

New York State Allies for Public Education Survey

Responses collected between November 23rd and November 30th, 2015

Results with Respondents' Comments

11,908 responses

Have you attempted to complete the NYSED survey regarding the Common Core?

Yes, and I did complete it.	1311	11%
I started it, but I did not finish.	3911	32.8%
No, I have not looked at the survey.	6678	56.1%

Please check all that apply.

a parent of a school-aged child	7247	60.9%
a teacher	7113	59.7%
an administrator	219	1.8%
a grandparent of a school-aged child	627	5.3%
a concerned NY state resident	5686	47.7%
a school board member	146	1.2%

Which reason best describes your overall view of the Common Core standards?

I support the Common Core standards.	443	3.7%
I oppose the Common Core standards.	8338	70%
I have concerns with some of the standards, but support most of them.	2780	23.3%
I'm undecided about the standards and would like to learn more.	347	2.9%

If you started but did not finish the NYSED survey, can you explain why?

Time
Time!
RIDICULOUS!
The length
Too lengthy
Laborious
Too complicated

it was too cumbersome

It was too cumbersome

It was too time consuming

Way too cumbersome

too complex

Too long and time consuming

It was overwhelming

It was too confusing

very time consuming

Time consuming

Too long and tedious

too complicated

Tedious

No time

Difficult to understand

Too long and time consuming

too convoluted

The survey is unbelievably layered and difficult to navigate. It's as if they made it too difficult to even bother completing. You need hours to complete this.

Cumbersome

Very time consuming

Too time consuming

Time consuming

Not user friendly

It was way too long.

took too long

It's too long and complicated

Questions did not appear

too confusing to navigate

it was very complex, long and tedious.

Too confusing

Too complicated.

Not user friendly

It was way too complicated and didn't allow me to comment where I wanted to comment. Too hard and too overwhelmingly confusing.

Too long.

survey, like the standards themselves was long and convoluted and expected you to rate every standard.

It was ridiculously complicated.

Too difficult to navigate

Too confusing.

It's complicated and confusing!!! I'm not familiar with the math standards; there needed to be an easy way to access and understand all standards within the survey,

Too long and confusing

Too long and complicated

Very lengthy

confusing

too long!

too long

way too long

Overwhelming

Too long & complicated

not user friendly

lack of time

Too convoluted

Difficult to navigate

Too cumbersome

too confusing

Too many steps-- long process

Too much

Complicated

Too long and too confusing

too long, complicated

Length

Lack of time

complicated

Where is it???

It was ridiculous.

Too long and confusing

Too involved

Way too long

To give proper answers to each question on each standard is very time consuming

Too complicated!

I spent an hour and a half, and only completed the Pre-k questions. I was not able to access the survey again the next day. Even if I had, there was no way I was going to spend another 12+ hours completing the rest of the questions.

Too complicated

too lengthy

Too long and tedious

Very complicated

way too long and complicated

Waste of time

Too long and complicated

Too long!

Too long

Very confusing

Too complicated.

Not enough time

It was lengthy

Totally ridiculous and way too long.

no time

Too long and not user friendly

Too complex

Too cumbersome

It was too long

Too difficult

Very complicated

Too cumbersome.

too complicated

Too long and complicated.

It was way too long

Too long and involved

too time consuming

I'm still working on it. Next question...

it was too confusing

It was endless and redundant

It is not possible to finish. It appears designed to make sure one cannot finish it. It was very disappointing to me that my voice was NOT heard.

Biased

Too confusing.

Not enough time

too detailed

It was too confusing.

Too complicated

Because it was written in educational terms that only people in the education system will be able to understand.

It would be like someone trying to read my nursing notes my doctor's orders my results of all my lab work and then asking the teachers what they think about it.

To confusing

Too long

First, it took a long time to even find it, even after clicking the link from the email. Second, it was so extraordinarily long and confusing.

The disclaimer

Confusing and long

Way too long and unrealistic

It was too complicated.

confusing and time consuming

too long and cumbersome

Too long, too confusing

N/A

Because I'm not a teacher and don't have the knowledge necessary to tell the state how to fix each standard.

Too convoluted

Lengthy

It was too long.

After two jobs and family not enough time and I have never ever seen a survey like that in my life?

time constraints

Too confusing and too long

too cumbersome

Too complicated and time consuming

Needed more time

Very confusing

not enough time

Time

way too time consuming

Very long

frustrating

Cumbersome

It was not user friendly

Not enough time.

Too lengthy

As a teacher who is SWAMPED with paperwork in addition to analyzing students' performance and planning instruction, I did not have the spare time required to reference and type every first grade standard that is developmentally inappropriate.

Too cumbersome and time consuming

Overwhelming

No

Too complicated and time consuming

It was too cumbersome.

Time constraint

Too confusing, and was not able to give answers that I really wanted to.

It was cumbersome and extremely time consuming.

length

it was ridiculous

I ran out of time.

Too confusing

Too overwhelming

Confusing

Too long.

Confusing

cumbersome

Time constraints

It was too long and complicated.

too overwhelming

It was too tedious

Too time consuming

too long

Too tedious

time

The directions were convoluted so, in true NYS fashion, I knew the rest would be just as purposefully confusing. What better way to skew results??

Too long

Other

Which best describes your opinion of the ELA Common Core standards for grades K-3?

They are well-designed.	438	3.7%
They are developmentally inappropriate for many students.	9865	82.8%
I have no opinion.	880	7.4%
I have other concerns.	725	6.1%

If you have other concerns, please feel free to explain below.

Students are not coming into school adequately prepared to undertake the difficulty level

They are

I had my sons take the test for 3 years. I didn't see any changes in their scores. After private tutor them for a year to "prepare" them for the test. I expected they would do a lot better on the test. But tutoring surely paid off in their school grades.

stop playing with our children

There are much better ways to assess ones level of understanding and level of educational development than common core standards. Every child is a developing individual especially at this young age. The word standard should not be even mentioned in the same context with their educational development at this age.

Tests tied to teacher evaluations

Cuomo is a moron, and his commission is not interested in true change.

setting children up for failure, do not allow for children to build a solid foundation which will lead to a negative impact on all future learning experiences, also does not allow time for equally important skills to develop

Written responses from children are far more effective than multiple choices. Get students writing and have a writing block every day.

My concerns are more with the modules, not the standards. But I am noticing that when students get to the 8th grade, they are really struggling with basic material.

Sequence and pacing of Pearson designed curriculum materials give no regard for the broad developmental range of our youngest students.

