those within and without the school system before mandating additional test changes, especially IF the goal is to get the students to achieve... Were the teachers in WV surveyed about this policy, how about the superintendents and administrator groups? How about parents and what about students? Has anyone ever asked parents and students what they think would make them do better on these tests? And I don't mean parents who also are teachers,</p>	A/o	See Response 1. See Response 2.
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2017-01-12 19:49:20	Darla MoomW Cool Ridge WV	I don think that this is such a good idea. It seems like nowadays the education system is trying to set kids up to fail. The way the kids are being taught today is absolutely crazy. So much is being thrown at them that they are having a hard enough time trying to keep up their grades. Just leave it alone cause it shouldn determine if a child who has made it all the way through the 12th and fail this test and not be able to graduate. Really that is so wrong for the Board of Education to even consider doing something like this, just think how many kids who will fear failing this and not graduating after at least 12 years of school, doing projects, homework, studying for test and then when they turn 18 will just quit before they graduate. Please kids already have enough pressure on them from school don add too their stress. Our kids need to graduate, go to college and have a career not a JOB. To me there is a difference between the two a career is something you have a passion for and a JOB is just that a JOB somewhere you go and work to barely get by. I have family who live out of state and the school system done something like this it didn matter if they had been a straight "A" student if they didn pass the End of Year test they didn graduate. So wrong how would you feel if this was you? I really can believe anyone would like or want this, lets help our kids and stop making things harder on them!! Please!!! if they didn pass the End of Year test they failed and didn graduate	A/-	Response 3: The requirement for EOC exams is being removed from this policy while other options are explored.
2017-01-12 21:43:27	Angie Parent Elkview WV	No.. this should not be counted as a grade. Their studies are hard enough the way it is.	N/o	
2017-01-13 04:07:40	Angel McCoy Teacher Man High School Man WV	This is one of the best ideas for legislation and is long overdue. Student accountability is crucial and without it, these assessment have been invalid as a true measure of student achievement. Students had no real motivation to try and they were not ashamed of that either. Much undue stress and blame is placed on schools based on invalid test results. Now maybe we can get about the work of helping students achieve for themselves rather than some arbitrary test and numbers that mean nothing to them, but everything to policy makers.	N/+	

2017-01-13 06:22:26	Angel McCoy Teacher Man High School Man WV	This is one of the best ideas for legislation and is long overdue. Student accountability is crucial and without it, these assessment have been invalid as a true measure of student achievement. Students had no real motivation to try and they were not ashamed of that either. Much undue stress and blame is placed on schools based on invalid test results. Now maybe we can get about the work of helping students achieve for themselves rather than some arbitrary test and numbers that mean nothing to them, but everything to policy makers.	N/+	Duplicate comment
2017-01-13 08:15:43	Patricia Coulter Teacher Clay County High School Clay WV	Testing students without providing an incentive to score well puts teachers and schools in a precarious place. I teach high school and students and parents ONLY care about the Promise Scholarship and have little to no interest in the scores on our statewide assessment. This has been the case since the Promise was designed. Until our statewide tests count toward the Promise or toward an actual grade or somehow directly impact students, they will NOT take the test seriously. Please help us. Also, the test (particularly in Math) is POOR. It is hard to understand and hard to manipulate on the computer. Sometimes the calculator looks like the keypad on the screen they use for recording their answers and sometimes it is different. Consistency would be nice. The practice test offers no grading and no feedback. The test results we get back are ambiguous and poor at best. The WESTEST gave us detailed and valuable information. This gives us a vague concept and up to a +/- 27 on the score.	N/o	
2017-01-13 08:18:49	dpingley Ms berkeley springs wv	<p>Statistics have shown students have been rushing through the exam. Current assessments are not connected to final grades or college readiness assessments.</p> <p>This in itself has to prove this is a waste of time, MONEY, and lack of insight on the organized group of people that had it put in place to begin with.</p> <p>Is this state showing a lack of interests in what is really important for a true assessment on the education that is truly valuable?</p>	N/-	

		<p>What is wrong with you people? Try and get it right with the next test. unfortunately , I have found in my experience; those that can teach well or don want to be in the classroom are promoted. I also realize if a person that wants to continue to be an educator feels like they have to go into administration to feed their own family. WV has proven they don give a hoot about their education system or their educators.</p> <p>So just keep pooping all of us down your educational toilet bowl. What difference what tests you give, they all have been meaningless, just statistics and paperwork.</p>		
2017-01-13 08:19:47	Cathy Lester Special Ed Teacher Richwood High School Richwood WV	My take on it is why reinvent the wheel and keep creating new tests when we could give the ACT - a nationally recognized test accepted by all college, universities and tech schools that benefits our students.	A/o	See Response 1. See Response 2.
2017-01-13 08:36:38	Angel McCoy Teacher Man High School Man WV	This is one of the best ideas for legislation and is long overdue. Student accountability is crucial and without it, these assessment have been invalid as a true measure of student achievement. Students had no real motivation to try and they were not ashamed of that either. Much undue stress and blame is placed on schools based on invalid test results. Now maybe we can get about the work of helping students achieve for themselves rather than some arbitrary test and numbers that mean nothing to them, but everything to policy makers.	N/+	Duplicate comment
2017-01-13 10:14:47	Kellie Dingess MS. Sherman High School Seth WV	Please do not do the new testing ideas. The idea is very stressful and agitating. Many students have test anxiety and will fail. Honestly, the drop out rate would rise with this testing. Maybe give us all a test that means something, like the ACT.	A/-	See Response 1.
2017-01-13 10:17:52	Hannah Barker Sherman High School Seth WV	I think you shouldn do this test because most people will fail. Students could be nervous because they could get held back. So they do worse, and theyll get held back. You could maybe do a test where we can see what classes we need to do such as honors or just regular classes. So if we do bad, then we do support classes. And if we really do good, then we get honors. That would be better than a test where you could get held back.	NA/-	See Response 2.

		year test that affects their grade and should take a written test like the ACT or SAT instead.		
2017-01-13 10:26:17	Sherman Clark Whitesville WV	I think that it is a good idea to require the end of year test for your passing grade, IF it is about students not taking the test seriously. If you have a good student, who does their work, getting held back because they bombed a test, that is not okay. The classroom grade needs to hold more weight to whether you graduate than the end of year test. Anything from anxiety, bad test takers, to problems at home could affect the end of year test score, making it a very unreliable sole source for pass or fail.	N/o	
2017-01-13 10:50:13	Tina Rimmer Secondary Science Teacher Logan County Schools Logan WV	Although I like the idea of student accountability and a vested interest in the test, the test itself will cost the state millions of unnecessary dollars in preparation, training and administration. The ACT is cheaper, established and students are vested in the process.	A/-	See Response 3.
2017-01-13 13:38:34	Melissa Adkins Teacher Valley High School Smithers WV	I think end-of-course exams make a lot more sense, and, in fact, passing them with proficiency should be a large part of a students being promoted in all core subjects in all grades, particularly on the secondary level. Education in West Virginia will not improve until we raise our standards and expectations. Also, end-of-course exams would, presumably, be more closely aligned with how students learn and process information.	N/+	
2017-01-13 13:40:06	Deborah Null Librarian Sherman High School Seth WV	The ACT test would be a much more valuable assessment of high school students knowledge than a developed year-end assessment. Students who wish to go to college will try hard on the ACT because they need it to get into college, and families will encourage students to do their best; otherwise, they will have to pay for their children to retake the exam if they do poorly.	A/o	See Response 3.
2017-01-13 19:26:40	Jennifer Belcher 8th grade ELA teacher Princeton Middle Princeton WV	I agree with replacing the assessment for high school with EOC exams	N/+	
2017-01-14 08:46:05	Amy McCloud Teacher Huntington WV	If we would change all high school test to the ACT it would give the students, parents and teachers reason for their students/children to do well on the academic measuring teats. For	A/-	See Response 3.

		those that would like to report their tests to a college the state could charge the student a minimal amount so it would defer some cost. If this is not a possibility than end of course exams if tied to passing would get a more accurate read on what the students have learned. As of now there is nothing to motivate these students to take the current tests seriously and therefore we have inaccurate measures. Just a thought.		
2017-01-14 11:34:02	Jasmine Brown Teacher Logan County Schools Logan West	While I agree that students need to be held accountable for end of the year assessments, I see an issue with teachers teaching the needed standards to pass these tests. My children attend a Logan County High School, and I can tell you that many teachers are not teaching. If the state creates a test and hold the students accountable, then most would fail and drop out of school. Until we can get the point where we are doing unannounced classroom visits, then most will not know what is happening in the classroom. Teachers need to be made more accountable to teach the standards.	N/o	
2017-01-14 19:45:29	Robert McPeak Teacher Ritchie County Schools Ellenboro WV	I teach grade 11 English at Ritchie County High School. I am a fifth year teacher. I would like to express strong support for moving away from year-end standardized testing (WV GSA) and towards course-end testing. GSA is deeply out of step with the realities of education that I encounter on a daily basis in my work as a classroom teacher. I will not detail the problems with GSA, but I will say that I concur with those in government and the media who have cited the plethora of problems with GSA (Smarter Balanced) and West Test before it. My first choice to replace WV GSA would be a computer adaptive assessment that measures individual student progress over an established time frame (semester or year). The notion of "grade level" as a metric is invalid, but for the sake of discussion I will use that term in this comment. I teach grade 11 but, according to measures such as MAP testing and other informal assessments, my students literacy ability ranges from grade 6 to post-High School. That a student who enters grade 11 reading at a grade 7 level should have his/her academic progress measured	N/o	

		<p>against an average or norm for grade 11 seems false and contrary to any notion of differentiation. However, if that student who entered grade 11 at a 7th grade reading level could demonstrate that they have advanced to an 8th grade or 9th grade level (albeit over the course of their 11th grade year) that would seem to be an indication that a years worth of learning had occurred. This would seem to be a more authentic and valid assessment model.</p> <p>If the an individual-progress-based computer adaptive assessment option did not exist, I would be I would be strongly in favor of end-of-course assessment as a replacement for WV GSA if:</p> <ol style="list-style-type: none"> 1. All students across the state take the same assessments. 2. Teachers, not administrators, academics, or bureaucrats, develop the assessments. 3. Teachers are provided detailed and specific information about the content and nature of the assessments. In particular, ELA is an enormously broad subject area. The CCR ELA standards specify very few specific texts. Extreme care must be taken that teachers have the awareness and resources to successfully prepare students for a course-end assessment. Teachers should be provided with test prep-materials (sample items or actual items) that directly and exactly parallel the items students will encounter on their course-end assessment. This is particularly important in ELA where very few specific texts are specified in the CCR standards (as it should be). 4. End of course assessments should be worth no more than 10% of a students course grades. Summative assessment is only one measure of student learning. To a large degree, any standardized test is foremost a measure of a students ability to take a standardized test. Students must also demonstrate their learning through a variety of other modalities such as presentations, portfolios, demonstration of the use of writing and resource processes over extended periods of time, etc. 5. Course-end assessments should not factor into teacher evaluations. 		
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		6. ALL courses/disciplines should participate in the course-end assessment system. Every course with a WVEIS code should utilize a standard state-wide standard assessment. Social studies, science, foreign language, fine arts, and other disciplines are as important as math and ELA and should be equally accountable to the state wide assessment system.		
2017-01-15 13:01:14	Keith and Marie Cutright Family Family Parkersburg WV	We are highly in favor of Policy 2340. Incentive to perform well on exams is very important. Teachers and Administrators who develop the tests should be representative of the entire States school systems.	N/+	
2017-01-15 20:25:56	Kathy Nelson Teacher SVHS Huntington WV	I think we should move to using the ACT as it measures our students against the nation, which if they go to college is what needs to be measured. Also, these tests need to start in elementary, as I have students who are not being taught grammar. Therefore, they can tell parts of speech, or what a sentence truly means in its underlying concepts. It is not fair to judge one set of students and teachers when not all are teaching what is needed.	A/-	See Response 1.
2017-01-17 08:12:00	Josh Sammons Teacher Spring Valley High School Kenova WV	The emphasis on testing has promoted a decline in education for all public school students. Teachers have to teach to the test, therefore leaving students missing out on valuable learning experiences. Additionally, since testing does not affect grades, students do not feel a need to try during testing. Evaluating teachers based upon their student test scores, is like comparing apples to oranges. Students who have parents who promote learning will perform better than students who do not have support from home. If schools are to be evaluated based on testing, then at best the only scores that should be evaluated are those who are top students for their classes.	N/o	
2017-01-17 08:37:14	Shyloh Lusk Teacher Richwood High School Richwood WV	why reinvent the wheel and keep creating new tests when we could give the ACT - a nationally recognized test accepted by all college, universities, and tech schools that benefits our students.	A/o	See Response 1. See Response 2.
2017-01-17 11:21:59	M. Nida Principal Berkeley Springs High School Berkeley Springs WV	Though the EOC Exams will be a better system than the Smarterbalance, I do wish we could explore other options. I do like that the EOC Exams will provide some accountability for students and potentially staff in the future. However, I still feel	A/-	See Response 2. See Response 3.

		that students will be overtested throughout the years if starting at Grade 3 and ending Grade 11. I feel that we should remove testing from Grades 9 and 10 and replace the Smarterbalance test for Grade 11 with the ACT and potentially explore options to tie this exam into graduation i.e. certain composite score. Students who do not make the score their Junior year could be required to retake their Senior year. Even without the accountability piece the ACT provides more incentive for both students and parents than any Standardized test we have ever used. It is nationally accepted and as a bonus to students and parents....has prep materials.		
2017-01-17 14:47:02	Diana Thaxton educator elementary school South Charleston WV We	I am in favor of replacing the Smarter Balanced Assessment	N/+	
2017-01-17 14:47:25	Joan Willard Director of SpEd and Assessment Morgan County Schools Berkeley Springs WV	It does not appear to be practical to implement end of the year testing for this current school year. It would be practical to see how everything aligns with CCR and to assure ESSA expectations are met through the testing process. KEEP IT SIMPLE!	N/o	
2017-01-18 18:49:02	Concerned Teacher Marion County	Why not utilize the nationally normed exams? Give the Explore in the 8th grade. Give the PLAN in the 9th grade. Give the PSAT in the 10th grade. Give The ACT in the 11th grade. Give the SAT in the 12th grade. These exams have waivers of fees for students who qualify for free/reduced lunch so the state could save a LOT of money and these tests are valid.	A/o	See Response 1. See Response 2.
2017-01-19 08:22:42	Robert McClain Teacher Independence High School Coal City wv	Thank your making an effort to help students achieve a better education. This will give students the needed motivation to work harder in class. We have been asking for this for years. Bravo.	N/+	
2017-01-19 14:48:44	Christy Spry Teacher Logan High School Logan WV	In general, the policy to bring about end of the year assessments to measure student learning will help students prepare for college level final exams. Since student grades will be tied to scores, students will have a stake in testing and will perform to the best	N/+	

		of their ability. It will also help teachers keep pace and cover required topics instead of personal projects. However, I do believe college bound students should have some parameter included based on their ACT score. Perhaps that could be built into the LINKS curriculum and grade.	A/o	See Response 1.
2017-01-20 14:11:48	Eric Emch teacher Wetzel County Schools New Martinsville www	The budget of roughly nine million dollars seems extremely high. I believe that this money could be use to empower both learners and stakeholders to better meet the needs of success.	N/-	
2017-01-22 13:35:37	David Parsons Parent Marshall County Schools Glen Dale WV	It is about time that the state begins to recognize that our methods of testing our students is inadequate and not relevant. We HAVE TO PLACE MORE EMPHASIS on ACT/SAT, ASVAB, Career Tech scores, Nursing Program scores, etc. We need to make this an test that will intrinsically and extrinsically motivate our young people, especially high school students. Additionally, it is not fair to the school system, district, county and community. Students learn at different levels and are put on 504 or IEPs, yet their score counts equal to all others. RIDICULOUS!	A/o	See Response 1. See Response 2.
2017-01-23 10:08:34	Sabrina Hill English Teacher Tolsia High School Fort Gay WV	I am concerned that we are moving too headlong into something far-reaching and complex. This has never been done (in my lifetime, anyway) in WV schools. Have other high school models been studied for points of success and failure? The most appropriate, peer-reviewed and readily available measures are the ACT and ACT PLAN tests. Perhaps at the high school level students should be given this exam instead of Smarter Balanced (and even interim assessments, like the PLATO benchmark). Currently, our students in English/Language Arts take six days of benchmark testing per year in addition to the Smarter Balanced at the end, which takes a minimum of four days. Ten days of nothing but county and state tests. Exhausting--and unnecessary.	A/o	See Response 3.

2017-01-24 19:13:48	Leslie Haynes teacher/parent individual Ripley West	Allowing End of Course exams will allow students with disabilities a better chance to succeed. My son has autism and every year shuts down during Westest and Smarter Balanced. This (end of course exams) would accurately assess the knowledge a student has acquired without high-stakes, low-efficacy testing.	N/+	
2017-01-25 08:35:55	Joseph Semple Teacher Tyler Consolidated High School Sistersville WV We	As we focus on college and career readiness for our students we may want to consider simply providing our students with several opportunities to take the ACT throughout their high school years instead of other forms of tests. All standardized tests are costly so why not consider spending the money on the tests the students truly need to actually apply for college in the first place? The students will take this test much more seriously and save the families of West Virginia a lot of money in the end. I would propose that all students take the ACT at the end of their Sophomore and Junior year as a requirement and once more at the conclusion off the first semester of their Senior year.	A/o	See Response 3.
2017-01-25 19:14:19	Sara Lechner teacher Clarksburg WV	All assessments should be clearly aligned to the state standards and developed with input from West Virginia educators. Assessments need to include accountability for the students and additional modifications for special needs students. Regardless of the chosen assessment, there should be a commitment to use the same test at least five years to ensure consistency in determining achievement and growth. Given the current budget situation in West Virginia, contract requirements and cost effectiveness should also be carefully considered.	N/o	
2017-01-26 08:17:53	Carrie Spurlock Teacher Milton WV	I do not feel this should be put in place. I do not feel an end of the year assessment should be tied directly to a students grade. It is up to the teacher to teach the students what they need to know. If you have a teacher who fails to teach then the students are going to fail the tests. Some students are simply not test takers. I do not feel it would be appropriate to put this in place.	A/-	See Response 2. See Response 3.
2017-01-26 08:49:46	S. Joseph Vincell teacher Pendleton County Schools Franklin WV	I appreciate your looking into the measures described in SBP 2340, Â§126-14-4.1.c. As a 15-year ELA teacher, the entirety of which has been spent in West Virginia, I believe that my students benefit from data-driven instruction. The problem to date has	N/o	

		been the inequitable testing practices that have afforded students little accountability for their performances. The result has invariably been that we have poured over and developed prioritized curricula around skewed data. I am excited to see that this rational step is a probability.		
2017-01-26 13:03:00	Jacob Nelson	<p>Dear Attorney Tuckwiller,</p> <p>I am a High School senior at Man High School located in Logan County. I am writing to you with the belief that establishing student accountability in the state would be very beneficial for everyone.</p> <p>As I am sure you are aware, students currently take the Smarter Balance Assessment, and results of the test were not satisfactory. wvea.org gives 51% of students passing English, and only 30% for Math. Let's compare this to Texas (statistics from tea.texas.gov), which has student accountability, and has a 92% passing rate. Ma'am, that isn't a mere coincidence.</p> <p>As a student that has participated in both the Smarter Balance and the West Test, most students don't care since they have nothing to lose. They just rush through it, so the tests aren't reliable sources to show what students know. This, unfortunately, shows our state in a bad light. If there were to be student accountability, as in not letting them advance to the next grade, they'll certainly try then. Can you give me an update on the progress of this?</p> <p>Yours truly, Jacob Nelson</p>	N/+	
2017-01-27 10:52:20	James Poling Mr. Montrose WV	EOC Exams should occur in all core classes and should count no more than 10% of the students final grade. Many students are poor test takers and to penalize them for being such is not good.	N/o	
2017-01-29 08:31:34	Randy Revels Math Teacher	At a cost of \$9.2M, WV could pay for an additional 180 to 260 teachers. In my county, we were told to expect to LOSE another	NA/-	See Response 2.

	Elkins High School Elkins WV	10 professional staff members. Tests do not help students learn, teachers do.		
2017-01-29 09:46:33	Barbara B. Zingg M.Ed. Teacher Jefferson County Schools Harpers Ferry WV	The WVDE needs to decide what its purpose is for Measures of Academic Progress. Is the reason to measure a students level of mastery in comparison to other students in the country? Is the reason to comply with federal regulation? Is the reason to generate data which can drive instruction and improve the way students in West Virginia are taught? As a member of the State Superintendents Commission on Assessment, I was shocked at this policy proposal as it was not the recommendation of the committee. The committee looked at this option along with others and it was not the recommendation that we made to the WVDE. The committee acknowledged that many students are not doing their best work on the WVGSA owing to the fact that it has no tangible effect on the students. The only true way to make the students accountable is to make the passing of the assessment a condition of graduation, similar to the Virginia Standards of Learning assessments and that is not what is being proposed. The recommendation was that students in the 9th and 10th grade not be tested, a savings of over a million dollars and an increase of instructional time of two weeks for 9th and 10th grades. The recommendation was also that students in the 11th grade use the ACT as its measure of academic progress. This is a method which is aligned to standards, provides comparison with students in the rest of the country, decreases testing time from weeks to days, and is valuable to students for scholarships and college acceptance. At a time when budgets of every district in the state are being cut and teaching positions being lost or left unfilled by certified teachers, the idea of spending millions of dollars to create a WV specific assessment is frankly offensive to teachers. Since 2010 and the adoption of more rigorous standards, the students and teachers of West Virginia have been through a virtually constant state of change. With only two years of data from the WVGSA and teachers and students still scrambling to find their footing with the new standards, another change would be disorienting at best, devastating at worst. My greatest support	A/-	See Response 3.

		would be to stay the course with the WVGSA with the possible change of not testing the 9th and 10th graders as a cost savings measure. My second choice would be to adopt the ACT as the measure of assessment for 11th graders only.		
2017-01-29 12:06:01	Amy Cowgill High School Math Teacher Mineral County Schools Short Gap WV	<p>As a high school math teacher in a school using the integrated pathway, I have a question. Will the end of course exams be written to cater to the traditional or integrated pathway of mathematics? Also, we will be evaluating textbooks for adoption in the 2017-2018 school year. It is very important, before we spend millions of dollars on curricular materials, that we are aware of which pathway the test will follow so we don't end up with the wrong materials.</p> <p>Will there be any repercussions on the students for not passing the EOC exam? I'm not sure how their development would make the student work harder unless there is a direct connection between test performance and student achievement. I think that students who meet the minimum testing requirement should receive a seal on their diploma saying they have reached that goal.</p>	N/o	
2017-01-29 13:28:54	Susan McCauley High School Mathematics Teacher Randolph County Schools Elkins WV	As a high school math teacher, I have become more and more frustrated with the over emphasis on testing in WV. The current summative test is a time consuming burden for schools to administer, and the results are bleak and discouraging. While I am ideally in favor of end of course exams for high school math courses, I have doubts that students will take these tests any more seriously than the previous tests. I also have grave concerns about the costs associated with developing yet another series of tests when many counties are faced with shrinking budgets and RIFs in double digit numbers. Admittedly, I am uninformed on the policies and regulations governing measuring student achievement, but if possible, I would suggest exploring any cost saving avenue that might utilize an existing test. As a teacher in the trenches so to speak, I see much more benefit to knowing how my students measure up based on national tests such as the ACT, SAT, NAEP, or Compass test. Thank you for considering the	A/-	See Response 1. See Response 2. See Response 3.

		thoughts and opinions of all stakeholders as you make a difficult decision. These changes will impact teachers and students lives so very greatly.		
2017-01-29 15:00:20	Amy Rice Mathematics Teacher Mineral County Schools Keyser WV	The expense of testing has gotten so far out of hand with each change. Please reconsider the change from end of course exams. Our state has wasted millions of dollars on implementing changes that do not have the research behind them to show the change is worthwhile. Changing the general summative assessment to end of course exams will only create more problems and will not benefit our students.	A/o	See Response 3.
2017-01-30	Erma Jean McKinney Retired Teacher White Sulphur Springs WV (via letter dated Jan. 25, 2017)	I do not have Internet, so I am using this means of communication to make a comment about Policy 2340, End of Course Exams. As a retired teacher, I am pleased that someone has finally taken notice that former Westest, now Smarter Balance, is and always has been a waste of students' and teachers' time and a waste of taxpayers' money. The amount of time it took to administer these tests each year should have been used more wisely on instructional time with the students in the classrooms. We worry about 180 days of instructional time, and if a student misses a day or we have a snow day, we immediately see the need to make up for instructional time lost; not so for time wasted giving Smarter Balance tests. The EOC exams should be consistent with what the student has learned in the classroom for any subject, so who should compile and initiate these exams? The Teacher! Then you would see the need for each student to do well, as it may well mean passing or failing the course. We have done this for years in the past, and it did not cost the taxpayers near the amount of money and the time as it did for requiring every student to take the Westest or the Smarter Balance tests. In conclusion, I do not see the need for Smarter Balance testing to be given at any grade level; nor should the scores be used to evaluate schools and teachers. Success is based upon the students' performance each day in the classroom, as well as the teachers. This starts in kindergarten and all the way through high	N/+	

		school. If a student is struggling at any level, find out the reason why immediately and help him/her be successful rather than being a failure at the end of the year.		
2017-01-30 09:41:18	Shirley vandall Teacher School HINTON Wv	Agree with this policy. Until students take testing seriously you will not get an accurate measure. For this to happen they have to be accountable.	N/+	
2017-01-30 12:24:58	Gary A Wroblewski Prichard WV	No opinion	N/o	
2017-01-30 12:29:53	Gary A Wroblewski Prichard WV	No opinion	N/o	Duplicate comment
2017-01-30 13:00:44	Doug Cross Assistant Superintendent Putnam County Schools Winfield WV	While I am not opposed to EOC exams, I would caution the WVDE to move slowly and deliberately through this process. The plan to have EOCs in place by the 2017-2018 school year seems a little too aggressive. It seems a more conservative approach to developing the EOCs may be better so that the final product is valid and reliable. By slowing the process more quality items could be developed and field tested. I would also request that only one grade level be tested in high school.	N/+	
2017-01-30 15:20:16	Crystal Adkins Teacher AFT Rivesville Wv	All assessments should be clearly aligned to the state standards and developed with input from West Virginia educators. Assessments need to include accountability for the students and additional modifications for special needs students. Regardless of the chosen assessment, there should be a commitment to use the same test at least five years to ensure consistency in determining achievement and growth. Given the current budget situation in West Virginia, contract requirements and cost effectiveness should also be carefully considered.	N/o	
2017-01-30 16:22:49	Matt Kelly Teacher Monongalia County Schools Morgantown WV	I think this is a great bill concept. Students need to be held accountable as they are in almost all of our competitor states. As a teacher, this allows me to put some weight behind test and to have students prepare more rigorously.	N/+	
2017-01-30 16:43:46	Julie Yearego Business & Marketing Teacher	I am at a loss why we have to wait until the 2018-2019 cycle to make changes to the end of the year testing. Also, I am in full support of our Gov. Justice to utilize the ACT in lieu of the	A/+	See Response 3.

	<p>Liberty High School Clarksburg WV</p>	<p>Smarter Balanced or another End of Course Exam created (most likely at great cost and time) by our WV Office of Assessment.</p> <p>If we are trying to get more of our student population to enroll in higher education, why not make it easier on them by actually preparing them to take and do well on the ACT - required by most colleges and universities? This test is expensive for most of our students and can prevent many of them from even taking it once. The younger students can take the ACT prep practice exams. Why are we reinventing the wheel, WV? Smarter Balance was not an accurate measurement - we had a representative from WVDE come to our school last year and tell us to disregard the results because 9th graders were being tested on 11th grade material - excuse me? How effective and accurate is that?</p> <p>I teach in high school and save the very few students who are looking to get into AP or Honors courses, most just fill in the bubbles until they can submit and put their head down to sleep - there is no incentive for the majority of students to do well - no grade (except for the schools ranking), nothing. In comparison, rather than replace this ineffective Smarter Balance with something of our concoction, why do we not more effectively prepare them for an exam that means something to them and their families - the ACT? That would be a more accurate and definitely more useful assessment to the families of WV. Many other states are requiring use of the ACT to support college readiness - lets support our students and join them. (Source: http://www.edweek.org/ew/section/multimedia/state-testing-an-interactive-breakdown-of-2015-16.html)</p> <p>Thank you for listening to my concerns. If you would like to reach me concerning my comments, please feel free at (304) 326-7470 ext. 6871 (noon - 1:00 pm - during my planning), after 3:00 pm at (304) 669-9976 or via email at: jyearego@k12.wv.us.</p> <p>-Julie Yearego, MEd, MAT</p>		
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		Business & Marketing Teacher DECA Advisor		
2017-01-30 16:57:09	Robert Dugan English Teacher Morgan County Schools Berkeley Springs WV	<p>I believe that the standardized testing for the students should be conducted less frequently. Students are over tested, and testing so regularly takes away from valuable and scarce instruction time. The student must be prepped for the test format before testing and given time to acclimate to the test tools, then the tests themselves must be conducted. Online testing is a valuable innovation, but unfortunately the infrastructure in many schools has not kept up with the demands of testing.</p> <p>Instead of creating a proprietary that the students are not invested in, the students should be given actual admissions tests. Students should be given the ASVAB test and the ACT test on alternating years at the secondary level and prepared for those tests at the elementary level.</p> <p>The ACT test and ASVAB tests would solve the issue of student engagement and ownership and our students would be better prepared for admission into college and eligible for more scholarships and merit based assistance.</p>	NA/-	See Response 2. See Response 3.
2017-01-30 18:43:26	Courtney Ostaff Mrs. Morgantown West	I feel as though this is a punitive measure aimed at high school students, (and indirectly, at their instructors). Has anyone raised a teenager recently? Being punitive just makes them dig in their heels all the more. You can win, because eventually theyll turn 18, and badmouth you. Do you really want more West Virginian voters to put down the WVDE? This is a waste of time, and money--this money could be put to better use for actual instruction, or maybe even COLA raises.	N/-	
2017-01-30 19:06:05	Laura Tracy Baisden Teacher Logan High School/ Logan Count Pecks Mill WV	Whatever test(s) used, there needs to be accountability for students and family in equal measure to the accountability required of teachers. Until that happens no test is going to be as effective as any of us want it to be. Another concern is the cost of changing test, in our cash strapped state. Why not use ACT which is a well established test that has been normed? ACT has tests that can be used to measure progress for lower grades as well as	A/o	See Response 3.

		high school, and this is a test that students and parents take seriously. Finally, we need to stick with SOMETHING instead of changing every little bit.		
2017-01-31 07:04:07	John Hudson Superintendent Putnam County Schools Winfield WV	This policy may be too aggressive in reference to timelines and the amount of work needed to implement. I would suggest developing a study group and table until further study by such group. Time would also be needed to field test. Place on hold for further study.	N/o	
2017-01-31 08:43:28	Ms Liz L Lundberg Custodian Hancock Count Schools Newell WV	Lauding AFTs contributions to education and educational staff, but only wish to say that Public school education and standardized testing and teaching to the test totally sucks. I was lucky enough to have been given a 5-star prep school education because my dad taught in a private school. I wasn't fed the public school diet, so while there are many gaps in my knowledge, I have an insatiable curiosity and the confidence to learn anything. I read incessantly and mostly non-fiction- to be a better citizen and to enjoy the beauty in everything around me. I have no doubt about my ability to learn anything at any age and I am 58. You can call me downwardly mobile because I'm a janitor, but I WAS a Thoroughbred Jockey - I learned how to ride by reading books about it and trial and error. The only thing kids really need in school is to be encouraged to be curious about everything, and, for the few things we must know before we leave school, that those things we hated but had to do were with in order to experience that even a weak neural path can be strengthened by exercising the mind, just like a muscle. Most of us don't discover our greatest gifts until long after we've graduated, and by then, the only thing we're going to need is the confidence that we can be self-sufficient, and the enough curiosity to engage ourselves in anything that can make us useful. I'm from NY but I love West Virginia and would like us to be FIRST in something. The Nordic countries don't make education as stressful and complicated, and they have far surpassed us in quality of public education. We should find out what they are doing (and not nodding) and bring it here.	N/o	

2017-01-31 08:56:07	Joe Melia Teacher Morgantown High School Morgantown WV	State assessments should be tied to moving on to the next academic level/graduation. Until students know they are accountable for their scores, many will not be trying, regardless of how teachers try to motivate them.	N/o	
2017-02-01 05:00:20	Tracey Linn Teacher Marion BOE Fairmont WV	Please make sure that "end of school exams" are as stated. Right now after our students take the Smarter Balance tests, there is about a month of school left. After the kids take those tests they think they are done and basically shut down. It is so hard to get anything out of them after those tests even for grades. Their philosophy is, "you taught me the standards, now thats it". So please make them right at the end of the school year.	N/o	
2017-02-01 19:44:34	Frances Tolley Science Chair Putnam Hurricane WV	Please switch to the ACT.	N/o	See Response 3.
2017-02-02 08:36:56	Sundie Ann Casto Asst Principal/Senior Counselo Richwood High School CRAIGSVILLE wv	How, in good conscience, could the WVDE justify wasting the taxpayers hard-earned money by spending over \$2,000,000 to develop EOCs when we have a nationally recognized test that high schools, colleges and universities have been using for 58 years? The ACT college readiness assessment is a standardized test for high school achievement and college admissions. The ACT assessment measures high school students general educational development and their capability to complete college-level work with the multiple choice tests covering four skill areas: English, mathematics, reading, and science. The optional Writing Test measures skill in planning and writing a short essay. The ACT provides college readiness bench mark scores for our high school students. Subject test scores range from 1 to 36; all scores. The English, mathematics, and reading tests also have sub scores ranging from 1 to 18. You don't even have to choose the ACT. You can choose the SAT, another nationally recognized standardized exam that high school students take which also indicates a student's college readiness. The point is, the WVDE has tried going the	N/o	See Response 3.

		<p>route of EOCs™s in years past and it has failed. Every couple years, the WVDE changes the testing formats and the price tags that accompany them. Let us use some common sense please and not continue trying to reinvent the wheel test across the nation understand why they take the ACT or SAT and would actually put forth an effort on the exam because it has a direct correlation to their futures. While the results of the WESTest, WESTest II, Smarter Balance, SGA or other exams have meaning to individual schools and counties for grades or ratings that tie directly into finances or such, those exams have very little, if any, meaning for our individual students. Administering the ACT or SAT would only cost an administration fee. The ACT would certainly not cost over \$2,000,000 to develop along with further annual administration fees.</p>		
2017-02-03 11:10:01	<p>Jim Poling Teacher Philip Barbour High School Montrose WV</p>	<p>I still think the best thing to do is use the ACT test, college bound students would at least try on it.</p>	N/o	See Response 3.
2017-02-04 12:08:42	<p>Corinne Scurlock Special Education Aide None Beckley WV</p>	<p>I have always heard "for the children" since my formative years but I have not seen this put into action. We must remember always to put the children first.</p>	N/o	
2017-02-05 13:39:00	<p>Buren Maynor III Verner, WV</p>	<p>Dear Attorney Tuckwiller, I am a high school senior at Man High School located in Logan County. My reasoning for writing to you is the purpose to implement student accountability into the annual end of the year testing. As you know students in West Virginia currently take the smart balance test to determine where students and teachers are on a benchmark. According to wvea.org 5 out of 9 students are passing English and only 30% for Math. I have the explanation for why this is. It's simply because of no student</p>	N/o	

		<p>accountability. We are forced to take these tests year in and year out when it simply doesn't go towards our grade, nor determine whether we advance into the next grade. But once the test scores come back the teachers are to blame when I am here to assure you that is just not the case. Some students in my testing site take less than five minutes to complete each section due to the test simply not mattering to them personally.</p> <p>What I suggest we do, is we introduce student accountability. If you fail the test then you remain in the current grade, however, if you pass the test you advance. As a senior if you fail you remain a senior and have to retake the test. Student accountability would then show you on these tests just how intelligent we are. If the test does not matter personally to my future then why should I have to try?</p> <p>Thank you for your time Attorney Tuckwiller</p> <p>Sincerely, Buren Maynor III</p>		
2017-02-06 11:56:31	Melanie Pinkerman Counselor Huntington WV	I agree that the GSA needs to be completely done away with. I do have concerns about implementing end of year exams. What data is there to support adding this requirement? Is it successful in other states? Will it hurt our graduation rates? Federal guidelines only require states test once in high school, why test every year?	N/o	See Response 2.
2017-02-07 09:08:26	Pam Stollings Counselor Tyler Consolidated High School Sistersville WV	Would it be more financially feasible to use the ACT Aspire test series, as it is already nationally normed, and stop trying to reinvent the wheel every few years?	N/o	
2017-02-07 20:34:27	Paula Meadows Teacher Boone County Schools Bloomingrose WV	I firmly support end of course testing. I believe that this will help students buy into their education. For too long, students have assumed little responsibility regarding their education. This will hold them accountable for their learning as it will emphasize the importance of responsibility in the classroom. Schools and	N/+	

		teachers are judged on the performance of the students; however, without accountability for the students, how does this provide a true picture of the culture and environment of the school or classroom?		
2017-02-08 13:25:04	David Hurley Morgantown WV	I am in embarrassed as a citizen of our state that we have pushed the responsibility of teaching our children onto themselves. This measure will shift accountability from teachers and put it on the children they e supposed to be teaching. I am also increasingly upset and disillusioned with the state process that allows for comments to be shoved aside by using some convoluted 30 day process that is not disseminate to the entire population of our state for comment. You should be ashamed of yourselves and should resign immediately you do not represent what the state is about or what our country stands for. I am a veteran and I have serve my country proudly and the teachers of the state should serve our children as they are paid to do so. This measure was voted on January 11, 2017. I was not informed nor did I receive any information by mail until February 8. Two days before the end of public comment period. It is time to get the teachers union and the damage they are doing to our state and our children out of public education. As the Democrats in Congress throw fits about current Department of Education nominations, our state jumped out in front and decides to do this haphazard and completely ignorant program change. I thought Republicans were supposed to be better than Democrats but apparently not so you are all just dirty politicians and you wonder why president Trump is our president. you all brought this on yourself and should be ashamed.	N/o	
2017-02-08 19:52:21	Jennifer Walls Morgantown West	Our children are put through enough assessments. This policy is not appropriate. Take into account our children with Learning Disabilities who do not do well in testing environments. I can not believe you are consciously considering this and all the children this will affect. Absolutely not, my son struggles enough (considering IEPs and how they go ignored). No, thank you. Assess your teachers, the board, and all the administration.	N/-	

<p>2017-02-09 10:11:00</p>	<p>General Bantz J. Craddock U.S. Army, Retired</p> <p>Lieutenant General Mitchell H. Stevenson U.S. Army, Retired</p> <p>Major General Ronald G. Young U.S. Army, Retired</p> <p>Brigadier General John H. Grueser U.S. Air Force, Retired</p>	<p>Dear Dr. Rhudy,</p> <p>As concerned citizens from West Virginia, as well as retired generals and members of the national security organization Mission: Readiness, we appreciate the opportunity to comment on the Board’s proposal to reconsider the process by which our state assesses our students’ academic performance in English Language Arts and mathematics. Specifically, you have asked for public comment about replacing the Smarter Balanced testing instrument.</p> <p>First, let us make clear why we feel the issues of high standards and appropriate assessments are so important to our broad concerns about national security. We feel that maintaining consistent and rigorous standards is vital to ensuring that young people grow up to be citizen-ready with the option to serve in the military, if that is the path they choose. We are gravely concerned that 71 percent of 17- to 24-year-olds nationwide—and 75 percent here in West Virginia—are unfit to serve, primarily because of issues related to poor educational achievement, obesity, and involvement in crime or drug abuse.</p> <p>Without enough educated and fit young men and women available to serve in tomorrow’s Armed Services we cannot maintain the necessary capabilities the nation needs. But this is not just a military issue. Businesses in the private sector are also seeking many of the same skill sets and running into the same challenging deficits.</p> <p>Therefore, we feel strongly that our state should maintain the high standards we now have in place. We are pleased that the Board’s proposals assure that the West Virginia end-of-course exams will be aligned to the West Virginia College- and Career-Readiness Standards for corresponding courses.</p> <p>In terms of the specific question at hand—whether to move from</p>	<p>N/o</p>	
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2017-02-09 11:44:32	Jason Evans Teacher	This is not in relation to the general section of the policy, but to this form, in general.	N/o	

	Wood County Schools Parkersburg WV	There is an anti-spam measure at the top of this form. Because of the state of education in WV today, there are students (elementary, middle, and high), who, if they were submitting comments on this form, would be considered spamming and by your own admission, their comments would not be accepted. I believe that alone speaks volumes.		
2017-02-09 16:43:57	Dale Lee President of WVEA WVEA Princeton WV	<p>I would urge the state Board of Education to take no action on Policy 2340 once it is taken off public comment on Feb. 10.</p> <p>WVEA suggests that the stakeholder committee on assessments previously brought together by Dr. Martirano be re-convened to study the issue and come back with a long-term recommendation for statewide summative assessments.</p> <p>The stakeholder group has not met recently nor was it consulted about the policy that was placed on comment. It had been understood that the stakeholder committee would continue to be consulted on the state's assessment program.</p> <p>The policy would change assessments from Smarter Balanced to end-of-course exams at the high school level and would revisit the Smarter Balanced in the other grades. Who decided that was the best, most-effective approach for testing in our state? Why end-of-course exams over something else?</p> <p>Again, WVEA asks you to wait and re-convene the stakeholder committee – before approving this policy change.</p>	A/o	See Response 3.
2017-02-09 21:14:13	McKenzie Nobles Student Musselman High School Inwood WV	I feel the government shouldn't have any right to mandate schools policies, testing, or rules. Give the schools money to properly educate students, a few basic rules, well trained teachers, but leave it alone.	NA/-	See Response 2.
2017-02-10 09:38:14	Andy Bird Putnam County Schools Hurricane WV	I think the proposed policy should be pulled at this time to allow the WVBOE to look at other options such as the ACT that may	A/o	See Response 3.

		be more beneficial to our students. The WVBOE should also align testing requirements to meet the federal requirements.		
2017-02-10 12:03:02	Greg Cruvey President AFT McDowell War WV	<p>All assessments should be clearly aligned to the state standards and developed with input from West Virginia educators.</p> <p>While I understand the growing pressure to include accountability for the students within our testing practices, I see problems with this. The first is that any test new to our state (especially if it is a brand new test we develop ourselves here) will require a period of time during which we can establish that it is both valid and reliable. No student, teacher, or school should be held accountable for any test unless and until its validity and reliability can be demonstrated.</p> <p>A second issue, in my mind, would be the exact nature of the accountability. If students are to ever be held accountable for their test results, I would hope personally that such accountability would be progressive in nature, so that the most intense and consequential types of accountability would not be implemented until high school. I personally do not see such accountability as being productive in elementary school. The details of how we hold students accountable should, like the rest of the testing process, be developed with input from classroom teachers.</p> <p>Finally, I think our deficits in readiness to learn provide significant hindrances to drawing meaningful conclusions from teach scores, especially in elementary and middle school. I am a teacher at the poorest school in West Virginiaâ€™s poorest county, a teacher who has worked in special education, Title I, and as a general education classroom teacher. I hold advanced degrees and am certified to teach Pre-K, Pre-K Special Needs, students who are mentally impair (both mild and moderate), students with learning disabilities, students with behavior</p>	N/o	

		<p>disorders, students with autism, elementary education, middle school math, middle school social studies, 6-12 English, and reading. I am also certified in education leadership, including superintendent. And for the last five years I have been the local president of AFT-WV McDowell. I work at a school where perhaps as many as half of my students live with NEITHER biological parent. Large numbers of students come and go in the course of a school year (we have unstable families, homelessness, and transience). There is a dearth of medical services in the community. Many of our students experience food insecurity. I could go on. All of these problems are correlated with poverty. All of them also contribute to a lack of readiness to learn. That lack of readiness to learn is due to factors that have nothing to do with the performance of the school itself. Neither can the child be blamed for it. Testing (especially when used as a measure of accountability) becomes counterproductive in these circumstances. And given our level of child poverty in West Virginia, I would hope that addressing readiness to learn issues (perhaps through a commitment to innovation and a full service community school approach) would be a higher priority for us than educational metrics aimed at ranking and sorting schools, teachers, and students.</p> <p>Under the short-lived A to F test-based grading system for schools, my school received an F despite the fact that on a recent visit OEPA gave it the second highest rating in the county. If poverty had been so much as one percent of the grading formula under that system, I am told that my school would have received a C instead of an F. It is my hope that we will NOT come up with a new system that penalizes schools and communities, students and teachers for community poverty.</p> <p>In my opinion, West Virginia needs to find some way to use an accountability system (if there must be one) to reward schools in</p>		
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		<p>high poverty areas for finding ways to mitigate that poverty and create readiness to learn. The state also needs to move away, not just from over testing students, but also from relying so heavily on those test results to measure accountability. We need to find multiple ways to measure academic progress (whether achievement or growth). And educational success needs to take into account that, like it or not, teachers are often the first responders to poverty in our most desperate communities.</p> <p>Given the current budget situation in West Virginia, contract requirements and cost effectiveness should also be carefully considered.</p>		
2017-02-10 14:55:29	Hannah Trucks Inwood WV	End of course exams are more valid assessments than the semester balance, because they are more specific and can actually test what a kid has learned.	N/+	
§126-14-3 Definitions				
2017-01-12 14:52:04	Gale Holt Mrs. Retired teacher Martinsburg West	Not much new.	N/o	
2017-01-12 21:43:27	Angie Parent Elkview WV	No.. this should not be counted as a grade. Their studies are hard enough the way it is.	N/o	
2017-01-13 08:15:43	Patricia Coulter Teacher Clay County High School Clay WV	The test does not currently accurately reflect the ability of our students. The same students who score 30 on the ACT will not make distinguished on the SmarterBalanced test. When asked why their score is low, they will tell you it is because it doesn't count for the Promise and the ACT does. Teachers are fighting a losing battle.	A/o	See Response 3.
2017-01-17 11:21:59	M. Nida Principal Berkeley Springs High School Berkeley Springs WV	It would be nice to see another option such as the ACT compared to the proposed EOC exams and allow educators and stakeholders review to help make a better decision for the future of our students.	A/o	See Response 3.

2017-01-30 12:24:58	Gary A Wroblewski Prichard WV	3.62 state approved content...WHO IS ON THE COMMITTEE? WHO sensors what is taught?	N/o	West Virginia Board of Education 2520.series outlines the content standards for all content areas.
2017-01-30 12:29:53	Gary A Wroblewski Prichard WV	3.62 state approved content...WHO IS ON THE COMMITTEE? WHO sensors what is taught?	N/o	Duplicate comment
2017-01-30 18:48:57	Kristin Galati Special Ed Teacher Bluefield High School Bluefield WV	I would like clarification in "modifications" for special ed students	N/o	
2017-02-09 11:44:32	Jason Evans Teacher Wood County Schools Parkersburg WV	3.55. West Virginia Accountability System (WVAS) Where is the West Virginia Student Accountability System definition (WVSAS)? There are school-specific expectations in place, but what about the student-specific expectations? A student can blow off the summative assessment, but are there any ramifications for the student whos favorite band is ACDC? 3.59. West Virginia General Assessment What is the rational for testing students in mathematics in grades 3-11? Said students can earn an F for the year in their mathematics class and score in the lowest classification on the summative assessment and we do what? With the exception of high school, said students are passed on to the next grade and the next class with little to no intervention or renewed expectations. The summative assessment is meaningless to the students taking it.	NA/-	See Response 3.
2017-02-09 20:05:28	Kristin Galati Special Ed Teacher Bluefield High School Bluefield WV	I would like clarification in "modifications" for special ed students	N/o	Duplicate Comment

2017-02-09 21:14:13	McKenzie Nobles Student Musselman High School Inwood WV	3.14A and 3.14B seem they need to be taken out. The "no child left behind policy" has resulted in relentless and on going tests that the children do not care about. More often than not, it doesn't help them. 3.50 seems unneeded these standardized tests are repetitive and need to be rethought. 3.35A I am a little confused. It sounds as if kids who are not as capable of understanding the material get special cases, but they are left out of our average over-view of how schooling works? That alone should show that our school system should be changed and altered to help those kids as well and they should be included in the overviews.	N/o	
2017-02-10 15:59:04	Hunter Reed student Musselman High School MARTINSBURG wv	I disagree with the new proposed law. It requires students to take exams based on their courses, not their grades. I am planning to take the JumpStart program next year. The only way I can do this is because I have all of my Science credits, so I have space on my schedule. However, if this law passes I would not have enough space to participate in the JumpStart program because it requires students to take 4 core classes.	A/o	See Response 1.
§126-14-4 Program Regulations				
2017-01-12 07:40:47	Julia Riggleman Mrs. Greenbrier East HS Lewisburg WV We	I am in favor of this change. Many Smarter Balanced questions are ridiculous...as a Masters level teacher (NBCT) ELA- SE, I can even figure out the rationale for some of them! As a HS teacher, I can attest to the fact that students at this level do not take this test seriously. Id like to see us go to the ACT at the high-school level.	A/+	See Response 3.
2017-01-12 08:14:54	Brian Moats Teacher Philippi wv	The WVEOC exam should be administered in all required courses for high school graduation. Failure to include all required courses will send a message to students that not all courses are equally important.	N/+	
2017-01-12 14:25:50	sherry hartman math teacher Morgan county schools Berkeley Springs wv	4.1.c West Virginia should look into ACT Aspire and an 11th grade ACT exam and make it free to students. This would increase parent and student buy-in. ACT has decades of statistical data, is non-profit, and unaffiliated with a text book company.	A/o	See Response 3.