The ela standards have deemphasized true independent thought instead focusing on regurgitating what an author has stated. This creates students incapable of adding to our society.

Relevancy, age appropriate & I have a general mistrust that any of this is in the best interest of my children's education.

I did not have direct experience with the K-3 standards since CC was only introduced when my son was in 4th grade.

They do not acknowledge the individualism of children and learning styles.

Too much testing

Do not include field test questions.

They were forced down the states' throats for the purpose of making money for private companies and to punish teachers. Not for any other reason. None.

The standards would be ok to live with if the test were age appropriate
it is developmentally inappropriate for early learners

My kids will never be able to read old documents they were never taught script. They aren't encouraged to be creative or use imagination. They have taken so much from schools.

The CC leaves many students behind. It also does not provide a developmentally ready foundation to build on. Many students coming up cannot read due to the lack of foundation skills.

There is too much emphasis on math and reading to the detriment of all other subjects. Children are not learning the basics.

The stories are not always age-appropriate.

They do not address the needs of English language learners.

They were developed and adopted through an illegitimate, I democratic process and should be rejected on those grounds even if they were not so deeply flawed.

They are not well and not thought out.

Use our taxes for the children not to line the pockets of politicians and companies!

My concerns are not with the standards but the way they have been bastardized by high-stakes testing, which leads to poor interpretation of the standards by administrators/school boards/school districts/etc, which forces teachers to teach to a test (as opposed to a standard that is much more open to interpretation).

Parent Development to understand Methodology

Too few standards are assessed by state tests. Where is grammar? Listening skills? Passion to read variety of genres?

Some reading selection topics are also developmentally inappropriate

Unnecessary

In all due respect, we have been at this for years...they know what the problems are, they have heard testimony over and over for years! Watching my child be destroyed by Common Core is something that is unforgivable because no matter how many times we scream, call, email, protest, etc, it falls upon deaf ears!! Well guess what??! My child is already in 4th grade! His development has been destroyed and the only thing that saved him was me fixing the damage at home every single day. We had to leave our home this summer to get him out of the very Pro CC district where all the damage occurred...We bought a home based on where there is a Superintendent who is actually standing with his teachers and students and sees everything that is wrong with CC. Shame on them!!! His new district doesn't shove CC down his throat and guess what?? He now doesn't

HATE school anymore!!! The farther away from CC he gets the more he is beginning to love reading again and is excited to tell me about his day. I've had enough...the abuse needs to stop NOW.

Not a fan of close reading. Context is important.

The standards are fine - give them to a teacher and also give her/him the autonomy needed to apply them to the classroom appropriately

too much testing and not age appropriate

the standards are being assessed in an unfair manner- the standards are okay, it's the trickiness of the assessment and the way things are worded to throw the students off, rather than just assessing what they know that upsets me

There is too much and it is taking away from a normal grade appropriate education and a developmentally sound education as well!

Process is not transparent. Parents should be able to see the tests of their children.

etc. Also, reading at a D instructional level is not developmental. Kindergarten should be a year of getting the children ready to read. Also, children who were in sixth grade at the time of the standards should not be taking common core testing, and should have been grandfathered. It is unfair to these students to see them failing, because of adult decisions. We should have started in Kindergarten with the developmentally appropriate standards, and moved upward.

They are developmentally inappropriate for ALL children.

I feel the students are not capable to be successful on their own. They need so much teacher support to complete tasks.

Curricula too dumbed-down at high school level; too confusing overall

there are too many

Rollout too quickly. Teachers were not prepared. And it's dumb to make every course be tied together. Why take written tests in gym? Too many tests too.

The standards are inappropriate for K-3 students. The worst are the domains and modules that SED paid too much money for. Totally inappropriate for K-3.

the math is confusing. if it's confusing to me, imagine a 5 year old

Educators, nor child specialists were not involved in their development.

Very few actual teachers with relevant experience were involved in writing the standards, however NYSED continues to promote the myth that they were written by teachers.

Amount of testing. Length and construction of tests.

Not only are the "standards" developmentally inappropriate for many students, the children in Kindergarten having way too much homework and too much focus in class on ELA. They need to learn through play and there is not enough play in Kindergarten anymore. My children are not enjoying school and it has only just begun. Thank you common core for already ruining my children of the future, who were very bright going into Kindergarten.

There are some pieces of the progression that are not developmentally appropriate, but the main issue is the appropriateness of the assessment- not the standards themselves

there are no ranges of learning, rates of learning, learning styles, growth or progress allowed in these set standards. Children do not learn exactly the same thing at exactly the same time at exactly the same rate!

There is entirely too much emphasis placed on testing

The pace is too fast in the primary grades and the children aren't mastering letter names/sounds, formation, etc which negatively impacts their ability to write later on.

The tests have become the focus of many teachers instruction and the consequence has been a less diverse and a more watered down learning environment.

I am concerned with the interpretation of the standard. By curriculum writers and testing companies.
over testing

ELA- We should be encouraging student to read. If they read a lot they will become better readers! They also will be better writers. Students should critically analyze text in high school and college.

Children are not gaining love of reading and literature as they used to. The modules are boring and beyond their level of understanding.

Still does not address children with iep or children learning style

They may have possible use but are not age appropriate and are being used for the wrong purpose
use them as a resource ONLY!

Individual standards should be clearly delineated and examples of how they are demonstrated should be modeled in many different settings. It should be clear about what master of that standard at that age should look like. It should be explicit.

The 3rd graders having breakdowns in class over the stress of preparing for these tests.

I had a child who had learning disabilities and she now is doing well and is in college. However if the new standards were in place when she was in school that would be a huge struggle for her. I feel that these children are learning the higher standards that are really missing out on the basics
change how scores are calculated on the 3-8 exams!

They're absurd. want to do it right? Do with the way our grandparents were taught.

As a teacher, I am NOT opposed to challenging my students.....in an authentic, developmentally appropriate manner.

They are written by ignorant, uneducated people who have no understanding whatsoever of children

As a teacher who trained at Bank Street College of Education, I find the standards developmentally inappropriate. As a reading specialist, I find the Kindergarten standards far too high in reading and writing. As a parent, I am very concerned because I have a child who hates reading because it was pushed so hard at his school.