2017-01-12 14:52:04	Gale Holt Mrs. Retired teacher Martinsburg West	Nothing new.	N/o	
2017-01-12 17:57:26	Sonjia Richardson Principal Putnam County Schools Poca WV	Students and parents would definitely have more of a buy in to an end of course exam as opposed to the Smarter Balanced. These end of course exams should absolutely be developed by WV teachers and should not be so cumbersome that it takes weeks and weeks of testing as does Smarter Balanced. All stakeholders need a voice in the development of the assessment including implementation, scoring, and reporting of these end of course exams so that we get a true and accurate assessment of what our students know or don know.	N/+	
2017-01-12 21:43:27	Angie Parent Elkview WV	No.. this should not be counted as a grade. Their studies are hard enough the way it is.	N/o	
2017-01-12 22:51:46	Donna Patterson Charleston West	I think this test shows in true accordance,that our kids are not learning in layaway county schools. The schools put all there efforts into this test and rest of the year they busy expelling kids over Dum things! Why don the teacher care that our kidsllean anymore?	N/o	
2017-01-12 23:00:27	Donna Patterson Charleston West	I think this test shows in true accordance,that our kids are not learning in layaway county schools. The schools put all there efforts into this test and rest of the year they busy expelling kids over Dum things! Why don the teacher care that our kidsllean anymore?	N/o	Duplicate comment
2017-01-13 08:15:43	Patricia Coulter Teacher Clay County High School Clay WV	IF our state stays with the SmarterBalanced Test, we MUST expect more from them. The multimillion dollar contract we signed with them way back before the Chemistry portion of the WESTEST was even finished has netted us nothing useful for our students, nothing useful for our parents, nothing but grief for our teachers, and no information about our performance.	N/o	
2017-01-13 08:49:05	Grant Spencer Secondary Curriculum Coordinator	Some things to consider: - We are on block scheduling. Would our students take the EOC at the true end of their course in December, or would they have to	N/o	

	HCBOE Clarksburg WV	<p>wait until May to test with everyone else.</p> <p>-Which "selected" Math courses will have an EOC exam? With block scheduling, our juniors are all over the place, from repeating Geometry to AP Calculus BC.</p> <p>-Hopefully, there will be EOCs for the Traditional and Integrated Pathways as they are VERY different courses, eimpact instruction. As you know, the SBAC does not currently provide high quality reporting.specially Geometry.</p> <p>-Will there be hand-scored items? If so, who is grading them?</p> <p>-Teachers, Principals, and County Office Staff will need access to reporting ASAP. Detailed Item Analysis reports are desperately needed to</p>		
2017-01-13 08:52:20	Grant Spencer Secondary Curriculum Coordinator HCBOE Clarksburg WV	<p>Some things to consider:</p> <p>- We are on block scheduling. Would our students take the EOC at the true end of their course in December, or would they have to wait until May to test with everyone else.</p> <p>-Which "selected" Math courses will have an EOC exam? With block scheduling, our juniors are all over the place, from repeating Geometry to AP Calculus BC.</p> <p>-Hopefully, there will be EOCs for the Traditional and Integrated Pathways as they are VERY different courses, especially Geometry.</p> <p>-Will there be hand-scored items? If so, who is grading them?</p> <p>-Teachers, Principals, and County Office Staff will need access to reporting ASAP. Detailed Item Analysis reports are desperately needed to impact instruction. As you know, the SBAC does not currently provide high quality reporting.</p>	N/o	Duplicate comment
2017-01-13 08:55:57	Grant Spencer Secondary Curriculum Coordinator Harrison County Schools Clarksburg	<p>Some things to consider:</p> <p>- We are on block scheduling. Would our students take the EOC at the true end of their course in December, or would they have to wait until May to test with everyone else.</p> <p>-Which "selected" Math courses will have an EOC exam? With block scheduling, our juniors are all over the place, from repeating Geometry to AP Calculus BC.</p> <p>-Hopefully, there will be EOCs for the Traditional and Integrated Pathways as they are VERY different courses, especially</p>	N/o	Duplicate comment

		<p>Geometry.</p> <p>-Will there be hand-scored items? If so, who is grading them?</p> <p>-Teachers, Principals, and County Office Staff will need access to reporting ASAP. Detailed Item Analysis reports are desperately needed to impact instruction. As you know, the SBAC does not currently provide high quality reporting.</p>		
2017-01-13 13:34:27	Annette M Madden Teacher Spring Mills High School Martinsburg WV	<p>Students should not be tested each year in high school. They should only be tested in 11th grade and it should be the PSAT. Do not spend money on tests that do not truly assess a student. Its frustrating for them and schools. Put educators in charge of education.</p>	A/o	See Response 3.
2017-01-13 15:40:25	David L Delk Parent Wheeling WV	<p>Its impossible to tell if this is replacing a stupid idea (Smarter Balanced) with a dumb idea (WV EOC) since no details about the WV EOC exams are provided in the policy. My kids take AP classes; would they take an AP test and a WV EOC exam in these AP classes? If so, thats dumb. Wheeling Park High School has different level math and RLA classes. For example, my freshman daughter take Math II (Common Core) Honors. Would she take the same WV EOC for Math II as someone in a lower level math class? If so, thats a waste of time. Would these WV EOC be required for graduation but not administered for 12th graders? If these WV EOC are meant to determine minimum proficiency, they would be a waste of time for higher level students.</p> <p>Any policy which replaces Smarter Balanced, in theory, would be better except leave it up to the WVDE to even drop this ball. It is only after 5 years of Common Core and now multiple years of Smarter Balance that the WVDE realizes what the rest of us already foresaw, these assessment consortiums lined the pockets of the testing companies and told parents and students virtually nothing about the progress of a students education in WV. In Ohio County there was not one superintendent, principal, administrator or teacher who could provide us with any information to identify any deficiencies in academic skills identified by the Smarter Balanced assessments; all we received was a scaled score number with no information what that scaled</p>	N/o	Comments go beyond the scope of the policy revision.

		<p>score meant or how it was converted from the raw score. So yes, abandoning Smarter Balance is a good idea; we West Virginians just wish that the WVDE could have done it \$72 million sooner.</p> <p>The only positive with Smarter Balanced was that we could, again in theory until states started manipulating their scores, compare scores across multiple states to see how our students, schools and districts compared across the country. We lose that with WVEOC exams. Please stop worrying that educrats in Charleston need a test to feel that actual learning is taking place in the classrooms; it is. Just administer the ACT to 11th graders and the ACT or PSAT to 10th graders. Thats all that is needed in high school.</p> <p>There is some need for assessments in elementary and middle school. Our teachers already use some assessment programs throughout the school year. Just adapt these for your assessments in the earlier grades and only administer in the 3rd, 5th and 8th grades.</p> <p>The biggest current problem with the logistics of the assessments is the waste of classroom time on them. The legislature was right last year to restrict the percentage of classroom time which could be spent on assessments. Parents are tired of it. Fix the problem for good and stop with the constant changes and the fact that it takes years to change course with your massive education machine whether it is assessments or your still faulty A-F School Grading System.</p> <p>My kids will have wasted 5 years with Smarter Balanced. I can only imagine how much more they would have actually learned if zero classroom time had been used for these worthless assessments.</p>	A/o	See Response 3.
2017-01-16 12:50:16	Shanna Casto School Counselor	End of Course exams have been used successfully for years in the state of Virginia. I encourage all parties involved to explore their Standards of Learning website at that Virginia Department of	N/+	

	Sissonville High School Sissonville WV	Education and feel that a similar model would fit West Virginias assessment needs. End of Course exams seem to make assessment more relevant for students, especially in Math. End of Course exams can also lead to more accountability on a students part by eventually requiring students to pass the EOC exam as a part of graduation requirements. I believe Virginia started with students having to pass one English and one Math and then built up the requirements over several years. If a student is unable to pass the exam, they can retake it with or without targeted remediation of the subject area. In the case of special education students, if they are unable to pass the required end of course exams by graduation, then an alternative diploma could be awarded. I am excited to see our assessments moving to End of Course exams and believe that this will counteract some of the apathy on the part of students by making testing more relevant to what they are learning in the classroom.		
2017-01-16 22:50:00	Diane Furman Math, Science and Testing Coordinator Marion County Schools Fairmont WV	4.1.c Too little detail is provided about the proposed end of course exams for high school students. No benefits are outlined for the proposed changes. Specifics are needed: 1. Will a percent of the students final report card grades be determined by the end of course exams? 2. If so, what is the percent? 3. What happens if a student does not take the tests because they are absent during the testing window? 4. Are the tests timed or untimed? 5. Will teachers be required to score the tests or any part of them? 6. What will be the method of administration - test booklets or a technology platform? 7. If the method of administration is technology, will it be the same platform as is currently used for the WVGSA? 8. How will the end of course proficiency be used in school accountability?	NA/-	Comment goes beyond the scope of the policy revision.

		<p>9. Growth data is needed for accountability. If the tests are changed, how will growth be calculated when the grades 3-8 tests do not align with the 9-11?</p> <p>10. Will the test items be field tested?</p> <p>11. How and when will the field test items be reviewed for standardization and for developing cut scores (norming)?</p> <p>12. The timeline is an issue: For good exams to be created, time is needed. One year is unrealistic especially if the items are field tested. Also, multiple forms of the tests will be required when resets are needed due to cheating or errors in the test administration occur. Is the timeline adjustable?</p> <p>13. With the WVGSA, many supports for preparing students are available for teachers. What proposed preparation supports will be available for the end of course exams and how soon will they be ready?</p> <p>14. Students and parents will need to be notified of the new tests and their benefits and consequences. What is the communication plan?</p> <p>OVER ALL COMMENT: The current WVGSA are end of course exams as the tests are aligned to the curriculum standards and occur at the end of the school year. If the purpose of the proposed change is to hold the students accountable for the results, this can be done without creating new tests.</p> <p>The WVGSA tests are NOT the same 45 items given to all students but are computer adaptive so teachers now receive threshold knowledge data for each student. Teachers have never had this information before the WVGSA.</p> <p>The A-F Accountability System has been finally established and is tightly aligned to the WVGSA. Teachers are getting a better understanding of the WVGSA structures and the WVGSA tests are rigorous.</p>		
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		A great deal of WV teacher time and funding has already been devoted to the development of the WVGSA. Until the full benefits, details for administration of the end of course tests, and the impact on school accountability are provided, this policy should not go forward.		
2017-01-17 11:47:32	Bobbie Tuggle Testing Coordinator Monroe County Schools Union WV	This comment is related to the end of course assessment that is proposed for high school students. This is the missing piece to the puzzle that WV teachers have been asking for quite some time. Teachers are willing to accept responsibility for students' actions if they are held accountable for what they have learned. Many times as a testing coordinator, I hear teachers tell me that the student took their test in five minutes. These are not only your mediocre students, but the brightest of the bunch. There is currently no relevance in most students' perspective for taking the General Summative Assessment. It is just a test to them. They are going to graduate regardless. The piece that I am concerned about is the revamping of the assessment. We have great measures in place now with our IABs, ICAs, Diagnostics, and the Digital Library. AIR even has an item bank that West Virginia can utilize as well. Why not build the new end of course assessment from these pieces? The new standards were revamped by WV educators and these resources are aligned with the standards in mind. Also, West Virginia teachers are familiar with this format. Not only does this make good sense, but the cost that is involved with the process would be much lower than starting from scratch. West Virginia is in a budget crisis now, so this would be good business practices to use the excellent resources we have in place to help build the end of course assessments.	N/+	
2017-01-17 12:10:58	Courtney Whitehead Director Monongalia County Schools	It will be of significant importance that students and teachers have the opportunity to prepare for the administration of the end of course exams as the results will not only impact school accountability but also the students transcripts. Access to sample questions, interim assessments, teacher resources, etc should be a significant priority.	N/o	

<p>2017-01-19 11:34:27</p>	<p>Jessica Freeman Counselor Harrison County Schools Shinnston WV</p>	<p>I honestly can believe that we are looking at yet another system for standardized testing. In the past 4 years, I have been the building level testing coordinator for both the online WESTEST and the WV General Summative Assesment. I have spent countless hours preparing, monitoring, administering each of these tests and theres one common factor, the students engagement and involvement did not change. The common statement that I received from students, were that this was waste of time and that these tests meant nothing. They were actually taking away from class time and hindering them from valuable instructional time and in preparing for their Advanced Placement (AP) exams. I do find it important for our students have a reason to "buy in" to the end of the year testing, but, for the students who we already struggle with, this test is still going to have very little relevance in their lives.</p> <p>I do find that the changes in this policy are very vague. It appears that their is not a plan of action, but simply a nice thought about changing the name to the End of the Course Exams. From what I could read in this policy, I couldn find it stated anywhere that the WVEOC would be associated with the final grade for the course, which also in turn has in effect on graduation. Although there have been comments made from the State Superintendent that this would tie to grade, which would give our students more incentive to take the testing seriously.</p> <p>I also find it a great concern for our Students with Disabilities population. Right now, the same students who score in the lowest section on the WESTEST still perform only at NOVICE with the Smarter Balanced. Now, if we tie this to a portion of their grades and graduation requirements, these students will be at an even greater disadvantage when it comes to graduation and retention rates. Several of our SWD population students barely squeak by with a 65% passing grade in classes, and this isn for lack of effort. If we now hold them even further accountable to an End of the Year Course Exam (dictated by the state and not individual classroom teachers) these students will not pass their core requirements.</p>	<p>N/-</p>	<p>Comments go beyond the scope of the policy revision.</p>
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		Finally, I honestly believe that the best usage of our state funds would be to scrap these ideas together and utilize the ACT at least for the high school exam. This would then give us both state and national trend data and really a better idea of how are students are performing. ACT spent time aligning and showing correlation with the common core standards, which lets be honest, the College and Career Readiness standards, are just that, the Common Core with a longer, fancier name! The ACT is relevant to our high school students. The majority of our students already have to take it at least once, but on their own time and money. I believe the public would be supportive if we used the ACT and at least offered the exam one time for our students at no cost and as our standardized test. Because what else really shows "College and Career Readiness" then if you meet the requirements of the ACT and are then able to take College level courses upon admittance into university. Versus the majority of students who are then required to take developmental studies courses because they aren't fully prepared!!!	A/o	See Response 3.
2017-01-19 11:57:48	Sharon Dove Assistant Director of Instructional Technology Berkeley County Schools Martinsburg WV	1. If we change to EOC exams it is very important that we have resources such as interims and sample questions available to teachers and students. 2. Can we use the resources we have already developed such as IABs, ICAs, etc. so we don't have to start from scratch?	N/o	
2017-01-19 15:28:36	Diane Furman Math, Science and Testing Coordinator Marion County Board of Education Fairmont WV	Question: Around what framework will the Math III TR and the Math IV TR be tested? These students complete the Math III course over 2 years - their junior and senior year. Comment: Please talk with individuals who were involved with the end-of-course Algebra I test that was implemented in the past. The test lasted only one year - the year it was given.	N/o	
2017-01-22 13:35:37	David Parsons Parent Marshall County Schools Glen Dale WV	ITS TIME TO LIVE IN THE REAL WORLD AND DO AWAY WITH EXCESSIVE TESTING!	N/-	See Response 2.

2017-01-23 09:39:59	Janie merendino Curriculum specialist Fairmont WV	As I have worked with teacher at the elementary and middle school levels in not only Harrison but also Marion County, to implement WVCCR Standards and the previous sets of standards our state has had, I have seen tremendous change in the understanding of students. teachers are just now understanding the intent of the standards and are changing practice to meet the rigor addressed. I also see how high school has been resistant to change. Allowing end of course exams rather than assessments built with the rigor in common core standards is a step backwards. I wonder if end of course assessments will be as rigorous as those created by SBAC. I hope they are so our students can continue to achieve at higher levels and not slide further down the scale when compared to other states.	N/o	
2017-01-27 10:52:20	James Poling Mr. Montrose WV	Teachers need to be allowed to help build the exam as well as be able to preview the exams at the beginning of the school year. We used to be able to look at the prior years test for a 10-15 minute window at the beginning of the next school year to see what kinds of questions are on it. We also could use some practice tests to go along with so that the students are comfortable with the process.	N/o	
2017-01-29 07:55:03	Joanna Burt-Kinderman Math Instructional Coach Pocahontas County Schools Hillsboro WV	There is no evidence that this change will have the intended effect. It is a costly change at a time when teachers across the state are being lost to budget cuts, and when we have under-certified teachers in high school math by the droves. Children need highly trained and supported teachers to thrive academically. We know this from multiple research studies over the years. There is no evidence to suggest that students will learn more or deeper if they are tested differently. Further, end of course exams in high school will force everyone in the state to choose a traditional or integrated pathway, when the majority of schools have invested heavily in transitioning to an integrated path. If we don have the same test across all schools, we will not be able to accurately track trends. Summative tests aren formative. Thats not their purpose. We need to educate our schools as well as our public that the purpose of these tests is to track long-term trends. Much like NAEP, we could choose a representative sample and not test every kid in WV. We could	N/o	

		<p>have students take ELA and Math tests on alternate years. We could drastically cut the amount of testing and still have the same information about the trends of success according to our initiatives. We could save money, time with our kids and precious energy and goodwill if we focus on minimizing the amount of summative testing we do, and instead get more training, imagination and rigor around different kinds of formative testing, which actually has the ability to impact instruction. If we have a hunch that end of course exams would better motivate students, we should test that hunch on a small pilot before spending 10 million dollars to upset a system yet again. There are districts where students are testing seriously. We need to look to them to see what strategies they are using, rather than inventing a solution that is disconnected from the facts we have at hand. Right now, we are over testing, but we are using a test that can be compared across state lines and give us indication of whether our WV initiatives are making our kids and state more competitive. This is absolutely crucial to a brighter future for us all. We need to look within for solutions, and be willing to focus our dollars where we KNOW they will matter - better supporting and growing teachers. The top states and countries in the world spend much more time collectively planning and reflecting on planning, research and evidence of what is and isn working with their kids. Our teachers are over-scheduled with meetings, paperwork, initiatives and testing. We need to free them to work together to better understand what is and isn working with kids, according to the rich data that is in their classes every day. This policy is ill-conceived, expensive and will throw a system that desperately needs some stability to grow into chaos once again.</p>		
2017-01-30 12:24:58	Gary A Wroblewski Prichard WV	<p>4.1.c serious problems and issues when we do not test on social studies. You are devaluing our culture and history. Failing to ensure that students have a core understanding on American Society and our government. Good that students will have a vested interest but you failure to include ALL CORE subjects is a future liability. NO OPTIONS TO OPT OUT???</p>	NA/-	Social studies testing is not required under federal law.

2017-01-30 12:29:53	Gary A Wroblewski Prichard WV	4.1.c serious problems and issues when we do not test on social studies. You are devaluing our culture and history. Failing to ensure that students have a core understanding on American Society and our government. Good that students will have a vested interest but you failure to include ALL CORE subjects is a future liability. NO OPTIONS TO OPT OUT???	NA/-	Duplicate comment
2017-01-30 17:49:42	Brian Brown Teacher KCS Charleston WV	Student testing needs to mean something to students in order for them to place an honest effort into the testing cycle.	N/+	
2017-01-30 19:01:01	Carrena Rouse President AFT Boone County Federation of Teachers St. Albans West	We need to spend our money wisely and not jump from test to test.	N/-	
2017-02-06 16:08:35	Blaine Hess Superintendent Jackson County Schools Ripley WV	4.1.c In light of the addition of new board members and pending the Governors Education Reform Plan, it may be advisable for the Board to carefully reconsider a move toward development of end-of-course exams at this time. The multi-million dollar cost of exam development may be difficult during of time of reduced revenue and possible budget reductions in K-12 education.	A/o	See Response 3.
2017-02-08 08:56:24	Tamara Banks School Counselor Fayetteville WV	There must be student accountability for their performance on state mandated testing. End of course exams are a perfect way to do this and still allow teachers to teach content all the way to the end of the year, instead of face disruptions for days of testing and then attempt to return to teaching content standards for the rest of the school year. End of course exams seems like a practical solution and may even provide student and faculty buy in.	N/+	
2017-02-08 14:17:23	Sharon Pitts teacher Calhoun Middle High School Mt. Zion WV	I like the idea of having an end-of-course exam that truly tests what the students have learned and holds students accountable for that learning. In the area of science (which I teach) I would worry about giving the tests without offering sample questions for different standards. The science standards are written with such broad language that the actual learning can be widely varied from county to county and teacher to teacher.	N/+	

		<p>I also worry about special education students. They are integrated into science courses but often learn a modified curriculum or are tested with notes and study guides. Would this be true for the end-of-course exam as well?</p> <p>Lastly I would like to see this implemented in the 2018-19 school year when the current freshman have worked through the new set of science courses in high school. Currently with no conceptual chemistry, CTE students and students with IEPs are taking the college-prep Chemistry course as their only other option for a junior or senior elective (third-course) is Earth and Space science. In many schools those slots are reserved for freshman. In the 2018-19 school year, Physical Science will once again be offered to those students.</p>		
2017-02-09 11:44:32	<p>Jason Evans Teacher Wood County Schools Parkersburg WV</p>	<p>4.5.a</p> <p>Expand the use of the ACT to replace the current summative assessment. I propose giving every junior the ACT. In the ACT we already have a nationally based test to use for comparisons. You may ask how the ACT matches up with our current content standards. Does it matter? As stated earlier, we have students who are unsuccessful in their current classes with the current standards. If we set the bar at the ACT, then our students know what they have to strive toward. As it stands, I have students uninterested in the current CSOs; but that 20 in Math on the ACT is quite the carrot.</p>	A/+	See Response 3.
2017-02-09 13:47:54	<p>Seth Student Musselman High School Inwood WV</p>	<p>I agree that the Smarter Balanced assessment should be replaced by an end of course exam for the core classes math, science, and English. The Smarter Balanced assessment is a flawed test because each subject that is assessed is based off of what grade level you are in. This presents problems for students that are taking an advanced course that is above their grade level because they would be tested on things they took the previous school year. This is not a proper assessment of what you learned for the current school year. However, an end of course exam that is specific to the classes you take would be a better evaluation of the</p>	N/+	

		things you learned for the school year, because it is based on the courses you take and not the grade level you are in.		
2017-02-09 20:49:19	Jordana LaFantasie Buckhannon West	4.1c or otherwise. This section suggests a change in the test and testing structure if I am reading it correctly. While I do not see a suggestion anywhere in the text that test results will influence the grades or graduation ability of a student, this must be implied- or every news outlet in the state is misinformed. I comment on this because I believe it is critical that WV standardize its high school graduation standards. I have worked in higher education in a number of EPSCoR and under-served states, and never have I encountered the level of unpreparedness in college freshmen. MANY students are very well prepared, but just as many are very poorly prepared. Grade inflation at the high school level almost certainly reinforces this problem, as does improper placement of students in "AP" courses that do not resemble college courses in the least. Students come to college under the assumption that they have the Math, Science and Computer skills they need and are very surprised to learn that they are not prepared. The level of disparity among districts is impressive. By taking action and enforcing standards the end-of-course exams would hopefully ensure that students are truly prepared for the next step in their educational careers across districts and the state.	N/+	
2017-02-09 20:56:50	Darren Gemoets Assistant Professor of Mathematics Buckhannon WV	Dr. Rhudy, As a higher education mathematics instructor in the state of WV, I support the efforts by the WVBE in the move toward end-of-course assessments as outlined in Section 4.1c. I believe that holding students accountable to their performance on these exams will both improve student learning and improve the quality of the assessment measure. As a recent transplant to WV, Ive seen first hand the unevenness in high school mathematics education across the state. This effort in gaining a more accurate assessment of student learning will allow officials to better focus efforts in improving instruction. Thank you for your consideration.	N/+	

		Darren Gemoets, PhD		
2017-02-09 21:14:13	McKenzie Nobles Student Musselman High School Inwood WV	4.1-4.1B I feel each grade level should be tested in each subject to show the growth, improvement, and comprehension of each student as the go through school. The grades should not determine what tests they take. 4.10 Just because a kid is home schooled, doesn mean they should have a choice to participate in these tests. They are being taught the same material, or should be, and they should need to take the test. If they do not do well, force them out of homeschooling. If a child is showing that he is not being properly educated them the school board should be aloud to pull them out of that environment.	N/o	
2017-02-10 07:37:19	Laura Goines Student Musselman High School Inwood WV	The WVDE Office of Assessment announced that next school year, two-thousand seventeen to two-thousand eighteen, all grades ninth through eleventh will be required to take this state-wide exam. The plan is for this test to replace the Smarter Balance test most of us have taken over the course of our high school career. I agree with the state of West Virginia with new educational break through. This test is supposed to show if students are being taught the correct curriculum and should be more efficient. This is a good thing for schools in West Virginia, it would excellently show which kids are learning and which are not. It will also help pluck out teachers who do not teach the correct curriculum in our schools or don teach it effectively. The test will bring unity for all of the youth in West Virginia, and no longer will we have to worry if a child in Charleston is getting the same education as a child in Inwood. Hopefully this test will eventually replace end of the year final exams for students, along with the replacement of the Smarter Balance exam. Finally, the new end of the year state-wide exam will work better than the Smarter Balance exam we have had in the past. It will point out student who might have trouble learning and teachers who might have trouble teaching. All while giving a more	N/+	

		realistic state wide foundation to rely on, and giving all West Virginia students the same education.		
2017-02-10 09:07:58	Sierra Hansborough Student Mussleman Martinsburg WV	I agree with removing smarter balanced assessments, but not all students should have to take the college readiness assessment if they are not attending college.	N/o	
2017-02-10 09:14:14	Sierra Hansborough Student Mussleman Inwood Wv	I think students will benefit from the WEOC because it will be a test focused on the type of classes students are in. AP students should be taking a higher level test than students in general classes. Smarter balanced is the same test for every student in each grade, because of that it may be challenging for students in general classes but look easy for students in AP classes.	N/+	
2017-02-10 09:19:57	Hannah Cunninghams Student Musselman High Schol Inwood WV	I agree that these should replace the Smarter Balance Test. Each student is given a test based on the grade they are in and for me this test is not accurate. For example i am in 11 grade taking a college level English class but at the end of the year i will take a test based on the material that was taught int the 11 grade. So therefor i will be taking a test based off of stuff that i was not taught. Therefor i agree that students should be given a test based off of the class that you were put in during that year.	N/+	
2017-02-10 09:26:44	MeKenah Heironimus Student Musselman High School Inwood WV	I completely agree with the decision to replace the Smarter Balance test with the WVEOC Exams. Students take the Smarter Balance test based on what grade they are in. For example, I am in AP English and I will have to take the regular English 11 test. I won be taught the materials I need to know for the test. If the tests are based on what course you are enrolled in, I think there will be an increase in tests scores.	N/+	
2017-02-10 09:30:33	Spencer McDonald Student	I am in support of the replacement of Smarter Balance testing for new WVEOC exams. Tests are designed for a specific courses curriculum would result in higher percentage of passing scores. Students who take AP courses and students who take general	N/+	

	Musselman Inwood WV	courses do not learn the same material. As an AP student, i believe i should be tested to the level of my ability, not by a general test.		
2017-02-10 09:48:35	Nick Millner Student Berkeley County Schools Inwood WV	WV EOC Exams should be a requirement for all West Virginia High School Students, because they could derive more benefits than the current Smarter Balance tests. End-of-Course Exams would focus more on information taught during the school year. However, Smarter Balance gives students an assessment on information that should previously know. Smarter Balance scores are an accurate representation of the knowledge obtained in a particular course. The End-of-Course Exams are better at evaluating a students comprehension of a certain class.	N/+	
2017-02-10 09:49:45	Wesley Walker Student Musselman High School Inwood WV	The replacement of the high school Smarter Balanced tests is a long time coming. The tests were flawed in planning and wording and the state of West Virginia now recognizes that they were far from perfect with their proposed replacement. Schools in West Virginia aren't technologically funded at this point in time to have a test completely online. This caused extended periods of time where students wouldn't be in class learning materials. The proposed replacement is an end of the year exam. The exam is one idea however a better one would be taking the money that would be used on the tests and purchasing ACT tests for students to take instead. This would allow students to get a free chance to take the ACT. This gives them a chance to practice taking it allowing for students the opportunity to pay less of their own money to get the scores they want for things like college entrance and the Promise Scholarship. It also would mean they don't have to pay to take it on their own if they get the scores they want. An end of the year exam would be a better alternative to the Smarter Balanced test however the state of West Virginia should instead use the ACT. This would encourage students to get good	A/+	See Response 3.

		scores on their tests because kids want to do well on the ACT to increase their chance at a better college. This would be one step the state can take to encourage kids to do well on their end of the year testing.		
2017-02-10 09:54:27	Hayley Windsor Student Berkeley County Schools Inwood WV	I agree that the West Virginia End of Course exams should replace the Smarter Balance test. The exam is designed to fit the material we currently learned that year, by teachers who teach that subject. The smarter balance test doesn't do that. For each grade level there is one test, which is inconvenient for those who are ahead in certain subjects. For example, I'm in AP Language and Composition. This year I've learned to analyze text and work on timed essays. I was not taught anything this year pertaining to the English 11 lesson plans. The End of Course exam would allow me to do well and not be penalized for taking a more vigorous course.	N/+	
2017-02-10 10:06:17	Tyler Sine Student Berkeley County Schools Martinsburg WV	The proposed change of replacing the Smarter Balance exam with an end of course examination is a great idea. For starters, the proposed change would allow our own teachers in our area to have input on the questions, opposed to council members with no idea of our school's academic culture. Also, our teachers would use information and terminology we understand, effectively testing our knowledge "not trying to confuse us or test our ability to take a test. An example of "trying to confuse us" example, she stated that on the Smarter Balance test it used the word "refuse" that place even she was confused at first, and that the kids of only 8 or 9 years old would likely be confused as well. Finally, the new test would have meaning. In the past, students would rush through the test just to get done because there were no repercussions for doing bad. With the proposed change coming into effect, students	N/+	

		would try their hardest, giving the state an accurate representation of where we are academically.		
2017-02-10 10:07:51	Marissa Haman Student Berkeley County Schools Inwood WV	Pertaining to regulation 4.1.c., I agree with the statement that was made. The Smarter Balanced test that is taken at the end of the year should be replaced with a new test or exam. I believe that this exam should be created by the teachers of each subject in each school in the state. I say this because the students in our schools are failing the testing because teachers aren't teaching the correct curriculum that is on the test. In addition to teachers not doing their jobs, the Smarter Balanced test does not portray accurate results for the students' abilities to test. For example, students that are Juniors could be taking AP English, English 11 Honors, or English 11 General, yet each student gets the same information on each test. I believe that is not fair for the students due to the fact that each class teaches different material.	N/+	
2017-02-10 10:08:58	Makayla McKinnon Student Musselman High School Inwood WV	Students should not have to take both the General Summative Assessment and End Of Course exams with effects on their grades. Taking multiple state tests could prove to be too stressful for students and cause them to do poorly. The Smarter Balanced test should be replaced by End of Course exams. These End of Course exams should be distributed with the purpose of ensuring that teachers are covering the required materials. End of Course exams are more specific to a class than the Smarter Balanced tests and they are more valid.	N/+	
2017-02-10 15:26:18	Grace Bridges Musselman High School Inwood WV	The proposed policy to replace the West Virginia General Summative Exams (WVGSE) /Smarter Balanced tests with the new West Virginia End of Course Exams (WVEOC) is a superb move. For years, the WVGSE and Smarter Balanced test has been made by officials and companies outside the state. They know neither what was supposed to have been taught to the students in	N/+	

		<p>West Virginia, nor what they have been taught. With the new policy, teachers within the state will decide what questions will be asked on the assessment, giving a more accurate representation of the students'™ achievement. Another positive of the WVEOC Exams is how it will be staggered for the classes that a student takes. Speaking from my own experience, previous versions of state testing cater solely to the grade level than one is in, not the classes they are taking. I have taken higher level math classes and ELA classes since fifth grade and find the tests, especially the math, rather unfair. Questions on the assessment are on topics I learnt over a year or two ago and have since forgotten due to lack of practice. Basing the state assessment on classes a student is taking in the current year will most likely yield better results than testing a student on information they have not gone over in years. This proposed change in the state assessment will be fairer for students than assessments have been in the past.</p>		
<p>2017-02-10 15:34:37</p>	<p>Alexis C Student Musselman High School Inwood WV</p>	<p>In response to omitting the Smarter Balance test and replace it with the End of the Course Exams, I agree. I do not believe the test in place now actually provides insight to what the state needs to do to allow students a better future.</p> <p>End of the Course Exams would be more beneficial when providing information on how West Virginian students are doing in their academics. The Smarter Balance test has usually had information that is not always a topic that was discussed in classrooms. If the exam was changed to accommodate every grade specifically, there would be a significant change in how students are doing because it would be specifically designed for that grade level.</p> <p>The Smarter Balance test should be eliminated because nobody takes it seriously. Students usually pick at random answers to complete that section of the test faster not caring what results they may receive. If a new test is introduced, I believe it should</p>	<p>N/+</p>	

		<p>count towards some type of grade. If it has some value to it, students would be willing to take the test seriously to further themselves in their academics.</p> <p>To conclude, the Smarter Balance test is useless for providing a way to allow the state to see how the students are doing in the classroom. If we change the test to something entirely different that is specifically designed for a grade, I believe there would be a greater chance of the test taken seriously. Students want to see that their time learning has not been wasted and will provide an impact on them for the future.</p>		
2017-02-10 15:49:21	Haley Theilgaard Bunker hill Wv	<p>The WVEOC would be a great replacement for the smarter balance because teachers will be creating the WVEOC. I believe that teachers have a better understanding of what kids know and how they learn versus a person who has never taught before in their life.</p> <p>In addition, this test should not be a factor in which you pass the course or not. Some teachers do not teach the material they need or in a proper timeline. The WVEOC should look upon the teacher and assure that the students are receiving the proper information.</p>	N/+	
2017-02-10 15:53:23	Angie Domico Cox Director - Title I, Special Education Wirt County Schools Elizabeth WV	<p>We reduce testing in one area and increase it in another - this doesn't make sense to me. To properly develop an assessment it takes time, field testing, etc - in this age of budget cuts - are we willing to dedicate the necessary resources to do this properly? I remember the WV Step (not sure of name) it was a train wreck. The purpose of EOC is vague as well -but the possible implications are nasty..... are we willing to hold student at a given grade level based on an exam? This is not stated in the policy however.....</p>	N/-	
§126-14-5 Administration Regulations				

2017-01-12 14:52:04	Gale Holt Mrs. Retired teacher Martinsburg West	Seems the same to me.	N/o	
2017-01-12 17:57:26	Sonjia Richardson Principal Putnam County Schools Poca WV	The policy needs to include specific language that does not allow a student to "opt out" of an assessment. I have been in a school where multiple (90-100) students refused to test, and we received little to no guidance from district or state level because previous language is so vague. If our schools are to be accountable, there has to be something specific in policy that protects the schools.	NA/-	The policy revision does not address "opting out."
2017-01-12 21:43:27	Angie Parent Elkview WV	No.. this should not be counted as a grade. Their studies are hard enough the way it is.	N/o	Duplicate comment from earlier section.
2017-01-12 23:00:27	Donna Patterson Charleston West	This test is based on funding for federal money that the schools receive. Go back to school books regular math instead of every day math. Reading books, soundings words out by sylobles instead of sight reading! Because these kids aren learning! Get ride of these teachers thats on drugs,and only there to finish out last year to get retirement,and get old school teachers that will call that childs parents first sight of issue and keep that child in on recess for that one on one to make sure they get it! School system know don care about kids, only sport ratings,and pay raises! No this this should not be part of kids grades, but should be part of teacher evaluations for pay raises and employment status!! The teachers should be drug tested!!!	N/-	
2017-01-13 08:15:43	Patricia Coulter Teacher Clay County High School Clay WV	Please revisit this mess of a test and let us count something that actually counts. The ACT, PSAT, PLAN test, WORK KEYS, ACCUPLACER... there are too many good choices (and many of these we already give anyway) to keep using something that isn working and is costing too much money!	A/o	See Response 3.
2017-01-14 09:11:54	Amber Williams Teacher Svhs Huntington Wv	I agree that there needs to be a way to measure and ensure student learning. I think it is a mistake to measure learning with a test that is meaningless other than causing a negative impression of educators. There HAS to be a reason for students to try their best. There is no affect if a student tries there beat and has good scores/improves or vice versa. We have discussed this issue	A/+	See Response 1.

		<p>thoroughly in our PLCs and as a faculty and we all agree that one solution would be to change the test the ACT. This would allow the test to be greatly more meaningful. I have honor students who score in the high 20s and low 30s on their ACT but have routinely scored below proficient because they complete the test, which should take 90 minutes, in four minutes. Why wouldn't they? As I mentioned, it means nothing to them. There is no benefit and no punishment one way or another for their scores.</p> <p>^</p> <p>I do like the that the smarter balance has higher level thinking questions that other tests do not have.^ I also like that student who aren't great test takers don't have unnecessary stress because their scores determine their promotion. That is the only positives I can think of on behalf of this test.</p>		
2017-01-18 17:23:07	<p>Joanna Burr Teacher Mercer County Schools Princeton WV</p>	<p>We need a test that is NOT administered online. Our school spends six weeks or more trying to get students into labs to test students. Many students have to test on a mini laptop or tablet because there isn't enough desktops for everyone to test at the same time. Students who are forced to take the English exam with the mini tablets do not spend the proper amount of time on their writing because they get frustrated trying to type on small keyboards. Testing time is currently time spent with many disruptions to the school day. Students have to miss important classes to attend the scheduled test period. This makes teaching with over half of your class gone almost impossible. Also, we need to consider school systems that are still on the block schedule. As it is currently, our students take the tests either months after they have been out of the class or months before the class finishes. This is a disadvantage to both sets of students.</p>	NA/o	<p>Comment addresses technology requirements, which would be addressed in RFP and contract negotiations with vendor.</p>
2017-01-19 11:57:48	<p>Sharon Dove Assistant Director of Instructional Technology Berkeley County Schools Martinsburg WV</p>	<p>It is very important that students are able to take the EOC exams on various devices - iPad, Chromebook, HP Stream, Laptop, etc.</p>	NA/o	<p>Comment addresses technology requirements, which would be addressed in RFP and contract negotiations with vendor.</p>

2017-01-22 13:35:37	David Parsons Parent Marshall County Schools Glen Dale WV	If you think your testing is relevant, then it should be a REQUIREMENT FOR EVERYONE AT THE WVBOE AND LEGISLATURE to take the test!	N/o	
2017-01-27 10:52:20	James Poling Mr. Montrose WV	EOC exams should happen in the last 10 days of the school year, any student not taking the exam will not receive credit until they take it. I would also assume that it will be computerized and that we would get the scores back in real time so that report cards are not held up for the students.	NA/o	Comment goes beyond scope of policy revision.
2017-01-30 12:24:58	Gary A Wroblewski Prichard WV	NO OPTIONS FOR PARENTS TO REFUSE TESTING???	NA/-	Policy revision does not address "opting out."
2017-01-30 12:29:53	Gary A Wroblewski Prichard WV	NO OPTIONS FOR PARENTS TO OPT OUT???	NA/-	Policy revision does not address "opting out."
2017-02-09 21:14:13	McKenzie Nobles Student Musselman High School Inwood WV	5.2-5.2B This is appropriate because if the teacher or administrator doesn't understand what they are doing, how are the students? 5.3D I feel teachers shouldn't only have to be trained in the test, but they should have to take an updated test themselves to see if it is actually capable for an average student to do well. 5.7 Any cheaters should just be kicked out and their grade dropped? Just put in on their transcript and fail them. There is no need for a "report"	N/o	
2017-02-10 15:41:08	Gabi Donham Student Musselman High School Inwood WV	I am against this new state assessment proposal. The state assessment tests already in place are not effective in truly assessing the students of this state. Some kids do not take it seriously so they mark answers at random and scoff when they get a bad score. Changing the test itself is not going to change that mentality. Changing the questions will not make students take the test seriously. The state tests also take time away from classroom learning. When I took my English GSA test my sophomore year, it took roughly three to four weeks because we had to find a computer lab to work on the test but sometimes the computers would not	NA/-	Comments go beyond the scope of the proposed policy revision

	<p>log onto the sight for the test. The test itself was not hard at all but the fact that we took almost four weeks to do it stressed everyone out. By the time we were halfway through it no one wanted to take it seriously. My math test the same year took a whole week of regular class time to work on it.</p> <p>State testing also takes place right around final exams for school. Musselman started soon after Spring Break with state testing but if itâ€™s taking more than a month to finish the state assessment then itâ€™s seriously going to affect how prepared we are for our class exams. State assessment cuts into our time to prepare for exams which means we might not do well which could affect our overall grade negatively.</p> <p>With all this in mind I say that just changing the test will not do anything to improve the state assessment, but changing how the test is administered will go a long way in overall improvement.</p>		
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Veronica Barron

From: Vaughn Rhudy
Sent: Friday, February 10, 2017 11:41 AM
To: Veronica Barron
Subject: FW: Student Accountability in West Virginia

Here's another one I received from Mary Catherine.

Dr. Vaughn G. Rhudy, NBCT

Executive Director
Office of Assessment



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1901 Kanawha Boulevard East
Charleston, WV 25305-0109
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From: Mary Catherine Tuckwiller
Sent: Thursday, January 26, 2017 3:03 PM
To: Banjo Nelson <woods_86banjo@hotmail.com>
Cc: Vaughn Rhudy <vrhudy@k12.wv.us>
Subject: RE: Student Accountability in West Virginia

Dear Jacob:

Thank you for your inquiry.

Because your comment addresses West Virginia Board of Education Policy 2340, which is out on public comment through 4:00 p.m., Friday, February 10, 2017, I am forwarding this email to Dr. Vaughn Rhudy, Office of Assessment for review and inclusion in the public comment log.

I will also forward this to the Office of the State Superintendent of Schools so that the appropriate individual who oversees accountability efforts can review and respond to your inquiry regarding progress related to student accountability.

Sincerely,

Mary Catherine

Mary Catherine Tuckwiller

Please update your records to reflect my new contact information.

Board Attorney

West Virginia Board of Education

West Virginia
EDUCATION
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**ONE VOICE
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From: Banjo Nelson [mailto:woods_86banjo@hotmail.com]
Sent: Thursday, January 26, 2017 2:38 PM
To: Mary Catherine Tuckwiller <mctuckwiller@k12.wv.us>
Cc: Banjo Nelson <woods_86banjo@hotmail.com>
Subject: Student Accountability in West Virginia

January 26th, 2017

The Honorable Mary Tuckwiller
1900 Kanawha Blvd E.
Charleston, WV

Dear Attorney Tuckwiller,

I am a High School senior at Man High School located in Logan County. I am writing to you with the belief that establishing student accountability in the state would be very beneficial for everyone.

As I am sure you are aware, students currently take the Smarter Balance Assessment, and results of the test were not satisfactory. wvea.org gives 51% of students passing English, and only 30% for Math. Let's compare this to Texas (statistics from tea.texas.gov), which has student accountability, and has a 92% passing rate. Ma'am, that isn't a mere coincidence.

As a student that has participated in both the Smarter Balance and the West Test, most students don't care since they have nothing to lose. They just rush through it, so the tests aren't reliable sources to show what students know. This, unfortunately, shows our state in a bad light. If there were to be student accountability, as

in not letting them advance to the next grade, they'll certainly try then. Can you give me an update on the progress of this?

Yours truly,
Jacob Nelson

Veronica Barron

From: Vaughn Rhudy
Sent: Friday, February 10, 2017 11:40 AM
To: Veronica Barron
Subject: FW: Educational Testing

Here's one I received from Mary Catherine.

Dr. Vaughn G. Rhudy, NBCT
Executive Director
Office of Assessment

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-----Original Message-----

From: Mary Catherine Tuckwiller
Sent: Monday, February 06, 2017 9:09 AM
To: Buren Maynor III <burenmaynor@gmail.com>
Cc: Vaughn Rhudy <vrhudy@k12.wv.us>; superintendent@wvde.state.wv.us
Subject: RE: Educational Testing

Dear Buren:

Thank you for your comment regarding accountability as it relates to student testing.

Because your comment addresses West Virginia Board of Education Policy 2340, which is out on public comment through 4:00 p.m., Friday, February 10, 2017, I am forwarding this email to Dr. Vaughn Rhudy, Office of Assessment for review and inclusion in the public comment log.

I am also forwarding this to the Office of the State Superintendent of Schools so that the appropriate individual who oversees accountability efforts can be apprised of your comments.

Sincerely,
Mary Catherine

-----Original Message-----

From: Buren Maynor III [mailto:burenmaynor@gmail.com]
Sent: Sunday, February 05, 2017 1:39 PM
To: Mary Catherine Tuckwiller <mctuckwiller@k12.wv.us>
Subject: Educational Testing

Buren Maynor III
PO Box 42
Verner, WV 25650

The Honorable Mary Tuckwiller
1900 Kanawha Blvd. E
Charleston, WV

Dear Attorney Tuckwiller,

I am a high school senior at Man High School located in Logan County. My reasoning for writing to you is the purpose to implement student accountability into the annual end of the year testing.

As you know students in West Virginia currently take the smart balance test to determine where students and teachers are on a benchmark. According to wvea.org 5 out of 9 students are passing English and only 30% for Math. I have the explanation for why this is. It's simply because of no student accountability. We are forced to take these tests year in and year out when it simply doesn't go towards our grade, nor determine whether we advance into the next grade. But once the test scores come back the teachers are to blame when I am here to assure you that is just not the case. Some students in my testing site take less than five minutes to complete each section due to the test simply not mattering to them personally.

What I suggest we do, is we introduce student accountability. If you fail the test then you remain in the current grade, however, if you pass the test you advance. As a senior if you fail you remain a senior and have to retake the test. Student accountability would then show you on these tests just how intelligent we are. If the test does not matter personally to my future then why should I have to try?

Thank you for your time Attorney Tuckwiller

Sincerely,
Buren Maynor III

Veronica Barron

From: Vaughn Rhudy
Sent: Friday, February 10, 2017 11:42 AM
To: Veronica Barron
Subject: FW: Online comment from four retired generals
Attachments: MissionReadinessWV2.9.17.pdf

This one is already in the comment log. They must have made the comments online and sent an e-mail.

Thanks,
Vaughn

Dr. Vaughn G. Rhudy, NBCT

Executive Director
Office of Academic Achievement



1000 Capitol Building
200 Kanawha Boulevard East
Martinsburg, WV 26150-3000
304.687.2700
304.687.5011 F
Email: vrhudy@k12.wv.us
<http://wvde.state.wv.us>



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From: Jamie Lockhart [mailto:jlockhart@missionreadiness.org]
Sent: Thursday, February 09, 2017 10:11 AM
To: Vaughn Rhudy <vrhudy@k12.wv.us>
Subject: Online comment from four retired generals

Dr. Rhudy,

I am submitting the attached letter on behalf of four retired general officers from West Virginia. This letter is to comment on the West Virginia Measures of Academic Progress.

Thank you for your leadership.

V/r,
Jamie

Text of Letter:

Dear Dr. Rhudy,

As concerned citizens from West Virginia, as well as retired generals and members of the national security organization Mission: Readiness, we appreciate the opportunity to comment on the Board's proposal to reconsider the process by which our state assesses our students' academic performance in English Language Arts and mathematics. Specifically, you have asked for public comment about replacing the Smarter Balanced testing instrument.

First, let us make clear why we feel the issues of high standards and appropriate assessments are so important to our broad concerns about national security. We feel that maintaining consistent and rigorous standards is vital to ensuring that young people grow up to be citizen-ready with the option to serve in the military, if that is the path they choose. We are gravely concerned that 71 percent of 17- to 24-year-olds nationwide—and 75 percent here in West Virginia—are unfit to serve, primarily because of issues related to poor educational achievement, obesity, and involvement in crime or drug abuse.

Without enough educated and fit young men and women available to serve in tomorrow's Armed Services we cannot maintain the necessary capabilities the nation needs. But this is not just a military issue. Businesses in the private sector are also seeking many of the same skill sets and running into the same challenging deficits.

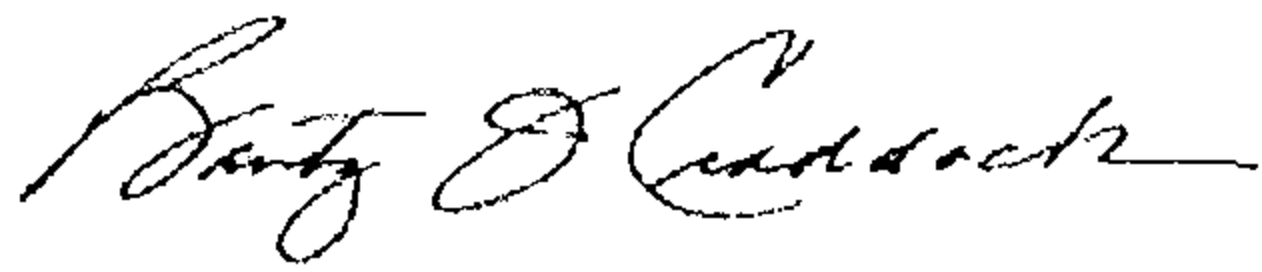
Therefore, we feel strongly that our state should maintain the high standards we now have in place. We are pleased that the Board's proposals assure that the West Virginia end-of-course exams will be aligned to the West Virginia College- and Career-Readiness Standards for corresponding courses.

In terms of the specific question at hand—whether to move from Smarter Balanced to another assessment vehicle—we urge caution in making such a change. Clearly, no test is perfect and all can be improved. But our understanding is that many state and federal administrators, as well as many educators in the classroom and those involved in evaluation, have found Smarter Balanced tests effective and reliable. We are concerned that switching assessments could be disruptive to both teachers and students. In addition, developing new assessments is a very complicated, lengthy and expensive process, that could result in high costs to West Virginia taxpayers. So we urge the Board to be very deliberate in making any changes, and to insist on evidence that moving to a new test would improve the state's ability to more effectively assess student outcomes.