These are trying to push children who are not developmentally ready to think and perform to these standards
The NY Dept. of Ed. is not taking into account that children should not be coached so they can take a state test. It should be considered that nowadays we have, in certain school districts, many students that come from other countries without the language, literacy, and math skills expected at their grade level. The children should be educated so that they can thrive as students, not as tests tubes to advance someone's agenda. Also, many of their tests are not at the students' grade level, literacy level or math skills. Many portions of the tests are at an above grade level the student has not even completed. The NY State tests have been unfair for a long time. Again, it appears that it is a political agenda for lobbyist to line politicians' pockets. Students should be only state tested in the 8th and 12 grades only. The obsession to test is counterproductive to create independent thinkers and effective high achievers.

Special Ed students should not be required to meet the same standards

War and violence introduced to second graders.

The ELA passages are too complex for young minds. The answers are often very similar and more than one answer is appropriate at times. The standards are taking simple equations and turning them into a multiple step procedure. There are many unnecessary steps needed to complete an equation according to the standards.

Just because some students CAN DO the work, doesn't mean they SHOULD BE. Young children should learn through PLAY.

I think they are unrealistic for most of our youngest learners. have concern about the way they were developed, essentially from the top grade level down and they don't take into account the developmental needs of our youngest learner.

do nothing to engage the child in learning how to read, overly complicated

N/A

Inappropriate testing

too much testing

Almost all students are struggling with these standards.

Primary grade children should be learning the basics of reading, writing, and math - through play and experiential learning, when possible.

They teach children developmentally inappropriate things that turn children off to learning, therefore having some children learn nothing. Modules teaching 1st graders the ancient civilizations and so on is absurd and appalling

Developmentally inappropriate

The testing is so inappropriate

Limits teacher choices

more emphasis on literature and foster a love of books.

I teach special ed students who are struggling to stay afloat in the gen ed classrooms. The amount of testing included in the Pearson products purchased by our school district creates a terrible hardship for my LD students.

I believe in the standards but the completed and scored exams should be available to students and parents for review. Concerned about the professional standard of scorers as well as that tests remain in hands of a private company.

There isn't enough emphasis on teaching the children to actually read. It's all comprehension. Not all of it is developmentally appropriate.

The state tests are not developmentally appropriate and are not useful measures to use for student or teacher success.

Children in grades K-3 should be focused on basic skills, socialization, and unstructured play, not testing.

Some of the questions regarding material read seem convoluted. The questions are tricky in a way that makes me think the right answer is not desired.

Poorly designed

CC has too many demands and expectations for our young kids

I would like children to be exactly that, children

Too long

Not only developmentally inappropriate, but poorly constructed and confusing.

Fourth grade test expectations, especially for students with IEP's, English Language Learners, and students struggling with reading.

Much of the curriculum seems age inappropriate, but I do feel it has a lot to offer the teacher can't teach what they don't understand

The stress created by the tests for both students and teachers and the "reaching to the test" is stifling creativity in our children

Kids are struggling and feeling bad about themselves

The standardization of the human mind is contrary to the best of what we are...Our children need to create, innovate, and solve complex problems, as Piaget stated..."To Understand Is To Invent"

Some are developmentally inappropriate but not all.

testing

I have concerns about the devaluation of literature, the increased academic expectations for K-2, the lack of guidance for students with learning disabilities and ELL students, the fact that the importance of play and social development are ignored in the early years...

Special education students are not successful

Abusive, confusing, illogical.

They are not learning anything

Imposed, not developed by educators

Entirely too scripted. Inappropriate vocabulary.

No testing on computers

I think it's too long of a test and even when they get a low score the school doesn't do anything to help them be where they to be

I am concerned about the way the standards have been rolled out all at once and the testing.

I want something that can help us measure students and teachers to make sure we're doing well but the tests seem divisive

The standards are well designed, but developmentally inappropriate in some areas. They could have been implemented better.

Developmentally inappropriate AND LEFT WING AGENDA!!!

The standards are rigorous, which is good, but even good students are struggling to keep up with the materials.

They were not developed by Teachers.

The way they were implemented and the way they are used are poorly thought out at best; detrimental to say the least.

I also think they all are developmentally inappropriate

All of the materials/homework I have seen is poorly written, some have grammatical errors, and the reading response questions are intentionally designed to trick early readers.

Scripted curriculum is dry and puts English language learners at a great disadvantage

The gap is wide starting out. Not all kids have preschool.

Children are not products, they are individuals and need individualized movement within a curriculum

My Grandchildren are more than a test score! And their teachers are other fair being paid or recognized!

Standardized testing in grades K-3 on a computer is inhumane.

Too many other things have been taken away to teach to these test. What ever happened to script? These kids can't even sign their names it's very very sad. I can go on and on!

too complicated, poorly supported by teacher friendly materials

Directions/problems are nonsense/convoluted.

I don't think standards are the reason why our American students lack skills or competitiveness globally.

Need to teach phonics, not only sight words. Common Core ELA for Kindergarten is bad.

My son has an IEP and I feel that he is being set up to fail. He is in kindergarten has some delays but the expectations placed on him are too much and it overwhelms him.

For children with reading disabilities, common core is a nightmare

My daughter is past this age now

approaching is cookie cutter without flexibility.

Too much emphasis on learning with the intent to test in the lowest grades and not enough exploration of content and related play

Makes writing boring

English classes have been reduced to reading a short text and then answering questions. The children need to be developing a love of reading. They need to pick up a book and read. Sometimes just for the sake of reading. Let the children enjoy getting lost in a book. It will promote a lifelong reader.

There is no room for the children who are advanced or fall behind. Common core wants all children at the same pace.

Methods are simply difficult to complete Simple math should be kept simple

They were written with a "top-down" approach. There is little room for creativity for both the teacher and the student.

They do not allow for creative original thinking and are merely designed to have students parrot back what they have read without making true connections. The diminishment of fiction as relevant is also not scientifically sound since humans learn through story.

A major concern is not necessarily with only the standards, rather it is with the materials being used. They are developmentally inappropriate for the thought processes of young children. Additionally, the interpretation of the achievement of the standards is also inappropriate as the questions children are asked to answer are only someone's interpretation of the standard and NOT NECESSARILY proving that the students Do or do not understand the text. In order to assess properly, students must be allowed to read passages on their reading level. Otherwise we don't know what they could or could not answer because THEY CAN'T READ THE PASSAGE IN THE FIRST PLACE!!I

Data mining and social engineering

They are intended to privatize schools.

Some of the standards are developmentally inappropriate

The standards are not the issue. Over testing is.

It appears that Kindergarten has become the new "First Grade" and that many of our students are being held to standards that early childhood specialists agree are not developmentally appropriate. Consequently many students have been unfairly set up for failure, a consequence that will have long-term negative ramifications for the individual and the society at large. The rise in academic instructional activities in the primary years is robbing students of developmentally sound experiences of inquisition and exploration that develop a foundation for life-long learning, more specifically, a positive disposition for learning. Aside from those students who have given up due to failure within a flawed system, I find most students waiting to be directed and guided in their activities, as they lack the curiosity, the stamina, and the self-motivation that was more typical of students in prior years who experienced more appropriate early childhood learning experiences than the ones being driven by the current primary education Common Core Standards.

I'm more concerned about the testing and scores being tied and weighted towards teacher evaluations.

What is wrong with the way we were taught? Everyone knew how to do math...all the same way. We can't help our children or grandchildren with homework!

Those students that were not in the earliest grades during the inception of the CCLS were immersed in a program for which they may or may not have had a solid base. For them, this has delayed a formative growth with sequencing of actual skills in the common areas of math and English. As well, the CCLS do not present a format for solid curricular study. For example, in English, the tests address topics that are commonly taught at a

later time. The teachers have no idea as to what literature (American, European) or century for which students are expected to be prepared. To present such a vast arena for study on each grade level is ludicrous, and to expect inferential reasoning to take place for all students of all ages is pedagogically unsound. The building blocks must be in place before the child is to climb to the heights!! I am a true proponent of education and testing, but the unfair and lack of best practice is absurd. I would challenge the political machine that mandated these tests to take them and to produce stellar results. How unfair that the teachers with whom our most fragile and most needy of students will be the most heavily penalized!

Why change what was already working just fine? Common core just does not make sense.

They do not take into account students with developmental disabilities

They take the joy from reading

The tests are too long and depend on technology

Unrealistic expectations of children who are not developmentally capable yet.

So worried about special Ed children

There is no thought for the special education student who has language impairment, borderline intelligence, limited reading and comprehension, poor basic skills in math

They were never tested

Special needs students IEPs appear to be nullified by these standards.

They do not allow for teaching the whole child. They are too driven on the processes involved rather than student's conclusions.

Some are developmentally inappropriate

there is too much focus on non-fiction, fact based reading. our youngest learners are still learning how to read.

This over analysis is killing the joy if reading and learning. it is making children feel frustrated and defeated.

According to grade and age level research, the standards do not match literacy skills.

NYSED is not to be trusted at this point. They must earn it back. The tax money that has been wasted, the ridiculous stress on my kids and teachers has been greatly under emphasized. This experiment needs to end. C Again, my issues are with tests that don't actually measure the grade level standards, but rather a grade or two above. I also believe that assessments are too long and students should have the time that they need to complete it. If a student runs out of time, then an accurate measurement of skills and achievement has not been completed, only how much the student was able to complete in that given time frame. Many students simply need more time to finish.

"Grade level" is no longer reasonable or based on developmental milestones. It is now randomly dictated by a publisher. The lack of transparency does not mean higher standards. It's painfully unfair, unproductive, and has left a generation of children floundering in stress.

Required reading is not engaging or relevant to children's interests. If we want to develop lifelong readers, we must make reading fun and exciting. The standards seem to "suck" the joy right out.

Kinder students are failing before they even have a chance to find out what school is about.

Most of the standards are developmentally appropriate, some of the testing material was poorly designed. You cannot learn how plot and characters develop by pulling a single chapter of a book.

the standard does not meet acceptable child development concerns

There are no basics to build on. Where are the conventions of writing? It expects that students already come to school with an understanding of sentence formation, vocabulary, and spelling capabilities. Nothing about verbs, nouns, adjectives, punctuation, paragraph formation, or any other basics of ELA.

I am extremely concerned about the developmentally inappropriate standards and what it is doing to the psyche of the young learner. Too many students are experiencing anxiety and hatred of school. Education should promote positive feelings which instill a love and pursuit of lifelong learning.

They do not teach to ALL children. They do not leave room for a child to learn at a different pace. They are too scripted and leave little room for teachers to decide what their students need.

No common sense or independent thinking

Holding esl and special ed students, to same standards

There is too much emphasis on testing. There is not enough emphasis on phonemic awareness. The "late bloomers" suffer significantly. Too much pulling out to "fix" the problem. Too many kids believing they are stupid. Not enough authentic assessment for primary and intermediate children. Too

Over testing age inappropriate tests linking teacher evals inappropriate

they make our children feel insecure and failures

it is ridiculous to make the students go through all the steps for math and I have concerns about the other subjects as well

Common Core should not make children cry

For profit education is not the answer to education needs

More time is being spent preparing and taking tests which are having an adverse effect on children.

My children are in high school

They are not comprehensive and real world oriented in skills

Students are not learning how to socialize with one another or how to be in school and interact in this setting.

Students spend valuable time learning inappropriate content at the expense of basic skills.

It is forcing students to stay within set boundaries and not explore other opportunities and creativities. Also the class must work together so advanced students are not able to move ahead or if they do they still need to complete the tasks that they already comprehend.

My questions concern both how developmentally appropriate the standards may or may not be and the excessive and lengthy testing required. I am also concerned about the method of implementation required. The intent may be positive, but the implementation and punitive response towards teachers seems unwarranted

I think the English standards are great, but not the math.

Testing is an issue. Students need to have an interest in the testing. It should not just measure teacher. Teachers should be aware of what is going to be tested. Should make standards relevant to student learning levels.

Concern about different intelligences that cannot be tested.

I believe that most of the common core standards are good, but that the implementation several years ago for older children was a sudden change in standards for both teachers and students. At the K-3 level at this time, the children should not be experiencing the shock of a radical change.

Half the books that are referenced are out of print.

They are developmentally inappropriate.

Students need to learn the basics before you start building.

Which best describes your opinion of the math Common Core standards for grades K-3?

They are well-designed.	482	4%
They are developmentally inappropriate for many students.	9730	81.7%

I have no opinion.	820	6.9%
I have other concerns.	876	7.4%

If you have other concerns, please feel free to explain below.

Some of the processes defy common sense and make the work onerous for smarter students.

same as ela concerns. the teaching methods are ridiculous.

First graders should not have to learn silly math concepts. They should learn basic math facts.

standards are beyond the level for children with learning disabilities

I also have concerns related to the materials/student books used through EngageNY. They word problems are poorly written, the layout is difficult for children to follow and there are spelling and grammatical errors.

see above

What is online is crap. Typos, tiny font... YUCK

Not enough focus on knowing facts. too much emphasis on the reasoning and the why - kids are getting lost in the shuffle. not enough time on a concept before jumping to the next. also telling time and counting money is neglected

There is no time for mastery of skills before moving on.