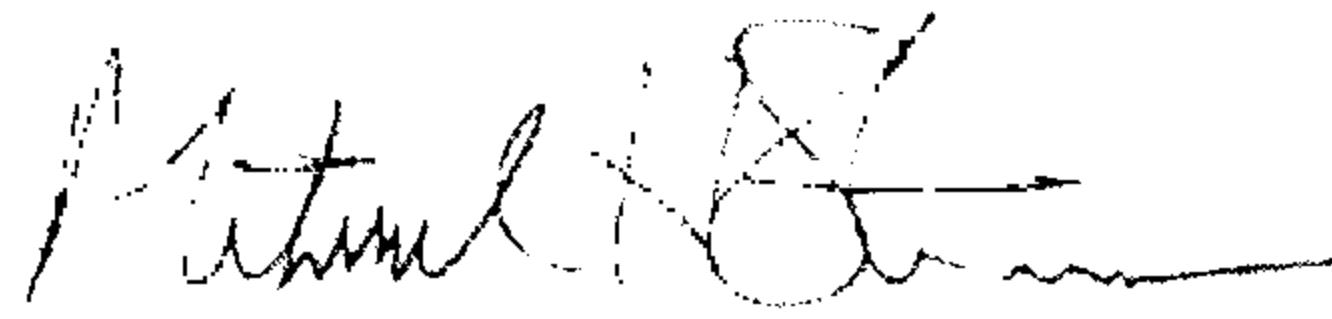
Moreover, because we understand the importance of comparing student outcomes across states, we see the value in being able to compare our students' assessments to other states' students who participate in Smarter Balanced assessments. The more we step away from the well-accepted assessment instruments, the harder it is to make these comparisons.

Therefore, we urge the Board to be careful in making a big change like replacing Smarter Balanced with another assessment vehicle. We defer to educational experts on the Board and in other settings to make the best academic judgments about what testing makes sense for West Virginia students. But we know that 14 states in addition to ours are currently part of the Smarter Balanced Assessment Consortium and seem to be finding that membership valuable. As a result, we urge caution as you consider moving away from a system that has been in place for years and appears to be doing the job for which it was created.


Very respectfully,



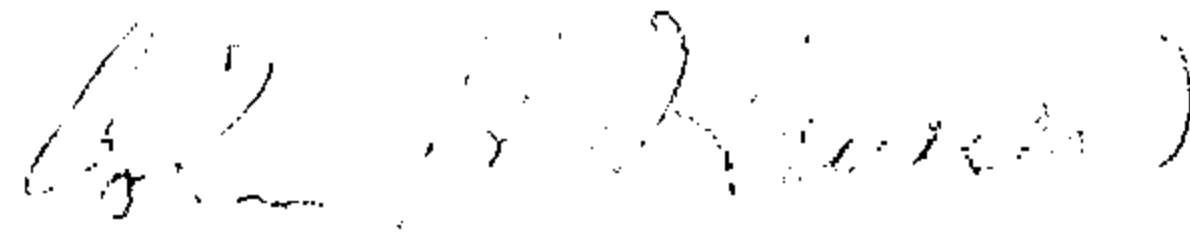
General Bantz J. Craddock
U.S. Army, Retired



Lieutenant General Mitchell H. Stevenson
U.S. Army, Retired

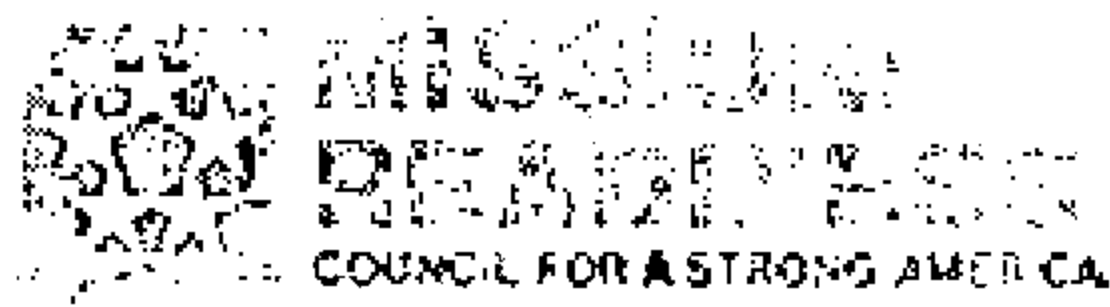


Major General Ronald G. Young
U.S. Army, Retired



Brigadier General John H. Grueser
U.S. Air Force, Retired

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Jamie Lockhart
Associate Director
804-514-7400
jlockhart@missionreadiness.org



Council for a Strong America
1212 New York Avenue NW, Suite 300
Washington, DC 20005

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February 9, 2017

Dr. Vaughn Rhudy
Office of Assessment
West Virginia Department of Education
Capitol Building 6, Room 825
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330

Dear Dr. Rhudy,

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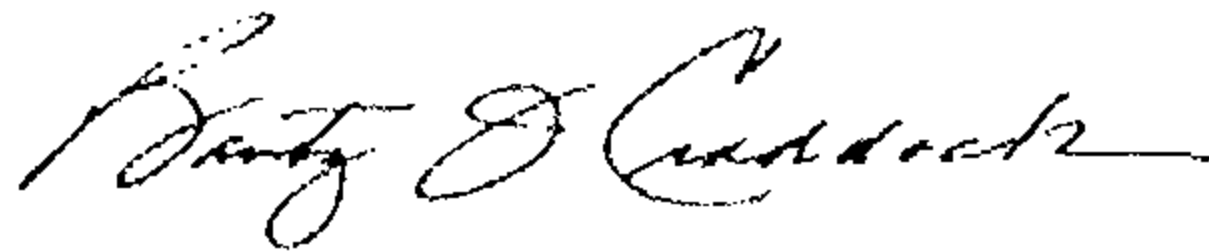
 [MissionReadiness](#)

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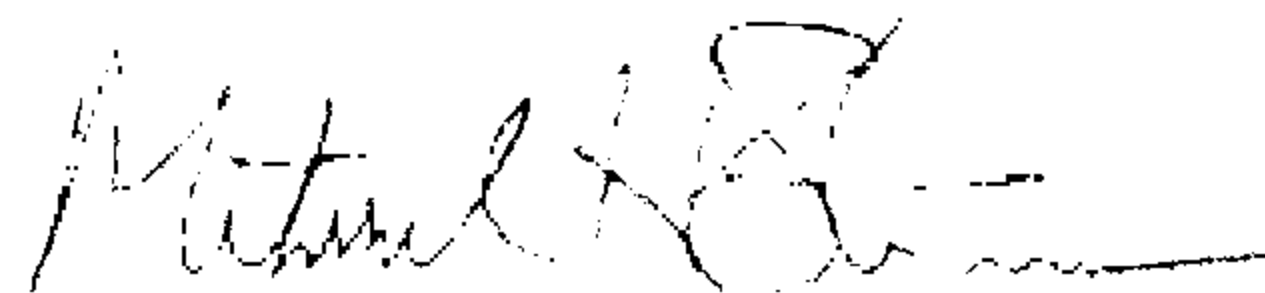
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Very respectfully,



General Bantz J. Craddock
U.S. Army, Retired



Lieutenant General Mitchell H. Stevenson
U.S. Army, Retired



Major General Ronald G. Young
U.S. Army, Retired



Brigadier General John H. Grueser
U.S. Air Force, Retired

Action		Type	
N	No Response	-	Negative
NA	Not Accepted	+	Positive
A	Accepted	o	Neutral

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
§126-14-1 General				
2017-01-12 12:38:42	Rebecca Baker Teacher Greenbrier East High School Lewisburg WV	I feel strongly that students should have some accountability with whatever test is administered. As it is now teachers and schools are accountable, but the students do not have any benefits or repercussions for the results of their test. This, in my opinion, is why high school students do poorly on these tests. They know that they are not impacted by the test.		
2017-01-12 12:51:01	Nancy teacher NCBOE Craigsville WV	I believe that students are tested way to much the way it is. Students are tested so much that a lot of them will just put down any old answer and not even read the questions. It seems that class time is geared toward teaching something that will be on a test, never time to teach something that would be interested but not tested. We could use the ACT or the ASVAB to assess seniors.		
2017-01-12 13:12:47	Rebecca Baker Teacher Greenbrier East High School Lewisburg WV	I feel strongly that students should have some accountability with whatever test is administered. As it is now teachers and schools are accountable, but the students do not have any benefits or repercussions for the results of their test. This, in my opinion, is why high school students do poorly on these tests. They know that they are not impacted by the test.		
2017-01-12 13:43:30	Hillary O'Dell Tcaher Richwood WV	I believe all students would greatly benefit from taking the ACT at the end of the school year. Since student wishing to attend post secondary school will be required to take this exam, this would be a great way to increase and insure engagement and effort from a larger percent of the student population. When they believe nothing is at stake with an exam, they are less likely to put forth their best effort.		
2017-01-12 14:25:50	sherry hartman math teacher Morgan county schools Berkeley Springs wv	Teachers are on the front line and have been telling those in authority that students rush through computerized testing, especially when they know that they will not be held personally accountable. Text book companies control our tests, our test preps, our textbook selection, our training...they promise the world to out of touch or overworked politicians and board members, but deliver nothing but broken promises, watered down content, and illogical assessment methods where confusing and badly written questions are mistaken for higher level problem solving opportunities.		

<p>2017-01-12 14:52:04</p>	<p>Gale Holt Mrs. Retired teacher Martinsburg West</p>	<p>"The greatest danger of our age is total obsession with partial ideas." I taught in West Virginia since 1998. I have administered Westest, the Writing Assessment, Smarter Balance, and in Virginia the SOL. English teachers were required to teach increasing amounts of standards with steadily decreasing periods of time in which to do so. We needed to plan and deliver lessons accommodating students with ever greater needs and challenges. Precious time was siphoned from the classroom in fruitless data teams, teaching to the test and in administering benchmarks. More & more time was required to administer tests and more and more computer lab access was denied to 21st century students. The input of seasoned, excellent teachers was not solicited or desired. Students were and are contemptuous of these standardized tests. At no time were the real factors of poverty and the disintegration of the family taken into account. At no time were parents offered training and support in facilitating their students success in the Common Core. I helped train teachers in the Common Core and I feel like I sold out. English teachers were assured that literature would comprise 75 per cent of their content. The adopted texts offered did not contain 75 per cent literature. If teachers teach the promised literature, they will have to turn to other sources. Adopting tests created by ACT is a step in the right direction. I believe that my earlier students received a better education. I believe my more recent students were cheated despite the earnest efforts of committed educators.</p>		
<p>2017-01-12 16:31:22</p>	<p>Bonnie Henthorn Vice-President Tyler County Board of Education Middlebourne WV</p>	<p>This policy purports to put forth plans to effectively replace the SBAC test "if possible". Although I would support the removal of the SBAC test as well as the CCSS (which we still have under a different name), policies aren generally fluid and therefore, passing policies that state "if possible" should not be passed by any public entity. Who determines what is possible? How is whether it is possible or not possible determined? Depending upon your agenda, what is "possible" to me may not be "possible" to you. Therefore, the entire face of this policy seems disingenuous at the outset.</p> <p>Additionally, this policy claims to have a cost, to the lay person, of somewhere between \$2-\$9 million? Is that really the best guestimate--- a \$7 million dollar difference? No public policy, especially in the age of financial crisis that WV finds itself in every year, should be passed where the final cost can be quadrupled. There should be further evidence provided to substantiate these costs. WV is in a budget deficit every year, where is this money to come from?</p> <p>Especially given the financial considerations in WV, one would think that we would look for other alternatives rather than re-inventing the wheel each time we want to make a change. For example, based on an article from the Heartland Institute (https://www.heartland.org/news-opinion/news/62-percent-of-states-have-dropped-out-of-common-core-consortia-study-finds), participation in the SBAC and PARCC have continued to decline over the past few years. Given the fact that many states have ditched the consortia even though many didn eliminate the CCSS entirely (most did like WV and just made minor changes and rebranded them), why would we need to reinvent the wheel and pay for a brand new test? Wouldn it be wise to take what some other states are using and just tweak it for WV? It would seem much more cost effective than paying up to \$9M dollars that we simply don have to create something brand new.</p> <p>Will this money have been wasted should the USDE remain true to their word and lobby the US congress to again take up the ESSA and remove many of the currently regulations?</p>		

And why, under ESSA, if we are only required to do a test in 11th grade to determine college and career readiness, are we going to develop end of course tests for 9-12? Why would we not develop just one test, as required, an end of course test for 11th grade and leave it at that? Students in 11th and 12th grade take many other college readiness tests including AP tests, ACT and SAT, and others, why are we going to keep compounding this problem? And what are we going to do when all the kids fail the end of course tests in 9th grade - we can keep everyone in 9th grade forever.

Perhaps a better solution to this policy would be to put it on hold until we know what is going to happen with new federal and state regulators in place? And perhaps all of the so-called "stakeholders" should be invited to the table, including those within and without the school system before mandating additional test changes, especially IF the goal is to get the students to achieve... Were the teachers in WV surveyed about this policy, how about the superintendents and administrator groups? How about parents and what about students? Has anyone ever asked parents and students what they think would make them do better on these tests? And I don mean parents who also are teachers, who also are volunteers, who are also people who never question...I mean the real parents out there who have lot of good feedback. We do not operate in a bubble, everything in education depends on another. If the parents and students aren in, you are wasting \$9 million and we will be right back here in 5 more years with another program and another \$9 million with 10,000 less students than we have now.

If you ask some of the "non-traditional stakeholders" (i.e. another one then academics with doctorates and businesses), you will find that teachers feel like its the students fault and parents feel like its the teachers fault - newsflash, neither is correct. Arbitrary rules and regulations being placed on people, including teachers, is just a source of frustration and youll likely find a large contributor to the teacher shortage.

Forcing end of course tests every year in high school is only going to add to the frustration unless you get buy in. Every time we change to a different system, we claim it will provide more "insight" into why students aren achieving and all the while they are passing through the system and NOT learning alot of stuff they really needed to learn because weve been teaching directly to the test. We need to stop placing so much emphasis on the tests and focus more on the student and content.

The more hullaballo is made about testing, the more parents could choose to refuse the test completely. Of course, this policy, as written, would take that right away from parents every single year of high school because the students would not be able to pass to the next grade without taking the end of course exams. Perhaps that will lead to continuing enrollment declines...who knows, but it is time for our educational leaders making and advocating for these policies to take the people who are affected by these policies into consideration - which isn currently happening. We can see that by the abysmal results.

2017-01-12 Darla MoomW
19:49:20 Cool Ridge WV

I don think that this is such a good idea. It seems like nowadays the education system is trying to set kids up to fail. The way the kids are being taught today is absolutely crazy. So much is being thrown at them that they are having a hard enough time trying to keep up their grades. Just leave it alone

cause it shouldn't determine if a child who has made it all the way through the 12th and fail this test and not be able to graduate. Really that is so wrong for the Board of Education to even consider doing something like this, just think how many kids who will fear failing this and not graduating after at least 12 years of school, doing projects, homework, studying for test and then when they turn 18 will just quit before they graduate. Please kids already have enough pressure on them from school don't add too their stress. Our kids need to graduate, go to college and have a career not a JOB. To me there is a difference between the two a career is something you have a passion for and a JOB is just that a JOB somewhere you go and work to barely get by. I have family who live out of state and the school system done something like this it didn't matter if they had been a straight "A" student if they didn't pass the End of Year test they didn't graduate. So wrong how would you feel if this was you? I really can't believe anyone would like or want this, let's help our kids and stop making things harder on them!! Please!!!

if they didn't pass the End of Year test they failed and didn't graduate

2017-01-12
21:43:27
Angie
Parent
Elkview WV

No.. this should not be counted as a grade. Their studies are hard enough the way it is.

2017-01-13
04:07:40
Angel McCoy
Teacher
Man High School
Man WV

This is one of the best ideas for legislation and is long overdue. Student accountability is crucial and without it, these assessments have been invalid as a true measure of student achievement. Students had no real motivation to try and they were not ashamed of that either. Much undue stress and blame is placed on schools based on invalid test results. Now maybe we can get about the work of helping students achieve for themselves rather than some arbitrary test and numbers that mean nothing to them, but everything to policy makers.

2017-01-13
06:22:26
Angel McCoy
Teacher
Man High School
Man WV

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<p>2017-01-13 08:15:43</p>	<p>Patricia Coulter Teacher Clay County High School Clay WV</p>	<p>them, but everything to policy makers.</p> <p>Testing students without providing an incentive to score well puts teachers and schools in a precarious place. I teach high school and students and parents ONLY care about the Promise Scholarship and have little to no interest in the scores on our statewide assessment. This has been the case since the Promise was designed. Until our statewide tests count toward the Promise or toward an actual grade or somehow directly impact students, they will NOT take the test seriously. Please help us. Also, the test (particularly in Math) is POOR. It is hard to understand and hard to manipulate on the computer. Sometimes the calculator looks like the keypad on the screen they use for recording their answers and sometimes it is different. Consistency would be nice. The practice test offers no grading and no feedback. The test results we get back are ambiguous and poor at best. The WESTEST gave us detailed and valuable information. This gives us a vague concept and up to a +/- 27 on the score.</p> <p>Statistics have shown students have been rushing through the exam. Current assessments are not connected to final grades or college readiness assessments.</p>	
<p>2017-01-13 08:18:49</p>	<p>dpingley Ms berkeley springs wv</p>	<p>This in itself has to prove this is a waste of time, MONEY, and lack of insight on the organized group of people that had it put in place to begin with.</p> <p>Is this state showing a lack of interests in what is really important for a true assessment on the education that is truly valuable?</p> <p>What is wrong with you people? Try and get it right with the next test. unfortunately , I have found in my experience; those that can teach well or don want to be in the classroom are promoted. I also realize if a person that wants to continue to be an educator feels like they have to go into administration to feed their own family. WV has proven they don give a hoot about their education system or their educators.</p>	
<p>2017-01-13 08:19:47</p>	<p>Cathy Lester Special Ed Teacher Richwood High School Richwood WV</p>	<p>So just keep pooping all of us down your educational toilet bowl. What difference what tests you give, they all have been meaningless, just statistics and paperwork.</p> <p>My take on it is why reinvent the wheel and keep creating new tests when we could give the ACT - a nationally recognized test accepted by all college, universities and tech schools that benefits our students.</p>	
<p>2017-01-13 08:36:38</p>	<p>Angel McCoy Teacher Man High School Man WV</p>	<p>This is one of the best ideas for legislation and is long overdue. Student accountability is crucial and without it, these assessment have been invalid as a true measure of student achievement. Students had no real motivation to try and they were not ashamed of that either. Much undue stress and blame is placed on schools based on invalid test results. Now maybe we can get about the work of helping students achieve for themselves rather than some arbitrary test and numbers that mean nothing to them, but everything to policy makers.</p>	

	Logan County Schools Logan WV	cheaper, established and students are vested in the process.
2017-01-13 13:38:34	Melissa Adkins Teacher Valley High School Smithers WV	I think end-of-course exams make a lot more sense, and, in fact, passing them with proficiency should be a large part of a students being promoted in all core subjects in all grades, particularly on the secondary level. Education in West Virginia will not improve until we raise our standards and expectations. Also, end-of-course exams would, presumably, be more closely aligned with how students learn and process information.
2017-01-13 13:40:06	Deborah Null Librarian Sherman High School Seth WV	The ACT test would be a much more valuable assessment of high school students knowledge than a developed year-end assessment. Students who wish to go to college will try hard on the ACT because they need it to get into college, and families will encourage students to do their best; otherwise, they will have to pay for their children to retake the exam if they do poorly.
2017-01-13 19:26:40	Jennifer Belcher 8th grade ELA teacher Princeton Middle Princeton WV	I agree with replacing the assessment for high school with EOC exams
2017-01-14 08:46:05	Amy McCloud Teacher Huntington WV	If we would change all high school test to the ACT it would give the students, parents and teachers reason for their students/children to do well on the academic measuring teats. For those that would like to report their tests to a college the state could charge the student a minimal amount so it would defer some cost. If this is not a possibility than end of course exams if tied to passing would get a more accurate read on what the students have learned. As of now there is nothing to motivate these students to take the current tests seriously and therefore we have inaccurate measures. Just a thought.
2017-01-14 11:34:02	Jasmine Brown Teacher Logan County Schools Logan West	While I agree that students need to be held accountable for end of the year assessments, I see an issue with teachers teaching the needed standards to pass these tests. My children attend a Logan County High School, and I can tell you that many teachers are not teaching. If the state creates a test and hold the students accountable, then most would fail and drop out of school. Until we can get the point where we are doing unannounced classroom visits, then most will not know what is happening in the classroom. Teachers need to be made more accountable to teach the standards.
2017-01-14 19:45:29	Robert McPeak Teacher Ritchie County Schools Ellenboro WV	I teach grade 11 English at Ritchie County High School. I am a fifth year teacher. I would like to express strong support for moving away from year-end standardized testing (WV GSA) and towards course-end testing. GSA is deeply out of step with the realities of education that I encounter on a daily basis in my work as a classroom teacher. I will not detail the problems with GSA, but I will say that I concur with those in government and the media who have cited the plethora of problems with GSA (Smarter Balanced) and West Test before it. My first choice to replace WV GSA would be a computer adaptive assessment that measures individual student progress over an established time frame (semester or year). The notion of "grade level" as a metric is invalid, but for the sake of discussion I will use that term in this comment. I teach grade 11 but, according to measures such as MAP testing and other informal assessments, my students literacy ability ranges from grade 6 to post-High School. That a student who enters grade 11 reading at a grade 7 level should have his/her academic progress measured against an average or

		<p>norm for grade 11 seems false and contrary to any notion of differentiation. However, if that student who entered grade 11 at a 7th grade reading level could demonstrate that they have advanced to an 8th grade or 9th grade level (albeit over the course of their 11th grade year) that would seem to be an indication that a years worth of learning had occurred. This would seem to be a more authentic and valid assessment model.</p> <p>If the an individual-progress-based computer adaptive assessment option did not exist, I would be I would be strongly in favor of end-of-course assessment as a replacement for WV GSA if:</p> <ol style="list-style-type: none"> 1. All students across the state take the same assessments. 2. Teachers, not administrators, academics, or bureaucrats, develop the assessments. 3. Teachers are provided detailed and specific information about the content and nature of the assessments. In particular, ELA is an enormously broad subject area. The CCR ELA standards specify very few specific texts. Extreme care must be taken that teachers have the awareness and resources to successfully prepare students for a course-end assessment. Teachers should be provided with test prep-materials (sample items or actual items) that directly and exactly parallel the items students will encounter on their course-end assessment. This is particularly important in ELA where very few specific texts are specified in the CCR standards (as it should be). 4. End of course assessments should be worth no more than 10% of a students course grades. Summative assessment is only one measure of student learning. To a large degree, any standardized test is foremost a measure of a students ability to take a standardized test. Students must also demonstrate their learning through a variety of other modalities such as presentations, portfolios, demonstration of the use of writing and resource processes over extended periods of time, etc. 5. Course-end assessments should not factor into teacher evaluations. 6. ALL courses/disciplines should participate in the course-end assessment system. Every course with a WVEIS code should utilize a standard state-wide standard assessment. Social studies, science, foriegn language, fine arts, and other disciplines are as important as math and ELA and should be equally accountable to the state wide assessment system. 		
<p>2017-01-15 13:01:14</p>	<p>Keith and Marie Cutright Family Family Parkersburg WV</p>	<p>We are highly in favor of Policy 2340. Incentive to perform well on exams is very important. Teachers and Administrators who develop the tests should be representative of the entire States school systems.</p>		
<p>2017-01-15 20:25:56</p>	<p>Kathy Nelson Teacher SVHS Huntington WV</p>	<p>I think we should move to using the ACT as it measures our students against the nation, which if they go to college is what needs to be measured. Also, these tests need to start in elementary, as I have students who are not being taught grammar. Therefore, they can tell parts of speech, or what a sentence truly means in its underlying concepts. It is not fair to judge one set of students and teachers when not all are teaching what is needed.</p>		
<p>2017-01-17 08:12:00</p>	<p>Josh Sammons Teacher Spring Valley High School Kenova WV</p>	<p>The emphasis on testing has promoted a decline in education for all public school students. Teachers have to teach to the test, therefore leaving students missing out on valuable learning experiences. Additionally, since testing does not affect grades, students do not feel a need to try during testing. Evaluating teachers based upon their student test scores, is like comparing apples to oranges. Students</p>		

		who have parents who promote learning will perform better than students who do not have support from home. If schools are to be evaluated based on testing, then at best the only scores that should be evaluated are those who are top students for their classes.		
2017-01-17 08:37:14	Shyloh Lusk Teacher Richwood High School Richwood WV	why reinvent the wheel and keep creating new tests when we could give the ACT - a nationally recognized test accepted by all college, universities, and tech schools that benefits our students.		
2017-01-17 11:21:59	M. Nida Principal Berkeley Springs High School Berkeley Springs WV	Though the EOC Exams will be a better system than the Smarterbalance, I do wish we could explore other options. I do like that the EOC Exams will provide some accountability for students and potentially staff in the future. However, I still feel that students will be overtested throughout the years if starting at Grade 3 and ending Grade 11. I feel that we should remove testing from Grades 9 and 10 and replace the Smarterbalance test for Grade 11 with the ACT and potentially explore options to tie this exam into graduation i.e. certain composite score. Students who do not make the score their Junior year could be required to retake their Senior year. Even without the accountability piece the ACT provides more incentive for both students and parents than any Standardized test we have ever used. It is nationally accepted and as a bonus to students and parents....has prep materials.		
2017-01-17 14:47:02	Diana Thaxton educator elementary school South Charleston WV We	I am in favor of replacing the Smarter Balanced Assessment		
2017-01-17 14:47:25	Joan Willard Director of SpEd and Assessment Morgan County Schools Berkeley Springs WV	It does not appear to be practical to implement end of the year testing for this current school year. It would be practical to see how everything aligns with CCR and to assure ESSA expectations are met through the testing process. KEEP IT SIMPLE!		
2017-01-18 18:49:02	Concerned Teacher Marion County	Why not utilize the nationally normed exams? Give the Explore in the 8th grade. Give the PLAN in the 9th grade. Give the PSAT in the 10th grade. Give The ACT in the 11th grade. Give the SAT in the 12th grade. These exams have waivers of fees for students who qualify for free/reduced lunch so the state could save a LOT of money and these tests are valid.		
2017-01-19 08:22:42	Robert McClain Teacher Independence High School Coal City wv	Thank your making an effort to help students achieve a better education. This will give students the needed motivation to work harder in class. We have been asking for this for years. Bravo.		
2017-01-19 14:48:44	Christy Spry Teacher Logan High School	In general, the policy to bring about end of the year assessments to measure student learning will help students prepare for college level final exams. Since student grades will be tied to scores, students will have a stake in testing and will perform to the best of their ability. It will also help teachers keep		