Many of the lessons from Engage NY are developmentally inappropriate.

Implementation and understanding was done way too fast. Grandfather it in slowly and work out the kinks.

Instead, my kids got caught in a political tug off rope between positions and the educational governing body of NYS. All of which are simply so disconnected from many of the realities on the front lines.

I am unsure but they look very challenging (especially for parents when trying to help their child.)

see above comments. I also believe that the math testing does not allow for a deeper understanding of concepts, just simply learning them long enough to do well on the exams.

Same as above

They were not implemented correctly. If they had started in Pre-K with the new concepts and taken the 12 years to implement then we would be seeing a different response.

Too much testing

The skills emphasize a very limited view of an education.

My first grader is falling behind in math... hates it... makes her feel bad

The standards are not research based, are convoluted and dumbed down

The math is nonsensical and many exams are riddled with errors.

the math leaps around too much. need more time & practice on fewer skills

See above.

Many students, especially at that age, learn at different paces.

previous NY standards were better.

See above

The pacing is fast and unrealistic

Too many strategies and abstracts thinking involved.

They are quite convoluted.

Too much confusing language in the word problems and not enough practice in basic number sense. Also developmentally too high for many students.

They use subtle distinctions and emphasize process over basic math competency

they can't do simple math in the head always need paper and pencils to prove their answers

The testing tied to the standards is destroying any chance of talking about curriculum

pre-calc and calc material in algebra 1 --- get real! Don't just push material down the pipe-line ... not appropriate!

Same comment for ELA standards

too much too soon

The time to do what once was a simple problem is now forever. Most test are timed, if we are doing all the extra work children will never have time to finish all, the problems on a timed test

My daughter is a Math Professor and believes the Common Core method of teaching Math is good but must start in K and move up but eliminate the testing.

Same as above.

It hinders students who truly think mathematically.

too much testing and not age appropriate

They do not actually test what students learn via the standards. The way in which the learning is assessed is not truly relevant to college and career readiness.

Old math just mold math just makes more sense. For now and future use

I have seen students break down and cry because they could not grasp a concept and these are the brightest students it just breaks my heart

The expectations of some of the standards are above the developmental capacity of the age of the children in that grade level.

Mathematics standards are not age appropriate and too much is expected of the younger students and their teachers. Too much is being over complicated for no reason.

Some of the standards are not age appropriate or expect too much.

I feel most are ridiculous & should be tossed.

Some concepts help the students develop a deeper understanding of math, but some of the word problems are developmentally inappropriate for many of the students. Most word problems are difficult for the average to above average math student. Students that struggle with math are completely lost.

It's a roundabout way of teaching math...too abstract for little brains.

The methodology is too complicated. $2+2=4$ that simple.

Children should be tested on their developmental level as specified in an IEP - not a grade level. Test results are not available for the teacher to use to reteach or refine.

Little room for individualized instruction and emphasis on reading skills

Too much time is being spent on teaching for the NY State Math exam to the detriment of other subjects.

Again not designed for children.

Too complicated

The imposition of the standards by uninformed governors who signed on to implement them before they were ever written.

They are developmentally inappropriate and are impossible for special education students to master.

Children are all different learning styles ought to be as well. They are also dev inapprop

Not sure...introduced to my kids in 4thgrade

They ask to explain how they solved basic computation when it's not necessary. It should just allow to show work.

Same as above (for ELA)

Awful. Just awful. Research tells us that asking young children to "explain" their reasoning is completely age inappropriate. They are only learning to memorize the expected reasoning, which ironically is rote memorization...the very thing CC claims to want to move away from (Stanford study)
same as ela

I'm ok with the standards but not the use of the NYS Modules for all lessons.

By shoving these inappropriate standards down the throats of children and teachers we are wasting children's precious learning time.

Again, very worried that many more steps are involved and that math is also a reading test with multi steps to answer.

As above, I feel that any potential usefulness of the standards is undermined by their being wedded to high stakes testing as means of enforcement.

As a 7th grade teacher, I find that the students are not nearly as prepared as they were 6 years ago. Many clearly lack the prerequisite foundational skills in math that are necessary to be successful to be a normal 7th grade curriculum.

The complexity of basic math gets children understanding theory, but not necessarily proficient in finding an appropriate manner. I detest that a math test requires so much reading/deciphering. Children that have great math skill and poor reading comprehension skills do not do well. It is math! Test the actual math.

Again, makes children hate learning. Laborious and frustrating

They should not be used for profit and evaluations. They should be created by educators, not big business.

There is too much reliance on inference and abstract thinking in many of the younger standards. The lack of fluency in the standards has also had dire consequences in older grades.

The traditional methods work better for advanced math students

The work is developmentally inappropriate. My fourth grader is doing work previously done in sixth, my sixth grader work that was recently done in ninth. If their teachers are rated ineffective I hope they sue the 'bejeezus' out of state Ed, and I'll bet they do just that.

As with ELA, the test prep is ridiculous. It takes away from meaningful instruction.

The idea of cc was to get deeper understanding. How can you go deeper when every lesson in the modules need to be covered so the students can take a test?

they over look very specific skills necessary for success

too much testing

We've gone back to skill, drill and kill...the love of learning about numbers!

Math is way above my child's grade level. There is no reason to solve $9+3$ my child needs to learn three steps...

We went to the moon with the math we learned what is wrong with that.

The standards for both ELA and math should be adjusted when used with special education students. The students are expected to progress much too quickly.

There are too many choices on how to preform operations.

From what I have seen, it seems very time consuming and a confusing way to do math.

The modules that present the standards. This is what is wrong with the standards.

They are not developed by Teachers. They are an experiment in new ways of teaching math, unproven and reckless.

They need to learn the math operations. Common core questions attempt to confuse the child before they have mastered the skills. This practice degrades their confidence and self-esteem.

The standards of common take away from the teachers' time to teach and ensure everyone has grasped the concepts. The focus is on meeting test scores instead of the children's comprehension of the lesson. There are too many for one they are causing anxiety for most kids there are no directions to them most kids can't understand them.

Again, they were implemented to quickly and without proper teacher preparation.

The skills are appropriate but the amount of reading involved discourages students who may be good math students but not good readers.

I believe that the problems students are having at the early grades are because students don't have enough time to master the basics before they use it in more "rigorous" problem solving. There are too many standards to spend the needed time in every area. Teachers need to cover all the topics and the students don't master any of it. They are memorizing instead of thinking and learning.

Poorly designed

Stressful and confusing.

I do not think that anyone would disagree that having a common set of standards is wrong, however the link to teacher scores is inappropriate. Who will teach the special needs population when you have driven off all the dedicated educators? Also who will enter the profession with the threat of possible job loss?

They make simple, fundamental math concepts obscure and confusing.

We need to solidify number sense along with basic addition & subtraction.

Teaches the wrong way to answer questions

I have had countless conversations with teachers from all school different school districts and math is no longer looked at as exciting or fun.....just a task, and uncreative task that teachers say makes it difficult rather than exciting for both the teacher and their students

I am not opposed to the skills required but am opposed to the difficult methods of solving.

Many of the ways to go about the math are difficult and extremely difficult for the parents to support their child.

We have created a system in which parents are unable to help their children which means less support from home.

They were implemented without teacher input. They were implemented with little teacher training. They were implemented K-12 rather than being rolled out K & up.

If I used this method in my job I would be fired

Same as above. For example, 2nd grade children are expected to understand how to distinguish and solve two and three step word problems.

The testing is too much in all grades. My district gives a 57 question test on a computer to 5 year olds. overtesting of grades k-8

Same as above

pace is very fast and assessments don't match instruction

It limits teacher choices for individualized instruction

Test are poorly made with a lot of errors

The K-3 standards should be discarded. The "professionals" who wrote the standards could not possibly have ever worked with children at these ages, nor have any idea of how they develop cognitively.

The APPR nonsense

Ever try doing homework with a child in these grades? I'm a higher level teacher and I have to watch you tube videos first.

Poorly designed from a pedagogical standpoint. Thin in terms of supporting material.

Absolutely inappropriate. Children are very concrete and most times - especially when using NYS Modules the k-3 does not allow for the child who is not at the stage of development that they would need to be at to meet the standard.

ESL Students

Worst math curriculum I have seen in my 30 years of teaching.

Some of the math standards are developmentally inappropriate, but not all. My other concerns are not with the standards but the way they have been bastardized by high-stakes testing, which leads to poor interpretation of the standards by administrators/school boards/school districts/etc, which forces teachers to teach to a test (as opposed to a standard that is much more open to interpretation).

Too confusing, fast paced and it is all about teaching to the test not for the love of learning. Having students enjoy solving math not using various strategies which makes no sense for the child!

Again too wordy. By the time my child gets to the end of her long multi step problem, she no longer remembers what the point of the problem was.

my daughter is struggling with this subject

All children do not learn the same and at the same rate.

My son is doing well with the math, but I do not like how he has to do so many steps when he is able to figure correct answers out more simply.

Whenever standards include the phrasing: "College and Career Ready vocabulary", anyone with common sense automatically realizes that these are in fact not learning standards, but "Education Reform" jargon with an agenda. I do not want my students or my own children to be college and career ready before the age of 16.

Implementation

NOT age appropriate. The math is ridiculous.

They are finding for some students but leave little room for enrichment and harp on the same ideas in many different ways.

Rolled out too soon, poorly designed, we post for the test then we post for the prep money that could be used elsewhere, stakes too high for teachers and students

Fairly simple and basic math concepts are being complicated by the common core way of doing things. I am VERY concerned that my 11yo and my 10 yo will not know how to do basic math algorithms when they are older.

Curriculum suggestions are well beyond the scope of most students.

Testing children too young

Pathetic!

The concepts are not practically applied

There are huge gaps in what the children are learning. It is not well organized and too fast paced. You cannot learn math the way it is set up.

same as above

Ridiculous

don't like the way they teach the math

Not all of them, just some. It's important to build students' skills appropriate to their age level first so they have a solid foundation for learning.

We are making subjects so complicated that that are learning nothing!

I feel the same way about the math standards as I do the ELA standards.

Parents in my generation find us unable to help our children with school anymore unless I go back to school myself, which it's unrealistic for me to go back to school for that purpose.

Waste of time and effort solving simple problems

Children should be taught many ways and not just expected to explain everything so they should be able to answer questions however they understand it

Also very hard for kids with language based learning disabilities

My child feels like a failure

Far too confusing, and abstract way to teach math.

See above

See previous comment

The math standards rely heavily in reading for assessment. If a student hasn't mastered the ELA standards, she will likely fail to meet those for math.

Why make our children feel stupid? Teach them core math in multiple options to get the correct response using common sense as has been done for centuries.

See above

They are ridiculous.

Too complicated and inappropriate.

They are ridiculous inappropriate for young children and move too fast. Students do not get enough time to develop the basic foundation to be absorbed

Too many steps to get to the answer.

Not sure if the focus on process is really getting through to the students, and it certainly making life for many parents assisting with homework more difficult.

Management nightmare. Tremendous amount of time to "fix" lessons and worksheets to make them K friendly. Expects too much too soon. Not enough time to cover the basics. Too much back and forth with concepts and format. Should not include composition and decomposition of #'s 11-20. Excessive amount of time to prepare for lessons. Students shut down due to difficult, lengthy whole group lessons. K classrooms require more teacher support for difficult concepts that need to be taught in small groups. Too many directions, difficult to follow, (especially for students with special needs and speech and language delays), excessive amount of work on paper.

What a bunch of garbage. The old way was more appropriate. Common Core makes children hate school, with no desire to learn.

Too many steps involved for a simple answer. If people worked like this "taking the long way", they would have no jobs.

Not possible for students to master all standards.

The standards do not address learners of all levels and does not take into account that students are not intellectually mature for many of these lessons.

They are not practical and turn students off to the joy of math

Same explanation as above.

The pace is unattainable. It is so upsetting to try to teach so much material at one time.

They are intended to privatize schools.

I feel that the testing and standards are more aligned. Although many people do not agree with more difficult word problems, I can see that students can achieve the math standards.

Common Core math is ridiculous. It takes ten times as long to find an answer, and children do not have a solid foundation of basic addition, subtraction and multiplication. If you ask a child what 2×3 is, they don't automatically think '6.' It should be automatic because 2×3 and 3×2 will ALWAYS EQUAL 6.

Extremely unrealistic approach that borders child abuse.

Theory has its place, but why make problems more complicated by mandating they be solved in multi-year ways when other ways also answer the question? People aren't cookie - cutter and problem-solving isn't either... I trust teachers and local education leaders to design and oversee the lesson plans

Not a practical application of math skills

The way the math is presented in NY is developmentally inappropriate. Often, problem sets are more a test of reading than math. This is discouraging for students and does not encourage the development of number fluency.