	Logan WV	pace and cover required topics instead of personal projects. However, I do believe college bound students should have some parameter included based on their ACT score. Perhaps that could be built into the LINKS curriculum and grade.
2017-01-20 14:11:48	Eric Emch teacher Wetzel County Schools New Martinsville www	<p>The budget of roughly nine million dollars seems extremely high. I believe that this money could be use to empower both learners and stakeholders to better meet the needs of success.</p> <p>It is about time that the state begins to recognize that our methods of testing our students is inadequate and not relevant.</p>
2017-01-22 13:35:37	David Parsons Parent Marshall County Schools Glen Dale WV	<p>We HAVE TO PLACE MORE EMPHASIS on ACT/SAT, ASVAB, Career Tech scores, Nursing Program scores, etc. We need to make this an test that will intrinsically and extrinsically motivate our young people, especially high school students.</p> <p>Additionally, it is not fair to the school system, district, county and community. Students learn at different levels and are put on 504 or IEPs, yet their score counts equal to all others. RIDICULOUS!</p> <p>I am concerned that we are moving too headlong into something far-reaching and complex. This has never been done (in my lifetime, anyway) in WV schools. Have other high school models been studied for points of success and failure?</p>
2017-01-23 10:08:34	Sabrina Hill English Teacher Tolsia High School Fort Gay WV	<p>The most appropriate, peer-reviewed and readily available measures are the ACT and ACT PLAN tests. Perhaps at the high school level students should be given this exam instead of Smarter Balanced (and even interim assessments, like the PLATO benchmark).</p> <p>Currently, our students in English/Language Arts take six days of benchmark testing per year in addition to the Smarter Balanced at the end, which takes a minimum of four days. Ten days of nothing but county and state tests. Exhausting--and unnecessary.</p>
2017-01-24 19:13:48	Leslie Haynes teacher/parent individual Ripley West	Allowing End of Course exams will allow students with disabilities a better chance to succeed. My son has autism and every year shuts down during Westest and Smarter Balanced. This (end of course exams) would accurately assess the knowledge a student has acquired without high-stakes, low-efficacy testing.
2017-01-25 08:35:55	Joseph Semple Teacher Tyler Consolidated High School Sistersville WV We	As we focus on college and career readiness for our students we may want to consider simply providing our students with several opportunities to take the ACT throughout their high school years instead of other forms of tests. All standardized tests are costly so why not consider spending the money on the tests the students truly need to actually apply for college in the first place? The students will take this test much more seriously and save the families of West Virginia a lot of money in the end. I would propose that all students take the ACT at the end of their Sophomore and Junior year as a requirement and once more at the conclusion off the first semester of their Senior year.
2017-01-25 19:14:19	Sara Lechner teacher	All assessments should be clearly aligned to the state standards and developed with input from West Virginia educators. Assessments need to include accountability for the students and additional

	Clarksburg WV	modifications for special needs students. Regardless of the chosen assessment, there should be a commitment to use the same test at least five years to ensure consistency in determining achievement and growth. Given the current budget situation in West Virginia, contract requirements and cost effectiveness should also be carefully considered.		
2017-01-26 08:17:53	Carrie Spurlock Teacher Milton WV	I do not feel this should be put in place. I do not feel an end of the year assessment should be tied directly to a students grade. It is up to the teacher to teach the students what they need to know. If you have a teacher who fails to teach then the students are going to fail the tests. Some students are simply not test takers. I do not feel it would be appropriate to put this in place.		
2017-01-26 08:49:46	S. Joseph Vincell teacher Pendleton County Schools Franklin WV	I appreciate your looking into the measures described in SBP 2340, A§126-14-4.1.c. As a 15-year ELA teacher, the entirety of which has been spent in West Virginia, I believe that my students benefit from data-driven instruction. The problem to date has been the inequitable testing practices that have afforded students little accountability for their performances. The result has invariably been that we have poured over and developed prioritized curricula around skewed data. I am excited to see that this rational step is a probability.		
2017-01-27 10:52:20	James Poling Mr. Montrose WV	EOC Exams should occur in all core classes and should count no more than 10% of the students final grade. Many students are poor test takers and to penalize them for being such is not good.		
2017-01-29 08:31:34	Randy Revels Math Teacher Elkins High School Elkins WV	At a cost of \$9.2M, WV could pay for an additional 180 to 260 teachers. In my county, we were told to expect to LOSE another 10 professional staff members. Tests do not help students learn, teachers do.		
2017-01-29 09:46:33	Barbara B. Zingg M.Ed. Teacher Jefferson County Schools Harpers Ferry WV	The WVDE needs to decide what its purpose is for Measures of Academic Progress. Is the reason to measure a students level of mastery in comparison to other students in the country? Is the reason to comply with federal regulation? Is the reason to generate data which can drive instruction and improve the way students in West Virginia are taught? As a member of the State Superintendents Commission on Assessment, I was shocked at this policy proposal as it was not the recommendation of the committee. The committee looked at this option along with others and it was not the recommendation that we made to the WVDE. The committee acknowledged that many students are not doing their best work on the WVGSA owing to the fact that it has no tangible effect on the students. The only true way to make the students accountable is to make the passing of the assessment a condition of graduation, similar to the Virginia Standards of Learning assessments and that is not what is being proposed. The recommendation was that students in the 9th and 10th grade not be tested, a savings of over a million dollars and an increase of instructional time of two weeks for 9th and 10th grades. The recommendation was also that students in the 11th grade use the ACT as its measure of academic progress. This is a method which is aligned to standards, provides comparison with students in the rest of the country, decreases testing time from weeks to days, and is valuable to students for scholarships and college acceptance. At a time when budgets of every district in the state are being cut and teaching positions being lost or left unfilled by certified teachers, the idea of spending millions of dollars to create a WV specific assessment is frankly offensive to teachers. Since 2010 and the adoption of more rigorous standards, the students and teachers of West Virginia have		

		<p>been through a virtually constant state of change. With only two years of data from the WVGSA and teachers and students still scrambling to find their footing with the new standards, another change would be disorienting at best, devastating at worst. My greatest support would be to stay the course with the WVGSA with the possible change of not testing the 9th and 10th graders as a cost savings measure. My second choice would be to adopt the ACT as the measure of assessment for 11th graders only.</p>	
<p>2017-01-29 12:06:01</p>	<p>Amy Cowgill High School Math Teacher Mineral County Schools Short Gap WV</p>	<p>As a high school math teacher in a school using the integrated pathway, I have a question. Will the end of course exams be written to cater to the traditional or integrated pathway of mathematics? Also, we will be evaluating textbooks for adoption in the 2017-2018 school year. It is very important, before we spend millions of dollars on curricular materials, that we are aware of which pathway the test will follow so we don't end up with the wrong materials.</p>	
<p>2017-01-29 13:28:54</p>	<p>Susan McCauley High School Mathematics Teacher Randolph County Schools Elkins WV</p>	<p>Will there be any repercussions on the students for not passing the EOC exam? I'm not sure how their development would make the student work harder unless there is a direct connection between test performance and student achievement. I think that students who meet the minimum testing requirement should receive a seal on their diploma saying they have reached that goal.</p>	
<p>2017-01-29 13:28:54</p>	<p>Susan McCauley High School Mathematics Teacher Randolph County Schools Elkins WV</p>	<p>As a high school math teacher, I have become more and more frustrated with the over-emphasis on testing in WV. The current summative test is a time-consuming burden for schools to administer, and the results are bleak and discouraging. While I am ideally in favor of end-of-course exams for high school math courses, I have doubts that students will take these tests any more seriously than the previous tests. I also have grave concerns about the costs associated with developing yet another series of tests when many counties are faced with shrinking budgets and RIFs in double-digit numbers. Admittedly, I am uninformed on the policies and regulations governing measuring student achievement, but if possible, I would suggest exploring any cost-saving avenue that might utilize an existing test. As a teacher in the trenches so to speak, I see much more benefit to knowing how my students measure up based on national tests such as the ACT, SAT, NAEP, or Compass test. Thank you for considering the thoughts and opinions of all stakeholders as you make a difficult decision. These changes will impact teachers and students' lives so very greatly.</p>	
<p>2017-01-29 15:00:20</p>	<p>Amy Rice Mathematics Teacher Mineral County Schools Keyser WV</p>	<p>The expense of testing has gotten so far out of hand with each change. Please reconsider the change from end-of-course exams. Our state has wasted millions of dollars on implementing changes that do not have the research behind them to show the change is worthwhile. Changing the general summative assessment to end-of-course exams will only create more problems and will not benefit our students.</p>	
<p>2017-01-30 09:41:18</p>	<p>Shirley vandall Teacher School HINTON Wv</p>	<p>Agree with this policy. Until students take testing seriously you will not get an accurate measure. For this to happen they have to be accountable.</p>	
<p>2017-01-30 12:24:58</p>	<p>Gary A Wroblewski Prichard WV</p>	<p>No opinion</p>	

2017-01-30 12:29:53	Gary A Wroblewski Prichard WV	No opinion		
2017-01-30 13:00:44	Doug Cross Assistant Superintendent Putnam County Schools Winfield WV	While I am not opposed to EOC exams, I would caution the WVDE to move slowly and deliberately through this process. The plan to have EOCs in place by the 2017-2018 school year seems a little too aggressive. It seems a more conservative approach to developing the EOCs may be better so that the final product is valid and reliable. By slowing the process more quality items could be developed and field tested. I would also request that only one grade level be tested in high school.		
2017-01-30 15:20:16	Crystal Adkins Teacher AFT Rivesville Wv	All assessments should be clearly aligned to the state standards and developed with input from West Virginia educators. Assessments need to include accountability for the students and additional modifications for special needs students. Regardless of the chosen assessment, there should be a commitment to use the same test at least five years to ensure consistency in determining achievement and growth. Given the current budget situation in West Virginia, contract requirements and cost effectiveness should also be carefully considered.		
2017-01-30 16:22:49	Matt Kelly Teacher Monongalia County Schools Morgantown WV	I think this is a great bill concept. Students need to be held accountable as they are in almost all of our competitor states. As a teacher, this allows me to put some weight behind test and to have students prepare more rigorously.		
2017-01-30 16:43:46	Julie Yearego Business & Marketing Teacher Liberty High School Clarksburg WV	<p>I am at a loss why we have to wait until the 2018-2019 cycle to make changes to the end of the year testing. Also, I am in full support of our Gov. Justice to utilize the ACT in lieu of the Smarter Balanced or another End of Course Exam created (most likely at great cost and time) by our WV Office of Assessment.</p> <p>If we are trying to get more of our student population to enroll in higher education, why not make it easier on them by actually preparing them to take and do well on the ACT - required by most colleges and universities? This test is expensive for most of our students and can prevent many of them from even taking it once. The younger students can take the ACT prep practice exams. Why are we reinventing the wheel, WV? Smarter Balance was not an accurate measurement - we had a representative from WVDE come to our school last year and tell us to disregard the results because 9th graders were being tested on 11th grade material - excuse me? How effective and accurate is that?</p> <p>I teach in high school and save the very few students who are looking to get into AP or Honors courses, most just fill in the bubbles until they can submit and put their head down to sleep - there is no incentive for the majority of students to do well - no grade (except for the schools ranking), nothing. In comparison, rather than replace this ineffective Smarter Balance with something of our concoction, why do we not more effectively prepare them for an exam that means something to them and their families - the ACT? That would be a more accurate and definitely more useful assessment to the families of WV. Many other states are requiring use of the ACT to support college readiness - lets support our students and join them. (Source: http://www.edweek.org/ew/section/multimedia/state-testing-an-interactive-breakdown-of-2015-16.html)</p>		

		<p>Thank you for listening to my concerns. If you would like to reach me concerning my comments, please feel free at (304) 326-7470 ext. 6871 (noon - 1:00 pm - during my planning), after 3:00 pm at (304) 669-9976 or via email at: jyearego@k12.wv.us.</p>	
		<p>-Julie Yearego, MEd, MAT Business & Marketing Teacher DECA Advisor</p>	
<p>2017-01-30 16:57:09</p>	<p>Robert Dugan English Teacher Morgan County Schools Berkeley Springs WV</p>	<p>I believe that the standardized testing for the students should be conducted less frequently. Students are over tested, and testing so regularly takes away from valuable and scarce instruction time. The student must be prepped for the test format before testing and given time to acclimate to the test tools, then the tests themselves must be conducted. Online testing is a valuable innovation, but unfortunately the infrastructure in many schools has not kept up with the demands of testing.</p> <p>Instead of creating a proprietary that the students are not invested in, the students should be given actual admissions tests. Students should be given the ASVAB test and the ACT test on alternating years at the secondary level and prepared for those tests at the elementary level.</p>	
<p>2017-01-30 18:43:26</p>	<p>Courtney Ostaff Mrs. Morgantown West</p>	<p>The ACT test and ASVAB tests would solve the issue of student engagement and ownership and our students would be better prepared for admission into college and eligible for more scholarships and merit based assistance.</p> <p>I feel as though this is a punitive measure aimed at high school students, (and indirectly, at their instructors). Has anyone raised a teenager recently? Being punitive just makes them dig in their heels all the more. You can win, because eventually theyll turn 18, and badmouth you. Do you really want more West Virginian voters to put down the WVDE? This is a waste of time, and money--this money could be put to better use for actual instruction, or maybe even COLA raises.</p>	
<p>2017-01-30 19:06:05</p>	<p>Laura Tracy Baisden Teacher Logan High School/ Logan Count Pecks Mill WV</p>	<p>Whatever test(s) used, there needs to be accountability for students and family in equal measure to the accountability required of teachers. Until that happens no test is going to be as effective as any of us want it to be. Another concern is the cost of changing test, in our cash strapped state. Why not use ACT which is a well established test that has been normed? ACT has tests that can be used to measure progress for lower grades as well as high school, and this is a test that students and parents take seriously. Finally, we need to stick with SOMETHING instead of changing every little bit.</p>	
<p>2017-01-31 07:04:07</p>	<p>John Hudson Superintendent Putnam County Schools Winfield WV</p>	<p>This policy may be too aggressive in reference to timelines and the amount of work needed to implement. I would suggest developing a study group and table until further study by such group. Time would also be needed to field test. Place on hold for further study.</p>	
<p>2017-01-31 08:43:28</p>	<p>Ms Liz L Lundberg Custodian Hancock Count Schools Newell WV</p>	<p>Lauding AFTs contributions to education and educational staff, but only wish to say that Public school education and standardized testing and teaching to the test totally sucks. I was lucky enough to have been given a 5-star prep school education because my dad taught in a private school. I wasn fed the public school diet, so while there are many gaps in my knowledge, I have an insatiable curiosity</p>	

		and the confidence to learn anything. I read incessantly and mostly non-fiction- to be a better citizen and to enjoy the beauty in everything around me. I have no doubt about my ability to learn anything at any age and I am 58. You can call me downwardly mobile because Im a janitor, but I WAS a Thoroughbred Jockey - I learned how to ride by reading books about it and trial and error. The obnly thing kids really need in school is to be encouraged to be curious about everything, and, for the few things we must know before we leave school, that those things we hated but had to do were with in order to eperience that even a weak neural path can be strengthened by exercising the mind, just like a muscle. Most of us don discover our greatest gifts until long after weve graduated, and by then, the only thing we e going to need is the confidence that we can be self- sufficient, and the enough curiosity to engage ourselves in anything that can make us useful. Im from NY but I love West Virginia and would like us to be FIRST in something. The Nordic countries don make education as stressful and complicated, and they have far surpassed us in quality of public education. We should find out what they are doing (and not noding) and bring it here.		
2017-01-31 08:56:07	Joe Melia Teacher Morgantown High School Morgantown WV	State assessments should be tied to moving on to the next academic level/graduation. Until students know they are accountable for their scores, many will not be trying, regardless of how teachers try to motivate them.		
2017-02-01 05:00:20	Tracey Linn Teacher Marion BOE Fairmont WV	Please make sure that "end of school exams" are as stated. Right now after our students take the Smarter Balance tests, there is about a month of school left. After the kids take those tests they think they are done and basically shut down. It is so hard to get anything out of them after those tests even for grades. Their philosophy is, "you taught me the standards, now thats it". So please make them right at the end of the school year.		
2017-02-01 19:44:34	Frances Tolley Science Chair Putnam Hurricane WV	Please switch to the ACT.		
2017-02-02 08:36:56	Sundie Ann Casto Asst Principal/Senior Counselo Richwood High School CRAIGSVILLE wv	How, in good conscience, could the WVDE justify wasting the taxpayers hard-earned money by spendingÂ over \$2,000,000 to develop EOCâ€™sÂ whenÂ we have a nationally recognized test that high schools, colleges and universities have been using for 58 years?Â The ACT college readiness assessment is a standardized test for high school achievement and college admissions.Â The ACT assessment measures high school students general educational development and their capability to complete college-level work with the multiple choice tests covering four skill areas: English, mathematics, reading, and science. The optional Writing Test measures skill in planning and writing a short essay.Â Â The ACT provides college readiness bench mark scores for our high school students.Â Subject test scores range from 1 to 36; all scores. The English, mathematics, and reading tests also have sub scores ranging from 1 to 18. Â You donâ€™t even have to choose the ACT.Â You can choose the SAT, another nationally recognized standardized exam that high school students take which also indicates a studentâ€™s college readiness.Â The point is, the WVDE has tried going the route of EOCâ€™s in years past and		

		<p>it has failed. Every couple years, the WVDE changes the testing formats and the price tags that accompany them. Let us use some common sense please and not continue trying to "reinvent the wheel" but instead utilize a "tried and true test" that is relevant to our students. Students in our state and across the nation understand why they take the ACT or SAT and would actually put forth an effort on the exam because it has a direct correlation to their futures. While the results of the WESTest, WESTest II, Smarter Balance, SGA or other exams have meaning to individual schools and counties for grades or ratings that tie directly into finances or such, those exams have very little, if any, meaning for our individual students. Administering the ACT or SAT would only cost an administration fee. The ACT would certainly not cost over \$2,000,000 to develop along with further annual administration fees.</p>	
2017-02-03 11:10:01	<p>Jim Poling Teacher Philip Barbour HHigh School Montrose WV</p>	<p>I still think the best thing to do is use the ACT test, college bound students would at least try on it.</p>	
2017-02-04 12:08:42	<p>Corinne Scurlock Special Education Aide None Beckley WV</p>	<p>I have always heard "for the children" since my formative years but I have not seen this put into action. We must remember always to put the children first.</p>	
2017-02-06 11:56:31	<p>Melanie Pinkerman Counselor Huntington WV</p>	<p>I agree that the GSA needs to be completely done away with. I do have concerns about implementing end of year exams. What data is there to support adding this requirement? Is it successful in other states? Will it hurt our graduation rates? Federal guidelines only require states test once in high school, why test every year?</p>	
2017-02-07 09:08:26	<p>Pam Stollings Counselor Tyler Consolidated High School Sistersville WV</p>	<p>Would it be more financially feasible to use the ACT Aspire test series, as it is already nationally normed, and stop trying to reinvent the wheel every few years?</p>	
2017-02-07 20:34:27	<p>Paula Meadows Teacher Boone County Schools Bloomingrose WV</p>	<p>I firmly support end of course testing. I believe that this will help students buy into their education. For too long, students have assumed little responsibility regarding their education. This will hold them accountable for their learning as it will emphasize the importance of responsibility in the classroom. Schools and teachers are judged on the performance of the students; however, without accountability for the students, how does this provide a true picture of the culture and environment of the school or classroom?</p>	
2017-02-08 13:25:04	<p>David Hurley Morgantown WV</p>	<p>I am in embarrassed as a citizen of our state that we have pushed the responsibility of teaching our children onto themselves. This measure will shift accountability from teachers and put it on the children they e supposed to be teaching. I am also increasingly upset and disillusioned with the state process that allows for comments to be shoved aside by using some convoluted 30 day process that is not disseminate to the entire population of our state for comment. You should be ashamed of</p>	

2017-02-08 19:52:21 Jennifer Walls Morgantown West

yourselves and should resign immediately you do not represent what the state is about or what our country stands for. I am a veteran and I have serve my country proudly and the teachers of the state should serve our children as they are paid to do so. This measure was voted on January 11, 2017. I was not informed nor did I receive any information by mail until February 8. Two days before the end of public comment period. It is time to get the teachers union and the damage they are doing to our state and our children out of public education. As the Democrats in Congress throw fits about current Department of Education nominations, our state jumped out in front and decides to do this haphazard and completely ignorant program change. I thought Republicans were supposed to be better than Democrats but apparently not so you are all just dirty politicians and you wonder why president Trump is our president. you all brought this on yourself and should be ashamed.

Our children are put through enough assessments. This policy is not appropriate. Take into account our children with Learning Disabilities who do not do well in testing environments. I can not believe you are consciously considering this and all the children this will affect. Absolutely not, my son struggles enough (considering IEPs and how they go ignored). No, thank you. Assess your teachers, the board, and all the administration.

2017-02-09 10:04:34 John Gruesser General Mission: Readiness Multiple cities WV
Bantz Craddock, Mitchell Stevenson, Ronald Young,

Dear Dr. Rhudy,

As concerned citizens from West Virginia, as well as retired generals and members of the national security organization Mission: Readiness, we appreciate the opportunity to comment on the Board's proposal to reconsider the process by which our state assesses our students' academic performance in English Language Arts and mathematics. Specifically, you have asked for public comment about replacing the Smarter Balanced testing instrument.

First, let us make clear why we feel the issues of high standards and appropriate assessments are so important to our broad concerns about national security. We feel that maintaining consistent and rigorous standards is vital to ensuring that young people grow up to be citizen-ready with the option to serve in the military, if that is the path they choose. We are gravely concerned that 71 percent of 17- to 24-year-olds nationwide and 75 percent here in West Virginia are unfit to serve, primarily because of issues related to poor educational achievement, obesity, and involvement in crime or drug abuse.

Without enough educated and fit young men and women available to serve in tomorrow's Armed Services we cannot maintain the necessary capabilities the nation needs. But this is not just a military issue. Businesses in the private sector are also seeking many of the same skill sets and running into the same challenging deficits.

Therefore, we feel strongly that our state should maintain the high standards we now have in place. We are pleased that the Board's proposals assure that the West Virginia end-of-course exams will be aligned to the West Virginia College- and Career-Readiness Standards for corresponding courses.

In terms of the specific question at hand whether to move from Smarter Balanced to another

		<p>assessment vehicle” we urge caution in making such a change. Clearly, no test is perfect and all can be improved. But our understanding is that many state and federal administrators, as well as many educators in the classroom and those involved in evaluation, have found Smarter Balanced tests effective and reliable. We are concerned that switching assessments could be disruptive to both teachers and students. In addition, developing new assessments is a very complicated, lengthy and expensive process, that could result in high costs to West Virginia taxpayers. So we urge the Board to be very deliberate in making any changes, and to insist on evidence that moving to a new test would improve the state’s ability to more effectively assess student outcomes.</p> <p>Moreover, because we understand the importance of comparing student outcomes across states, we see the value in being able to compare our students’ assessments to other states’ students who participate in Smarter Balanced assessments. The more we step away from the well-accepted assessment instruments, the harder it is to make these comparisons.</p> <p>Therefore, we urge the Board to be careful in making a big change like replacing Smarter Balanced with another assessment vehicle. We defer to educational experts on the Board and in other settings to make the best academic judgments about what testing makes sense for West Virginia students. But we know that 14 states in addition to ours are currently part of the Smarter Balanced Assessment Consortium and seem to be finding that membership valuable. As a result, we urge caution as you consider moving away from a system that has been in place for years and appears to be doing the job for which it was created.</p> <p>Very respectfully,</p> <p>General Bantz J. Craddock U.S. Army, Retired</p> <p>Lieutenant General Mitchell H. Stevenson U.S. Army, Retired</p> <p>Major General Ronald G. Young U.S. Army, Retired</p> <p>Brigadier General John H. Grueser U.S. Air Force, Retired</p>	
<p>2017-02-09 11:44:32</p>	<p>Jason Evans Teacher Wood County Schools Parkersburg WV</p>	<p>This is not in relation to the general section of the policy, but to this form, in general.</p> <p>There is an anti-spam measure at the top of this form. Because of the state of education in WV today, there are students (elementary, middle, and high), who, if they were submitting comments on this form, would be considered spamming and by your own admission, their comments would not be accepted. I believe that alone speaks volumes.</p>	

<p>2017-02-09 16:43:57</p>	<p>Dale Lee President of WVEA WVEA Princeton WV</p>	<p>I would urge the state Board of Education to take no action on Policy 2340 once it is taken off public comment on Feb. 10.</p> <p>WVEA suggests that the stakeholder committee on assessments previously brought together by Dr. Martirano be re-convened to study the issue and come back with a long-term recommendation for statewide summative assessments.</p> <p>The stakeholder group has not met recently nor was it consulted about the policy that was placed on comment. It had been understood that the stakeholder committee would continue to be consulted on the state's assessment program.</p> <p>The policy would change assessments from Smarter Balanced to end-of-course exams at the high school level and would revisit the Smarter Balanced in the other grades. Who decided that was the best, most-effective approach for testing in our state? Why end-of-course exams over something else?</p> <p>Again, WVEA asks you to wait and re-convene the stakeholder committee -- before approving this policy change.</p>		
<p>2017-02-09 21:14:13</p>	<p>McKenzie Nobles Student Musselman High School Inwood WV</p>	<p>I feel the government shouldn't have any right to mandate schools policies, testing, or rules. Give the schools money to properly educate students, a few basic rules, well trained teachers, but leave it alone.</p>		
<p>2017-02-10 09:38:14</p>	<p>Andy Bird Putnam County Schools Hurricane WV</p>	<p>I think the proposed policy should be pulled at this time to allow the WVBOE to look at other options such as the ACT that may be more beneficial to our students. The WVBOE should also align testing requirements to meet the federal requirements.</p>		
<p>2017-02-10 12:03:02</p>	<p>Greg Cruey President AFT McDowell War WV</p>	<p>All assessments should be clearly aligned to the state standards and developed with input from West Virginia educators.</p> <p>While I understand the growing pressure to include accountability for the students within our testing practices, I see problems with this. The first is that any test new to our state (especially if it is a brand new test we develop ourselves here) will require a period of time during which we can establish that it is both valid and reliable. No student, teacher, or school should be held accountable for any test unless and until its validity and reliability can be demonstrated.</p> <p>A second issue, in my mind, would be the exact nature of the accountability. If students are to ever be held accountable for their test results, I would hope personally that such accountability would be progressive in nature, so that the most intense and consequential types of accountability would not be implemented until high school. I personally do not see such accountability as being productive in elementary school. The details of how we hold students accountable should, like the rest of the testing process, be developed with input from classroom teachers.</p>		

Finally, I think our deficits in readiness to learn provide significant hindrances to drawing meaningful conclusions from test scores, especially in elementary and middle school. I am a teacher at the poorest school in West Virginia's poorest county, a teacher who has worked in special education, Title I, and as a general education classroom teacher. I hold advanced degrees and am certified to teach Pre-K, Pre-K Special Needs, students who are mentally impaired (both mild and moderate), students with learning disabilities, students with behavior disorders, students with autism, elementary education, middle school math, middle school social studies, 6-12 English, and reading. I am also certified in education leadership, including superintendent. And for the last five years I have been the local president of AFT-WV McDowell. I work at a school where perhaps as many as half of my students live with NEITHER biological parent. Large numbers of students come and go in the course of a school year (we have unstable families, homelessness, and transience). There is a dearth of medical services in the community. Many of our students experience food insecurity. I could go on. All of these problems are correlated with poverty. All of them also contribute to a lack of readiness to learn. That lack of readiness to learn is due to factors that have nothing to do with the performance of the school itself. Neither can the child be blamed for it. Testing (especially when used as a measure of accountability) becomes counterproductive in these circumstances. And given our level of child poverty in West Virginia, I would hope that addressing readiness to learn issues (perhaps through a commitment to innovation and a full service community school approach) would be a higher priority for us than educational metrics aimed at ranking and sorting schools, teachers, and students.

Under the short-lived A to F test-based grading system for schools, my school received an F despite the fact that on a recent visit OEPA gave it the second highest rating in the county. If poverty had been so much as one percent of the grading formula under that system, I am told that my school would have received a C instead of an F. It is my hope that we will NOT come up with a new system that penalizes schools and communities, students and teachers for community poverty.

In my opinion, West Virginia needs to find some way to use an accountability system (if there must be one) to reward schools in high poverty areas for finding ways to mitigate that poverty and create readiness to learn. The state also needs to move away, not just from over testing students, but also from relying so heavily on those test results to measure accountability. We need to find multiple ways to measure academic progress (whether achievement or growth). And educational success needs to take into account that, like it or not, teachers are often the first responders to poverty in our most desperate communities.

Given the current budget situation in West Virginia, contract requirements and cost effectiveness should also be carefully considered.

2017-02-10
14:55:29
Hannah Trucks
Inwood WV

End of course exams are more valid assessments than the semester balance, because they are more specific and can actually test what a kid has learned.

§126-14-3 Definitions

2017-01-12
14:52:04
Gale Holt
Mrs.

Not much new.

	Retired teacher Martinsburg West	
2017-01-12 21:43:27	Angie Parent Elkview WV	No.. this should not be counted as a grade. Their studies are hard enough the way it is.
2017-01-13 08:15:43	Patricia Coulter Teacher Clay County High School Clay WV	The test does not currently accurately reflect the ability of our students. The same students who score 30 on the ACT will not make distinguished on the SmarterBalanced test. When asked why their score is low, they will tell you it is because it doesn't count for the Promise and the ACT does. Teachers are fighting a losing battle.
2017-01-17 11:21:59	M. Nida Principal Berkeley Springs High School Berkeley Springs WV	It would be nice to see another option such as the ACT compared to the proposed EOC exams and allow educators and stakeholders review to help make a better decision for the future of our students.
2017-01-30 12:24:58	Gary A Wroblewski Prichard WV	3.62 state approved content...WHO IS ON THE COMMITTEE? WHO sensors what is taught?
2017-01-30 12:29:53	Gary A Wroblewski Prichard WV	3.62 state approved content...WHO IS ON THE COMMITTEE? WHO sensors what is taught?
2017-01-30 18:48:57	Kristin Galati Special Ed Teacher Bluefield High School Bluefield WV	I would like clarification in "modifications" for special ed students
		3.55. West Virginia Accountability System (WVAS)
		Where is the West Virginia Student Accountability System definition (WVSAS)?
		There are school-specific expectations in place, but what about the student-specific expectations? A student can blow off the summative assessment, but are there any ramifications for the student whose favorite band is ACDC?
2017-02-09 11:44:32	Jason Evans Teacher Wood County Schools Parkersburg WV	3.59. West Virginia General Assessment What is the rationale for testing students in mathematics in grades 3-11? Said students can earn an F for the year in their mathematics class and score in the lowest classification on the summative assessment and we do what? With the exception of high school, said students are passed on to the next grade and the next class with little to no intervention or renewed expectations. The summative assessment is meaningless to the students taking it.
2017-02-09 20:05:28	Kristin Galati Special Ed Teacher	I would like clarification in "modifications" for special ed students

	Bluefield High School Bluefield WV	
2017-02-09 21:14:13	McKenzie Nobles Student Musselman High School Inwood WV	3.14A and 3.14B seem they need to be taken out. The "no child left behind policy" has resulted in relentless and on going tests that the children do not care about. More often than not, it doesn't help them. 3.50 seems unneeded these standardized tests are repetitive and need to be rethought. 3.35A I am a little confused. It sounds as if kids who are not as capable of understanding the material get special cases, but they are left out of our average over-view of how schooling works? That alone should show that our school system should be changed and altered to help those kids as well and they should be included in the overviews.
2017-02-10 15:59:04	Hunter Reed student Musselman High School MARTINSBURG WV	I disagree with the new proposed law. It requires students to take exams based on their courses, not their grades. I am planning to take the JumpStart program next year. The only way I can do this is because I have all of my Science credits, so I have space on my schedule. However, if this law passes I would not have enough space to participate in the JumpStart program because it requires students to take 4 core classes.
§126-14-4 Program Regulations		
2017-01-12 07:40:47	Julia Riggelman Mrs. Greenbrier East HS Lewisburg WV We	I am in favor of this change. Many Smarter Balanced questions are ridiculous...as a Masters level teacher (NBCT) ELA- SE, I can even figure out the rationale for some of them! As a HS teacher, I can attest to the fact that students at this level do not take this test seriously. I'd like to see us go to the ACT at the high-school level.
2017-01-12 08:14:54	Brian Moats Teacher Philippi WV	The WVEOC exam should be administered in all required courses for high school graduation. Failure to include all required courses will send a message to students that not all courses are equally important.
2017-01-12 14:25:50	sherry hartman math teacher Morgan county schools Berkeley Springs WV	4.1.c West Virginia should look into ACT Aspire and an 11th grade ACT exam and make it free to students. This would increase parent and student buy-in. ACT has decades of statistical data, is non-profit, and unaffiliated with a text book company.
2017-01-12 14:52:04	Gale Holt Mrs. Retired teacher Martinsburg West	Nothing new.
2017-01-12 17:57:26	Sonjia Richardson Principal Putnam County Schools Poca WV	Students and parents would definitely have more of a buy in to an end of course exam as opposed to the Smarter Balanced. These end of course exams should absolutely be developed by WV teachers and should not be so cumbersome that it takes weeks and weeks of testing as does Smarter Balanced. All stakeholders need a voice in the development of the assessment including implementation, scoring, and reporting of these end of course exams so that we get a true and accurate assessment of what our students know or don't know.
2017-01-12 21:43:27	Angie Parent	No.. this should not be counted as a grade. Their studies are hard enough the way it is.

	Elkview WV			
2017-01-12 22:51:46	Donna Patterson Charleston West	I think this test shows in true accordance,that our kids are not learning in layaway county schools. The schools put all there efforts into this test and rest of the year they busy expelling kids over Dum things! Why don the teacher care that our kidsllean anymore?		
2017-01-12 23:00:27	Donna Patterson Charleston West	I think this test shows in true accordance,that our kids are not learning in layaway county schools. The schools put all there efforts into this test and rest of the year they busy expelling kids over Dum things! Why don the teacher care that our kidsllean anymore?		
2017-01-13 08:15:43	Patricia Coulter Teacher Clay County High School Clay WV	IF our state stays with the SmarterBalanced Test, we MUST expect more from them. The multimillion dollar contract we signed with them way back before the Chemistry portion of the WESTEST was even finished has netted us nothing useful for our students, nothing useful for our parents, nothing but grief for our teachers, and no information about our performance.		
2017-01-13 08:49:05	Grant Spencer Secondary Curriculum Coordinator HCBOE Clarksburg WV	Some things to consider: - We are on block scheduling. Would our students take the EOC at the true end of their course in December, or would they have to wait until May to test with everyone else. -Which "selected" Math courses will have an EOC exam? With block scheduling, our juniors are all over the place, from repeating Geometry to AP Calculus BC. -Hopefully, there will be EOCs for the Traditional and Integrated Pathways as they are VERY different courses, eimpact instruction. As you know, the SBAC does not currently provide high quality reporting.specially Geometry. -Will there be hand-scored items? If so, who is grading them? -Teachers, Principals, and County Office Staff will need access to reporting ASAP. Detailed Item Analysis reports are desperately needed to		
2017-01-13 08:52:20	Grant Spencer Secondary Curriculum Coordinator HCBOE Clarksburg WV	Some things to consider: - We are on block scheduling. Would our students take the EOC at the true end of their course in December, or would they have to wait until May to test with everyone else. -Which "selected" Math courses will have an EOC exam? With block scheduling, our juniors are all over the place, from repeating Geometry to AP Calculus BC. -Hopefully, there will be EOCs for the Traditional and Integrated Pathways as they are VERY different courses, especially Geometry. -Will there be hand-scored items? If so, who is grading them? -Teachers, Principals, and County Office Staff will need access to reporting ASAP. Detailed Item Analysis reports are desperately needed to impact instruction. As you know, the SBAC does not currently provide high quality reporting.		
2017-01-13 08:55:57	Grant Spencer Secondary Curriculum Coordinator Harrison County Schools Clarksburg	Some things to consider: - We are on block scheduling. Would our students take the EOC at the true end of their course in December, or would they have to wait until May to test with everyone else. -Which "selected" Math courses will have an EOC exam? With block scheduling, our juniors are all over the place, from repeating Geometry to AP Calculus BC. -Hopefully, there will be EOCs for the Traditional and Integrated Pathways as they are VERY different courses, especially Geometry.		

<p>2017-01-13 13:34:27</p>	<p>Annette M Madden Teacher Spring Mills High School Martinsburg WV</p>	<p>-Will there be hand-scored items? If so, who is grading them? -Teachers, Principals, and County Office Staff will need access to reporting ASAP. Detailed Item Analysis reports are desperately needed to impact instruction. As you know, the SBAC does not currently provide high quality reporting.</p> <p>Students should not be tested each year in high school. They should only be tested in 11th grade and it should be the PSAT. Do not spend money on tests that do not truly assess a student. Its frustrating for them and schools. Put educators in charge of education.</p> <p>Its impossible to tell if this is replacing a stupid idea (Smarter Balanced) with a dumb idea (WVEOC) since no details about the WVEOC exams are provided in the policy. My kids take AP classes; would they take an AP test and a WVEOC exam in these AP classes? If so, thats dumb. Wheeling Park High School has different level math and RLA classes. For example, my freshman daughter take Math II (Common Core) Honors. Would she take the same WVEOC for Math II as someone in a lower level math class? If so, thats a waste of time. Would these WVEOC be required for graduation but not administered for 12th graders? If these WVEOC are meant to determine minimum proficiency, they would be a waste of time for higher level students.</p>
<p>2017-01-13 15:40:25</p>	<p>David L Delk Parent Wheeling WV</p>	<p>Any policy which replaces Smarter Balanced, in theory, would be better except leave it up to the WVDE to even drop this ball. It is only after 5 years of Common Core and now multiple years of Smarter Balance that the WVDE realizes what the rest of us already foresaw, these assessment consortiums lined the pockets of the testing companies and told parents and students virtually nothing about the progress of a students education in WV. In Ohio County there was not one superintendent, principal, administrator or teacher who could provide us with any information to identify any deficiencies in academic skills identified by the Smarter Balanced assessments; all we received was a scaled score number with no information what that scaled score meant or how it was converted from the raw score. So yes, abandoning Smarter Balance is a good idea; we West Virginians just wish that the WVDE could have done it \$72 million sooner.</p> <p>The only positive with Smarter Balanced was that we could, again in theory until states started manipulating their scores, compare scores across multiple states to see how our students, schools and districts compared across the country. We lose that with WVEOC exams. Please stop worrying that educrats in Charleston need a test to feel that actual learning is taking place in the classrooms; it is. Just administer the ACT to 11th graders and the ACT or PSAT to 10th graders. Thats all that is needed in high school.</p> <p>There is some need for assessments in elementary and middle school. Our teachers already use some assessment programs throughout the school year. Just adapt these for your assessments in the earlier grades and only administer in the 3rd, 5th and 8th grades.</p> <p>The biggest current problem with the logistics of the assessments is the waste of classroom time on them. The legislature was right last year to restrict the percentage of classroom time which could be</p>

		<p>spent on assessments. Parents are tired of it. Fix the problem for good and stop with the constant changes and the fact that it takes years to change course with your massive education machine whether it is assessments or your still faulty A-F School Grading System.</p>	
<p>2017-01-16 12:50:16</p>	<p>Shanna Casto School Counselor Sissonville High School Sissonville WV</p>	<p>My kids will have wasted 5 years with Smarter Balanced. I can only imagine how much more they would have actually learned if zero classroom time had been used for these worthless assessments. End of Course exams have been used successfully for years in the state of Virginia. I encourage all parties involved to explore their Standards of Learning website at that Virginia Department of Education and feel that a similar model would fit West Virginias assessment needs. End of Course exams seem to make assessment more relevant for students, especially in Math. End of Course exams can also lead to more accountability on a students part by eventually requiring students to pass the EOC exam as a part of graduation requirements. I believe Virginia started with students having to pass one English and one Math and then built up the requirements over several years. If a student is unable to pass the exam, they can retake it with or without targeted remediation of the subject area. In the case of special education students, if they are unable to pass the required end of course exams by graduation, then an alternative diploma could be awarded. I am excited to see our assessments moving to End of Course exams and believe that this will counteract some of the apathy on the part of students by making testing more relevant to what they are learning in the classroom.</p> <p>4.1.c Too little detail is provided about the proposed end of course exams for high school students. No benefits are outlined for the proposed changes.</p> <p>Specifics are needed:</p> <ol style="list-style-type: none"> 1. Will a percent of the students final report card grades be determined by the end of course exams? 2. If so, what is the percent? 3. What happens if a student does not take the tests because they are absent during the testing window? 4. Are the tests timed or untimed? 5. Will teachers be required to score the tests or any part of them? 6. What will be the method of administration - test booklets or a technology platform? 7. If the method of administration is technology, will it be the same platform as is currently used for the WVGSA? 8. How will the end of course proficiency be used in school accountability? 9. Growth data is needed for accountability. If the tests are changed, how will growth be calculated when the grades 3-8 tests do not align with the 9-11? 10. Will the test items be field tested? 11. How and when will the field test items be reviewed for standardization and for developing cut scores (norming)? 12. The timeline is an issue: For good exams to be created, time is needed. One year is unrealistic especially if the items are field tested. Also, multiple forms of the tests will be required when resets are needed due to cheating or errors in the test administration occur. Is the timeline adjustable? 	
<p>2017-01-16 22:50:00</p>	<p>Diane Furman Math, Science and Testing Coordinator Marion County Schools Fairmont WV</p>		

13. With the WVGSA, many supports for preparing students are available for teachers. What proposed preparation supports will be available for the end of course exams and how soon will they be ready?

14. Students and parents will need to be notified of the new tests and their benefits and consequences. What is the communication plan?

OVER ALL COMMENT:

The current WVGSA are end of course exams as the tests are aligned to the curriculum standards and occur at the end of the school year. If the purpose of the proposed change is to hold the students accountable for the results, this can be done without creating new tests.

The WVGSA tests are NOT the same 45 items given to all students but are computer adaptive so teachers now receive threshold knowledge data for each student. Teachers have never had this information before the WVGSA.

The A-F Accountability System has been finally established and is tightly aligned to the WVGSA. Teachers are getting a better understanding of the WVGSA structures and the WVGSA tests are rigorous.

A great deal of WV teacher time and funding has already been devoted to the development of the WVGSA. Until the full benefits, details for administration of the end of course tests, and the impact on school accountability are provided, this policy should not go forward.

This comment is related to the end of course assessment that is proposed for high school students. This is the missing piece to the puzzle that WV teachers have been asking for quite some time. Teachers are willing to accept responsibility for students' actions if they are held accountable for what they have learned. Many times as a testing coordinator, I hear teachers tell me that the student took their test in five minutes. These are not only your mediocre students, but the brightest of the bunch. There is currently no relevance in most students' perspective for taking the General Summative Assessment. It is just a test to them. They are going to graduate regardless. The piece that I am concerned about is the revamping of the assessment. We have great measures in place now with our IABs, ICAs, Diagnostics, and the Digital Library. AIR even has an item bank that West Virginia can utilize as well. Why not build the new end of course assessment from these pieces? The new standards were revamped by WV educators and these resources are aligned with the standards in mind. Also, West Virginia teachers are familiar with this format. Not only does this make good sense, but the cost that is involved with the process would be much lower than starting from scratch. West Virginia is in a budget crisis now, so this would be good business practices to use the excellent resources we have in place to help build the end of course assessments.

It will be of significant importance that students and teachers have the opportunity to prepare for the administration of the end of course exams as the results will not only impact school accountability but also the students transcripts. Access to sample questions, interim assessments, teacher resources, etc should be a significant priority.

2017-01-17 11:47:32 Bobbie Tuggle
Testing Coordinator
Monroe County Schools
Union WV

2017-01-17 12:10:58 Courtney Whitehead
Director
Monongalia County
Schools

		<p>I honestly can believe that we are looking at yet another system for standardized testing. In the past 4 years, I have been the building level testing coordinator for both the online WESTEST and the WV General Summative Assessment. I have spent countless hours preparing, monitoring, administering each of these tests and theres one common factor, the students engagement and involvement did not change. The common statement that I received from students, were that this was waste of time and that these tests meant nothing. They were actually taking away from class time and hindering them from valuable instructional time and in preparing for their Advanced Placement (AP) exams. I do find it important for our students have a reason to "buy in" to the end of the year testing, but, for the students who we already struggle with, this test is still going to have very little relevance in their lives.</p> <p>I do find that the changes in this policy are very vague. It appears that their is not a plan of action, but simply a nice thought about changing the name to the End of the Course Exams. From what I could read in this policy, I couldn find it stated anywhere that the WVEOC would be associated with the final grade for the course, which also in turn has in effect on graduation. Although there have been comments made from the State Superintendent that this would tie to grade, which would give our students more incentive to take the testing seriously.</p>	
<p>2017-01-19 11:34:27</p>	<p>Jessica Freeman Counselor Harrison County Schools Shinnston WV</p>	<p>I also find it a great concern for our Students with Disabilities population. Right now, the same students who score in the lowest section on the WESTEST still perform only at NOVICE with the Smarter Balanced. Now, if we tie this to a portion of their grades and graduation requirements, these students will be at an even greater disadvantage when it comes to graduation and retention rates. Several of our SWD population students barely squeak by with a 65% passing grade in classes, and this isn for lack of effort. If we now hold them even further accountable to an End of the Year Course Exam (dictated by the state and not individual classroom teachers) these students will not pass their core requirements.</p>	
		<p>Finally, I honestly believe that the best usage of our state funds would be to scrap these ideas together and utilize the ACT at least for the high school exam. This would then give us both state and national trend data and really a better idea of how are students are performing. ACT spent time aligning and showing correlation with the common core standards, which lets be honest, the College and Career Readiness standards, are just that, the Common Core with a longer, fancier name! The ACT is relevant to our high school students. The majority of our students already have to take it at least once, but on their own time and money. I believe the public would be supportive if we used the ACT and at least offered the exam one time for our students at no cost and as our standardized test. Because what else really shows "College and Career Readiness" then if you meet the requirements of the ACT and are then able to take College level courses upon admittance into university. Versus the majority of students who are then required to take developmental studies courses because they aren fully prepared!!!</p>	
<p>2017-01-19 11:57:48</p>	<p>Sharon Dove Assistant Director of Instructional Technology Berkeley County Schools Martinsburg WV</p>	<ol style="list-style-type: none"> 1. If we change to EOC exams it is very important that we have resources such as interims and sample questions available to teachers and students. 2. Can we use the resources we have already developed such as IABs, ICAs, etc. so we don have to start from scratch? 	