The procedures taught by the common core modules for solving simple math problems is confusing and most of the time doesn't make sense. I can understand the objective of wanting a child to be able to come up with an answer by multiple methods but the way common core is teaching it is extremely confusing to everybody.

By the time you figure out the answer too much time has passed.

Same as ELA

I am concerned with the amount of time testing and teaching to take the tests. Especially in K and 1

Same as above for the ELA standards.

Why are you going backwards to move forward

Complicates easy processes

I feel the standards do not address the needs and are not all developmentally appropriate for children with special needs.

Get back to basics!

Children are penalized from finding the right answer and, again, are being held to age-inappropriate work.

Same as above.

They are teaching the metric system, but they are not using it in life.

The math standards have some good features, but it is so overly scripted and the problem solving is grossly repetitious

The text is confusing

Their inappropriateness is ruining the face of education.

for both Math and ELA as a result of the implementation of common core, teachers teach almost exclusively to prepare students for the tests and children suffer by giving up many other learning opportunities. additionally it penalizes and marginalized the outstanding high performing teachers, eliminating their freedom and creativity.

Still many children are not at the level they need to be for this test

My own children who once thought they were "good at math" are often frustrated and defeated by the nature of the math being taught in grades K-3.

The math standards based on attacking a topic or issue from varied directions, especially the overuse of drawing diagrams and visuals also make math a chore and hardship for many, even those who are proficient in math and who formerly looked forward to the curriculum.

Every child has a different way of learning, making them, all learn one way isn't far cause, most likely that child could learn more of an easier way for them and pass, in which in this case those students who don't have that option will fail=

There is too much language in the math standards. The tests are more a test of language than math.

Lack creative development. Teachers can't read and read their own students? How are teachers and students supposed to get better?

Confusing!

why did our governor decide to give tax money to a for profit education company?

Some concepts are challenging to teach. I am not arguing the validity of teaching some of these concepts, but they should be less emphasized on the state assessments. For example, there is a high emphasis on the distributive property on the state assessments. This is a valid, albeit challenging concept to teach.

Kids are stressed out about standardized tests and regurgitate piecemeal information rather than learning concepts. The way math is taught no longer makes logical sense.

Engineers and people with Masters Degrees should not struggle with 1st grade level math!!

some are inappropriate for many students. It needed to be rolled out K 1 one year, then 2, then 3 and so on

They don't allow students to build a strong foundation of basic skills in the early years.

Which best describes your opinion of the ELA Common Core standards for grades 4-8?

They are well-designed.	385	3.2%
The texts are too difficult.	8450	71%
I have no opinion.	1275	10.7%
I have other concerns.	1793	15.1%

If you have other concerns, please feel free to explain below.

The texts may not be appropriate in content or length.

Low interest, developmentally inappropriate

I actually love Common Core for English classes. I've noticed my students have become better readers. I do, however, have a HUGE problem with the ELA state exams. The passages are beyond boring, too difficult, and the questions are ambiguous and unfair. They are also extremely long. So many of my students are special needs students. Some are in foster homes. They are worried about far more important things, such as what they are going to eat for dinner that night or if they have a coat for the winter. Then through a ridiculously long test that is far too complicated for them... Do you really think these type of students care or will try hard?! And then you want to evaluate teachers based on how students perform on this standardized test? It's absolutely ridiculous in my opinion. Some of my students are in 8th grade but read at a 4th grade reading level. Having them take the ELA is flat out wrong and is child abuse. I honestly feel sorry for all of my students. I will opt all my children out of the exams until they are abolished. New York needs a new governor and a new educational plan. Standardized testing as it exists now is NOT the answer!!! You are RUINING education!!!!

Often answers to questions are not found in text.

How they are being implemented

They are not difficult, they are not well prepared.

see above

My issue is not with the standards. It is with the standards being used to create flawed tests that are used to assess teachers.

inappropriate language in texts

For my child literally failed a grade cause of your irresponsible stupidity act of having this Bulls hot in our state

Same as above

Standards inappropriate developmentally-citing evidence, paraphrasing, summarizing, inferring-may try to attempt but def. too hard to meet w success

Too much testing

Too much emphasis on non-fiction

Again, meta-analysis questions make no sense.

See above.

I am concerned about the heavy focus on "fact- based evidence" and gathering information only from what is specifically stated in the text. This leaves little room for nuance or interpretation, which frankly, is to my mind, just as important to reading, understanding, and experiencing a text. I also am concerned about the over-reliance on non-fiction texts to the detriment of poetry and fiction literature.

Standards are too difficult for what the students are capable of.

Very stressful

Too difficult for many students

It is just a mess!! We just received our first report cards and children are scoring lower than they are used to. I don't think that this makes children try harder I think it discourages them to not want to try at all. My son got a 100% however he only receives a three out of four not because he didn't explain he did explain he just didn't explain in common core words ~ such a waste of time.

These tests are confusing and take away local control. We need to have teacher and parents who are in the ground floor with the children take back charge.

Asking children an opinion on questions, and then marking them as wrong when they do not agree with author is brainwashing and indoctrination at its worst form.

sequence of topics and developmentally inappropriate for average age students.

Texts are absurd, killing the love of reading, too much content

What is the purpose of these tests? Tests should help teachers help students learn.

Poorly written

They are too narrowly focused. ELA is more than informational text. And the lie that the other subjects are doing Common Core is simply untrue!

They are fragmented skills. There is no fluency to them. They do not allow creative, thoughtful responses to literature. They are robotic skills that lead to robotic answers.

the content/subject matter is at times inappropriate

Same as above.

Kids are learning to hate to learn.

Close reading is good, but rich on level and differentiated material are in great demand.

same

classes should read the same books at the same time. Teachers should teach books they love. Grammar should be taught specifically.

There is little encouragement of original thought or creativity. Writing is formulaic

Too much testing and too much importance on test results.

all kids were not taught the basics the same way, and it causes confusion when trying to learn new material

They should not be used to evaluate teachers

The techniques such as close reading that are encouraged and required foster resentment rather than a love of reading. The texts are not engaging and are at times unnecessarily difficult and cumbersome.

The students only read excerpts that are 4 grade levels above their level.

The tests are designed to be tricky

Expeditionary learning modules are not developmentally appropriate

Implementation

When you strip ELA of grammatical rule teaching, and you remove thought provoking literature, the kids become bored, they look at all reading as a cliff note to be skimmed, they have no concept of WHY a sentence is incorrect, although it sounds wrong, simply because they weren't taught how to construct one. When you strip all basis of the English language arts away, then throw them to the wolves with assessments on a Lexile 3 grades ahead of the student, you're setting them up for failure.