<p>2017-01-19 15:28:36</p>	<p>Diane Furman Math, Science and Testing Coordinator Marion County Board of Education Fairmont WV</p>	<p>Question: Around what framework will the Math III TR and the Math IV TR be tested? These students complete the Math III course over 2 years - their junior and senior year.</p> <p>Comment: Please talk with individuals who were involved with the end-of-course Algebra I test that was implemented in the past. The test lasted only one year - the year it was given.</p>		
<p>2017-01-22 13:35:37</p>	<p>David Parsons Parent Marshall County Schools Glen Dale WV</p>	<p>ITS TIME TO LIVE IN THE REAL WORLD AND DO AWAY WITH EXCESSIVE TESTING!</p>		
<p>2017-01-23 09:39:59</p>	<p>Janie merendino Curriculum specialist Fairmont WV</p>	<p>As I have worked with teacher at the elementary and middle school levels in not only Harrison but also Marion County, to implement WVCCR Standards and the previous sets of standards our state has had, I have seen tremendous change in the understanding of students. teachers are just now understanding the intent of the standards and are changing practice to meet the rigor addressed. I also see how high school has been resistant to change. Allowing end of course exams rather than assessments built with the rigor in common core standards is a step backwards. I wonder if end of course assessments will be as rigorous as those created by SBAC. I hope they are so our students can continue to achieve at higher levels and not slide further down the scale when compared to other states.</p>		
<p>2017-01-27 10:52:20</p>	<p>James Poling Mr. Montrose WV</p>	<p>Teachers need to be allowed to help build the exam as well as be able to preview the exams at the beginning of the school year. We used to be able to look at the prior years test for a 10-15 minute window at the beginning of the next school year to see what kinds of questions are on it. We also could use some practice tests to go along with so that the students are comfortable with the process.</p>		
<p>2017-01-29 07:55:03</p>	<p>Joanna Burt-Kinderman Math Instructional Coach Pocahontas County Schools Hillsboro WV</p>	<p>There is no evidence that this change will have the intended effect. It is a costly change at a time when teachers across the state are being lost to budget cuts, and when we have under-certified teachers in high school math by the droves. Children need highly trained and supported teachers to thrive academically. We know this from multiple research studies over the years. There is no evidence to suggest that students will learn more or deeper if they are tested differently. Further, end of course exams in high school will force everyone in the state to choose a traditional or integrated pathway, when the majority of schools have invested heavily in transitioning to an integrated path. If we don't have the same test across all schools, we will not be able to accurately track trends. Summative tests aren't formative. That's not their purpose. We need to educate our schools as well as our public that the purpose of these tests is to track long-term trends. Much like NAEP, we could choose a representative sample and not test every kid in WV. We could have students take ELA and Math tests on alternate years. We could drastically cut the amount of testing and still have the same information about the trends of success according to our initiatives. We could save money, time with our kids and precious energy and goodwill if we focus on minimizing the amount of summative testing we do, and instead get more training, imagination and rigor around different kinds of formative testing, which actually has the ability to impact instruction. If we have a hunch that end of course exams would better motivate students, we should test that hunch on a small pilot before spending 10 million dollars to upset a system yet again. There are districts where students are testing seriously. We need to look to</p>		

		<p>them to see what strategies they are using, rather than inventing a solution that is disconnected from the facts we have at hand. Right now, we are over testing, but we are using a test that can be compared across state lines and give us indication of whether our WV initiatives are making our kids and state more competitive. This is absolutely crucial to a brighter future for us all. We need to look within for solutions, and be willing to focus our dollars where we KNOW they will matter - better supporting and growing teachers. The top states and countries in the world spend much more time collectively planning and reflecting on planning, research and evidence of what is and isn working with their kids. Our teachers are over-scheduled with meetings, paperwork, initiatives and testing. We need to free them to work together to better understand what is and isn working with kids, according to the rich data that is in their classes every day. This policy is ill-conceived, expensive and will throw a system that desperately needs some stability to grow into chaos once again.</p>	
<p>2017-01-30 12:24:58</p>	<p>Gary A Wroblewski Prichard WV</p>	<p>4.1.c serious problems and issues when we do not test on social studies. You are devaluing our culture and history. Failing to ensure that students have a core understanding on American Society and our government. Good that students will have a vested interest but you failure to include ALL CORE subjects is a future liability. NO OPTIONS TO OPT OUT???</p>	
<p>2017-01-30 12:29:53</p>	<p>Gary A Wroblewski Prichard WV</p>	<p>4.1.c serious problems and issues when we do not test on social studies. You are devaluing our culture and history. Failing to ensure that students have a core understanding on American Society and our government. Good that students will have a vested interest but you failure to include ALL CORE subjects is a future liability. NO OPTIONS TO OPT OUT???</p>	
<p>2017-01-30 17:49:42</p>	<p>Brian Brown Teacher KCS Charleston WV</p>	<p>Student testing needs to mean something to students in order for them to place an honest effort into the testing cycle.</p>	
<p>2017-01-30 19:01:01</p>	<p>Carrena Rouse President AFT Boone County Federation of Teachers St. Albans West</p>	<p>We need to spend our money wisely and not jump from test to test.</p>	
<p>2017-02-06 16:08:35</p>	<p>Blaine Hess Superintendent Jackson County Schools Ripley WV</p>	<p>4.1.c In light of the addition of new board members and pending the Governors Education Reform Plan, it may be advisable for the Board to carefully reconsider a move toward development of end-of-course exams at this time. The multi-million dollar cost of exam development may be difficult during of time of reduced revenue and possible budget reductions in K-12 education.</p>	
<p>2017-02-08 08:56:24</p>	<p>Tamara Banks School Counselor Fayetteville WV</p>	<p>There must be student accountability for their performance on state mandated testing. End of course exams are a perfect way to do this and still allow teachers to teach content all the way to the end of the year, instead of face disruptions for days of testing and then attempt to return to teaching content standards for the rest of the school year. End of course exams seems like a practical solution and may</p>	

2017-02-08 14:17:23 Sharon Pitts
teacher
Calhoun Middle High School
Mt. Zion WV

even provide student and faculty buy in.

I like the idea of having an end-of-course exam that truly tests what the students have learned and holds students accountable for that learning. In the area of science (which I teach) I would worry about giving the tests without offering sample questions for different standards. The science standards are written with such broad language that the actual learning can be widely varied from county to county and teacher to teacher.

I also worry about special education students. They are integrated into science courses but often learn a modified curriculum or are tested with notes and study guides. Would this be true for the end-of-course exam as well?

Lastly I would like to see this implemented in the 2018-19 school year when the current freshman have worked through the new set of science courses in high school. Currently with no conceptual chemistry, CTE students and students with IEPs are taking the college-prep Chemistry course as their only other option for a junior or senior elective (third-course) is Earth and Space science. In many schools those slots are reserved for freshman. In the 2018-19 school year, Physical Science will once again be offered to those students.

2017-02-09 11:44:32 Jason Evans
Teacher
Wood County Schools
Parkersburg WV

4.5.a

Expand the use of the ACT to replace the current summative assessment. I propose giving every junior the ACT. In the ACT we already have a nationally based test to use for comparisons. You may ask how the ACT matches up with our current content standards. Does it matter? As stated earlier, we have students who are unsuccessful in their current classes with the current standards. If we set the bar at the ACT, then our students know what they have to strive toward. As it stands, I have students uninterested in the current CSOs; but that 20 in Math on the ACT is quite the carrot.

2017-02-09 13:47:54 Seth
Student
Musselman High School
Inwood WV

I agree that the Smarter Balanced assessment should be replaced by an end of course exam for the core classes math, science, and English. The Smarter Balanced assessment is a flawed test because each subject that is assessed is based off of what grade level you are in. This presents problems for students that are taking an advanced course that is above their grade level because they would be tested on things they took the previous school year. This is not a proper assessment of what you learned for the current school year. However, an end of course exam that is specific to the classes you take would be a better evaluation of the things you learned for the school year, because it is based on the courses you take and not the grade level you are in.

2017-02-09 20:49:19 Jordana LaFantasie
Buckhannon West

4.1c or otherwise. This section suggests a change in the test and testing structure if I am reading it correctly. While I do not see a suggestion anywhere in the text that test results will influence the grades or graduation ability of a student, this must be implied- or every news outlet in the state is misinformed. I comment on this because I believe it is critical that WV standardize its high school graduation standards. I have worked in higher education in a number of EPSCoR and under-served states, and never have I encountered the level of unpreparedness in college freshmen. MANY students are very well prepared, but just as many are very poorly prepared. Grade inflation at the high school level almost certainly reinforces this problem, as does improper placement of students in "AP" courses that do not resemble college courses in the least. Students come to college under the assumption that they have the Math, Science and Computer skills they need and are very surprised to

		<p>learn that they are not prepared. The level of disparity among districts is impressive. By taking action and enforcing standards the end-of-course exams would hopefully ensure that students are truly prepared for the next step in their educational careers across districts and the state.</p>	
<p>2017-02-09 20:56:50</p>	<p>Darren Gemoets Assistant Professor of Mathematics Buckhannon WV</p>	<p>Dr. Rhudy,</p> <p>As a higher education mathematics instructor in the state of WV, I support the efforts by the WVBE in the move toward end-of-course assessments as outlined in Section 4.1c. I believe that holding students accountable to their performance on these exams will both improve student learning and improve the quality of the assessment measure. As a recent transplant to WV, Ive seen first hand the unevenness in high school mathematics education across the state. This effort in gaining a more accurate assessment of student learning will allow officials to better focus efforts in improving instruction.</p>	
		<p>Thank you for your consideration.</p>	
<p>2017-02-09 21:14:13</p>	<p>McKenzie Nobles Student Musselman High School Inwood WV</p>	<p>Darren Gemoets, PhD</p> <p>4.1-4.1B I feel each grade level should be tested in each subject to show the growth, improvement, and comprehension of each student as the go through school. The grades should not determine what tests they take.</p> <p>4.10 Just because a kid is home schooled, doesn mean they should have a choice to participate in these tests. They are being taught the same material, or should be, and they should need to take the test. If they do not do well, force them out of homeschooling. If a child is showing that he is not being properly educated them the school board should be aloud to pull them out of that environment.</p>	
<p>2017-02-10 07:37:19</p>	<p>Laura Goines Student Musselman High School Inwood WV</p>	<p>The WVDE Office of Assessment announced that next school year, two-thousand seventeen to two-thousand eighteen, all grades ninth through eleventh will be required to take this state-wide exam. The plan is for this test to replace the Smarter Balance test most of us have taken over the course of our high school career.</p> <p>I agree with the state of West Virginia with new educational break through. This test is supposed to show if students are being taught the correct curriculum and should be more efficient. This is a good thing for schools in West Virginia, it would excellently show which kids are learning and which are not. It will also help pluck out teachers who do not teach the correct curriculum in our schools or don teach it effectively. The test will bring unity for all of the youth in West Virginia, and no longer will we have to worry if a child in Charleston is getting the same education as a child in Inwood.</p> <p>Hopefully this test will eventually replace end of the year final exams for students, along with the replacement of the Smarter Balance exam.</p> <p>Finally, the new end of the year state-wide exam will work better than the Smarter Balance exam we have had in the past. It will point out student who might have trouble learning and teachers who might have trouble teaching. All while giving a more realistic state wide foundation to rely on, and giving all West Virginia students the same education.</p>	
<p>2017-02-10 09:07:58</p>	<p>Sierra Hansborough Student</p>	<p>I agree with removing smarter balanced assessments, but not all students should have to take the college readiness assessment if they are not attending college.</p>	

	Mussleman Martinsburg WV		
2017-02-10 09:14:14	Sierra Hansborough Student Mussleman Inwood Wv	I think students will benefit from the WEOC because it will be a test focused on the type of classes students are in. AP students should be taking a higher level test than students in general classes. Smarter balanced is the same test for every student in each grade, because of that it may be challenging for students in general classes but look easy for students in AP classes.	
2017-02-10 09:19:57	Hannah Cunninghams Student Musselman High Schol Inwood WV	I agree that these should replace the Smarter Balance Test. Each student is given a test based on the grade they are in and for me this test is not accurate. For example i am in 11 grade taking a college level English class but at the end of the year i will take a test based on the material that was taught in the 11 grade. So therefor i will be taking a test based off of stuff that i was not taught. Therefor i agree that students should be given a test based off of the class that you were put in during that year.	
2017-02-10 09:26:44	MeKenah Heironimus Student Musselman High School Inwood WV	I completely agree with the decision to replace the Smarter Balance test with the WVEOC Exams. Students take the Smarter Balance test based on what grade they are in. For example, I am in AP English and I will have to take the regular English 11 test. I won be taught the materials I need to know for the test. If the tests are based on what course you are enrolled in, I think there will be an increase in tests scores.	
2017-02-10 09:30:33	Spencer McDonald Student Musselman Inwood WV	I am in support of the replacement of Smarter Balance testing for new WVEOC exams. Tests are designed for a specific courses curriculum would result in higher percentage of passing scores. Students who take AP courses and students who take general courses do not learn the same material. As an AP student, i believe i should be tested to the level of my ability, not by a general test.	
2017-02-10 09:48:35	Nick Millner Student Berkeley County Schools Inwood WV	WVEOC Exams should be a requirement for all West Virginia High School Students, because they could derive more benefits than the current Smarter Balance tests. End-of-Course Exams would focus more on information taught during the school year. However, Smarter Balance gives students an assessment on information that should previously know. Smarter Balance scores aren an accurate representation of the knowledge obtained in a particular course. The End-of-Course Exams are better at evaluating a students comprehension of a certain class.	
		The replacement of the high school Smarter Balanced tests is a long time coming. The tests were flawed in planning and wording and the state of West Virginia now recognizes that they were far from perfect with their proposed replacement. Schools in West Virginia arenâ€™t technologically funded at this point in time to have a test completely online. This caused extended periods of time where students wouldnâ€™t be in class learning materials.	
2017-02-10 09:49:45	Wesley Walker Student Musselman High School Inwood WV	The proposed replacement is an end of the year exam. The exam is one idea however a better one would be taking the money that would be used on the tests and purchasing ACT tests for students to take instead. This would allow students to get a free chance to take the ACT. This gives them a chance to practice taking it allowing for students the opportunity to pay less of their own money to get the scores they want for things like college entrance and the Promise Scholarship. It also would mean they donâ€™t have to pay to take it on their own if they get the scores they want.	
		An end of the year exam would be a better alternative to the Smarter Balanced test however the state of West Virginia should instead use the ACT. This would encourage students to get good scores on their tests because kids want to do well on the ACT to increase their chance at a better college. This	

2017-02-10 09:54:27	Hayley Windsor Student Berkeley County Schools Inwood WV	<p>would be one step the state can take to encourage kids to do well on their end of the year testing.</p> <p>I agree that the West Virginia End of Course exams should replace the Smarter Balance test. The exam is designed to fit the material we currently learned that year, by teachers who teach that subject. The smarter balance test doesn't do that. For each grade level there is one test, which is inconvenient for those who are ahead in certain subjects. For example, I'm in AP Language and Composition. This year I've learned to analyze text and work on timed essays. I was not taught anything this year pertaining to the English 11 lesson plans. The End of Course exam would allow me to do well and not be penalized for taking a more vigorous course.</p>
2017-02-10 10:06:17	Tyler Sine Student Berkeley County Schools Martinsburg WV	<p>The proposed change of replacing the Smarter Balance exam with an end of course examination is a great idea. For starters, the proposed change would allow our own teachers in our area to have input on the questions, opposed to council members with no idea of our school's academic culture. Also, our teachers would use information and terminology we understand, effectively testing our knowledge "not trying to confuse us or test our ability to take a test. An example of "trying to confuse us" I found was when I talked to a third grade teacher. In her example, she stated that on the Smarter Balance test it used the word "refuse" in place of the word trash. She stated that even she was confused at first, and that the kids of only 8 or 9 years old would likely be confused as well. Finally, the new test would have meaning. In the past, students would rush through the test just to get done because there were no repercussions for doing bad. With the proposed change coming into effect, students would try their hardest, giving the state an accurate representation of where we are academically.</p>
2017-02-10 10:07:51	Marissa Haman Student Berkeley County Schools Inwood WV	<p>Pertaining to regulation 4.1.c., I agree with the statement that was made. The Smarter Balanced test that is taken at the end of the year should be replaced with a new test or exam. I believe that this exam should be created by the teachers of each subject in each school in the state. I say this because the students in our schools are failing the testing because teachers aren't teaching the correct curriculum that is on the test.</p> <p>In addition to teachers not doing their jobs, the Smarter Balanced test does not portray accurate results for the students' abilities to test. For example, students that are Juniors could be taking AP English, English 11 Honors, or English 11 General, yet each student gets the same information on each test. I believe that is not fair for the students due to the fact that each class teaches different material.</p>
2017-02-10 10:08:58	Makayla McKinnon Student Musselman High School Inwood WV	<p>Students should not have to take both the General Summative Assessment and End Of Course exams with effects on their grades. Taking multiple state tests could prove to be too stressful for students and cause them to do poorly. The Smarter Balanced test should be replaced by End of Course exams. These End of Course exams should be distributed with the purpose of ensuring that teachers are covering the required materials. End of Course exams are more specific to a class than the Smarter Balanced tests and they are more valid.</p>
2017-02-10 15:26:18	Grace Bridges Musselman High School Inwood WV	<p>The proposed policy to replace the West Virginia General Summative Exams (WVGSE) /Smarter Balanced tests with the new West Virginia End of Course Exams (WVEOC) is a superb move. For years, the WVGSE and Smarter Balanced test has been made by officials and companies outside the state. They know neither what was supposed to have been taught to the students in West Virginia, nor</p>

what they have been taught. With the new policy, teachers within the state will decide what questions will be asked on the assessment, giving a more accurate representation of the students' achievement. Another positive of the WVEOC Exams is how it will be staggered for the classes that a student takes. Speaking from my own experience, previous versions of state testing cater solely to the grade level than one is in, not the classes they are taking. I have taken higher level math classes and ELA classes since fifth grade and find the tests, especially the math, rather unfair. Questions on the assessment are on topics I learnt over a year or two ago and have since forgotten due to lack of practice. Basing the state assessment on classes a student is taking in the current year will most likely yield better results than testing a student on information they have not gone over in years. This proposed change in the state assessment will be fairer for students than assessments have been in the past.

In response to omitting the Smarter Balance test and replace it with the End of the Course Exams, I agree. I do not believe the test in place now actually provides insight to what the state needs to do to allow students a better future.

End of the Course Exams would be more beneficial when providing information on how West Virginian students are doing in their academics. The Smarter Balance test has usually had information that is not always a topic that was discussed in classrooms. If the exam was changed to accommodate every grade specifically, there would be a significant change in how students are doing because it would be specifically designed for that grade level.

The Smarter Balance test should be eliminated because nobody takes it seriously. Students usually pick at random answers to complete that section of the test faster not caring what results they may receive. If a new test is introduced, I believe it should count towards some type of grade. If it has some value to it, students would be willing to take the test seriously to further themselves in their academics.

To conclude, the Smarter Balance test is useless for providing a way to allow the state to see how the students are doing in the classroom. If we change the test to something entirely different that is specifically designed for a grade, I believe there would be a greater chance of the test taken seriously. Students want to see that their time learning has not been wasted and will provide an impact on them for the future.

The WVEOC would be a great replacement for the smarter balance because teachers will be creating the WVEOC. I believe that teachers have a better understanding of what kids know and how they learn versus a person who has never taught before in their life.

In addition, this test should not be a factor in which you pass the course or not. Some teachers do not teach the material they need or in a proper timeline. The WVEOC should look upon the teacher and assure that the students are receiving the proper information.

We reduce testing in one area and increase it in another - this doesn't make sense to me. To properly develop an assessment it takes time, field testing, etc - in this age of budget cuts - are we willing to dedicate the necessary resources to do this properly? I remember the WV Step (not sure of name) it was a train wreck. The purpose of EOC is vague as well -but the possible implications are nasty..... are we willing to hold student at a given grade level based on an exam? This is not stated in the policy however.....

Alexis C

2017-02-10 Student
15:34:37 Musselman High School
Inwood WV

2017-02-10 Haley Theilgaard
15:49:21 Bunker hill Wv

2017-02-10 Angie Domico Cox
15:53:23 Director - Title I, Special
Education
Wirt County Schools
Elizabeth WV

§126-14-5 Administration Regulations				
2017-01-12 14:52:04	Gale Holt Mrs. Retired teacher Martinsburg West	Seems the same to me.		
2017-01-12 17:57:26	Sonjia Richardson Principal Putnam County Schools Poca WV	The policy needs to include specific language that does not allow a student to "opt out" of an assessment. I have been in a school where multiple (90-100) students refused to test, and we received little to no guidance from district or state level because previous language is so vague. If our schools are to be accountable, there has to be something specific in policy that protects the schools.		
2017-01-12 21:43:27	Angie Parent Elkview WV	No.. this should not be counted as a grade. Their studies are hard enough the way it is.		
2017-01-12 23:00:27	Donna Patterson Charleston West	This test is based on funding for federal money that the schools receive. Go back to school books regular math instead of every day math. Reading books, soundings words out by sylobles instead of sight reading! Because these kids aren learning! Get ride of these teachers thats on drugs,and only there to finish out last year to get retirement,and get old school teachers that will call that childs parents first sight of issue and keep that child in on recess for that one on one to make sure they get it! School system know don care about kids, only sport ratings,and pay raises! No this this should not be part of kids grades, but should be part of teacher evaluations for pay raises and employment status!! The teachers should be drug tested!!!		
2017-01-13 08:15:43	Patricia Coulter Teacher Clay County High School Clay WV	Please revisit this mess of a test and let us count something that actually counts. The ACT, PSAT, PLAN test, WORK KEYS, ACCUPLACER... there are too many good choices (and many of these we already give anyway) to keep using something that isn working and is costing too much money!		
2017-01-14 09:11:54	Amber Williams Teacher Svhs Huntington Wv	I agree that there needs to be a way to measure and ensure student learning. I think it is a mistake to measure learning with a test that is meaningless other than causing a negative impression of educators. There HAS to be a reason for students to try their best. There is no affect if a student tries there beat and has good scores/improves or vice versa. We have discussed this issue thoroughly in our PLCs and as a faculty and we all agree that one solution would be to change the test the ACT. This would allow the test to be greatly more meaningful. I have honor students who score in the high 20s and low 30s on their ACT but have routinely scored below proficient because they complete the test, which should take 90 minutes, in four minutes. Why wouldn they? As I mentioned, it means nothing to them. There is no benefit and no punishment one way or another for their scores. Â I do like the that the smarter balance has higher level thinking questions that other tests do not have.Â I also like that student who aren great test takers don have unnecessary stress because their scores determine their promotion. That is the only positives I can think of on behalf of this test.		
2017-01-18 17:23:07	Joanna Burr Teacher	We need a test that is NOT administered online. Our school spends six weeks or more trying to get students into labs to test students. Many students have to test on a mini laptop or tablet because there		

	<p>Mercer County Schools Princeton WV</p>	<p>isn enough desktops for everyone to test at the same time. Students who are forced to take the English exam with the mini tablets do not spend the proper amount of time on their writing because they get frustrated trying to type on small keyboards. Testing time is currently time spent with many disruptions to the school day. Students have to miss important classes to attend the scheduled test period. This makes teaching with over half of your class gone almost impossible. Also, we need to consider school systems that are still on the block schedule. As it is currently, our students take the tests either months after they have been out of the class or months before the class finishes. This is a disadvantage to both sets of students.</p>	
<p>2017-01-19 11:57:48</p>	<p>Sharon Dove Assistant Director of Instructional Technology Berkeley County Schools Martinsburg WV</p>	<p>It is very important that students are able to take the EOC exams on various devices - iPad, Chromebook, HP Stream, Laptop, etc.</p>	
<p>2017-01-22 13:35:37</p>	<p>David Parsons Parent Marshall County Schools Glen Dale WV</p>	<p>If you think your testing is relevant, then it should be a REQUIREMENT FOR EVERYONE AT THE WVBOE AND LEGISLATURE to take the test!</p>	
<p>2017-01-27 10:52:20</p>	<p>James Poling Mr. Montrose WV</p>	<p>EOC exams should happen in the last 10 days of the school year, any student not taking the exam will not receive credit until they take it. I would also assume that it will be computerized and that we would get the scores back in real time so that report cards are not held up for the students.</p>	
<p>2017-01-30 12:24:58</p>	<p>Gary A Wroblewski Prichard WV</p>	<p>NO OPTIONS FOR PARENTS TO REFUSE TESTING???</p>	
<p>2017-01-30 12:29:53</p>	<p>Gary A Wroblewski Prichard WV</p>	<p>NO OPTIONS FOR PARENTS TO OPT OUT???</p>	
<p>2017-02-09 21:14:13</p>	<p>McKenzie Nobles Student Musselman High School Inwood WV</p>	<p>5.2-5.2B This is appropriate because if the teacher or administrator doesn understand what they are doing, how are the students? 5.3D I feel teachers shouldn only have to be trained in the test, but they should have to take an updated test themselves to see if it is actually capable for an average student to do well. 5.7 Any cheaters should just be kicked out and their grade dropped? Just put in on their transcript and fsil them. There is no need for a "report"</p>	
<p>2017-02-10 15:41:08</p>	<p>Gabi Donham Student Musselman High School Inwood WV</p>	<p>I am against this new state assessment proposal. The state assessment tests already in place are not effective in truly assessing the students of this state. Some kids do not take it seriously so they mark answers at random and scoff when they get a bad score. Changing the test itself is not going to change that mentality. Changing the questions will not make students take the test seriously. The state tests also take time away from classroom learning. When I took my English GSA test my sophomore year, it took roughly three to four weeks because we had to find a computer lab to work on the test but sometimes the computers would not log onto the sight for the test. The test itself was not hard at all but the fact that we took almost four weeks to do it stressed everyone out. By the time</p>	

we were halfway through it no one wanted to take it seriously. My math test the same year took a whole week of regular class time to work on it.

State testing also takes place right around final exams for school. Musselman started soon after Spring Break with state testing but if itâ€™s taking more than a month to finish the state assessment then itâ€™s seriously going to affect how prepared we are for our class exams. State assessment cuts into our time to prepare for exams which means we might not do well which could affect our overall grade negatively.

With all this in mind I say that just changing the test will not do anything to improve the state assessment, but changing how the test is administered will go a long way in overall improvement.