They are developmentally inappropriate for many students

I have not experienced them

Too much testing

The concepts are OK, but as they are tied to tests with texts at Lexile levels that are above grade level, I cannot support them.

Book choices

They were not designed with the idea of improving student comprehension.

I believe that the tests are set up for the children to fail

We need to get back to individualized teaching and learning so that all children may grow appropriately.

Writing standards are too abstract for the age.

Same as with younger grades, I think it is a shame that teachers have to teach to the test, that teachers and parents are stressed and in turn the kids get stressed. The fact that there are so many against the common core causes issues because many kids opt out and I am not sure that is a good position to put these kids in. What happens later in life, to me learning to opt out at a young age is not good.

What is being asked of the students is not appropriate for the age group. Many tasks are not authentic, and we are asking children to read and write line robots.

The common core standards for ELA need to be more specific in what is required in the language area. What prefixes and suffixes need to be incorporated at each grade level. The New York State Modules are the biggest problem. The lesson plans need to be restructured so they skill development makes sense. The texts need to be at grade level.

They are stupid and take away time that could be spent on teaching kids rather than teaching kids to take a test.

Still developmentally inappropriate

Tired of teaching to an exam

Not age appropriate

Especially for student with disabilities

There needs to be more focus on story and not a huge move to close reading of the text.

Don't kill a love of learning.

Above grade level

The texts are too difficult and not interesting for students. Questions seem designed to trick the students.

Common core is turning off students to reading.

our government allowed for profit. company to set education standards?

Texts are too difficult AND there is constant disagreement about what constitutes "grade level." Furthermore, CCLS-aligned curriculum written by large corporations require use of community texts that are far above most students' grade levels and do not leave room for differentiation; again, this is not a concern with the standard itself but its link to high-stakes testing and its frequent mis-interpretation by policy makers.

The CCS has robbed our students of the desire to read, let alone write. The texts are well above grade level and the writing pieces have robbed our students of any creativity. There is again no research to vet these standards. Assessing students on passages above their grade level does it not make sense? What is the purpose of assessing? What information are we trying to ascertain?

Overly concerned with certain technical aspects that they are holding to as standards. My child's creativity is being stilted by repetition and adherence to the approved standards.

I am sad they stopped studying fiction. There is so much that can be learned from it and it fosters a desire to look up things in the nonfiction texts.

The texts are irrelevant to the kid's life.

In looking at common core as a whole, it is clumping our kids as one and setting them up for failure

They are not structured to real-world application. They also restrict individual thinking and learning modalities. developmentally inappropriate

too much testing

Again, parents cannot help their children.

Not only are the passages way over their heads but they are often inappropriate or just plain boring.

Developmentally inappropriate

same as above

They are intended to privatize schools

Moving towards an "informational text" only standard will not help to develop a life-long love of reading.

Close reading and too much emphasis on non-fiction.

While the content is often bias, there are frequently more than one answer to a problem.

They over-analyze the text; thereby turning the children off to reading.

Having students read only 2 books during the entire year was detrimental to my children.

They were not developed by Teachers. They are spending far too much time on one work of literature or non-fiction, and thereby missing vast amounts of learning and experience with other works.

Developmentally inappropriate

Do not take kids w/ special needs into consideration.

boring, literature selections are depressing and lack creativity and interest for the students

I have not yet been exposed to these texts but I can imagine that they will not be well received.

Not the texts, the Lexile levels. There are no mandated texts, just exemplar or recommended texts.

ditto

Many of the reading passages focus on the narrator being jealous or angry or self-conscious. The answers to the m/c questions are not well-written - often, they either do not make sense or they further focus on the negative emotion or situation in the text.

Not developmentally appropriate

I feel that the ELA modules are not appropriate for the students.

Too much to cover in too short of time

A lot of the topics you are covering are not developmentally appropriate especially for a lot of my struggling learners.

Too long

There isn't enough time for the students to finish all the reading selections and answer the questions. Especially the questions that require students to go back to the text and reread a paragraph for each answer choice. Please shorten the number of reading selections, as well as "select the paragraph that supports..."

They are not taught well and designed terribly.

They are not age appropriate

The content of the text seems inappropriate.

Unfair for grade levels

Same as above

Errors in the questions, confusing text and multiple possible answers

Teaching the children to respond like robots is ridiculous. We've all enjoyed the news stories about laughably designed test questions and those that appear both on tests and In Pearson text books. Don't think awarding the testing to a new company makes any difference, your motives are still the same- starve the schools of funding, prove they're a failure then privatize them. Can you say 'class action suit?'

Teachers and administrators don't know the formula enough to make common core effective.

Text based reading or "close reading" is having the unintended consequence of lower reading interest AND overall comprehension!

Again, the emphasis is on speed, not true understanding of the material.

Core texts for ALL students leaves Special Education students in the dark.

teachers need freedom to develop a variety of methods for responding to their students' needs and abilities testing

tests are poorly constructed.

The standards were not vetted by educators.

The tests do not reflect knowledge of the standards.

Common core does not take in account special ed children

Time spent on tests, purpose/use of test data

I strongly believe nonfiction is important, but there is very little balance between fiction and nonfiction. the vocabulary and content is above grade level

Not appropriate for all students

Not enough actual literature

ELL goals vary with students

The basics have been ignored and the content is too mature. Concepts are too mature.

I do not agree at all that these tests should be used to evaluate teacher performance. Some material is difficult for students no matter who the teacher is and it is unfair to special ed students

The subject matter is ill conceived

Implementation

They are not grade-appropriate.

What is lacking sticking to the already complex thought processing required for straight math!

They were developed for business interest and not for the well fare of the children.

Many topics are not age appropriate. Books that used to be read in 10th grade are being taught in 7th-8th grade. same as above

Too much nonfiction reading and expository writing

Way too difficult.

They are inappropriate.

They need to include more spiral review. By the time a fifth grader begins to work toward the fifth grade level standards as written, there is too much chance they've missed skills with little chance to review and reteach.

too simple

They kill the children's interest to read

grades are not at age level before administration of tests

Districts often purchase curriculum guides and lesson plans to align with the Common Core this eliminating teacher creativity, student questioning because teachers must keep on track with the modules districts have purchased. Students and teachers spend days annotating readings that are unnecessary.

students lose their self-confidence

The standards were "rolled out" in a hurry with little to no training and kids were expected to shift immediately....kids should've been grandfathered in and the whole common core movement should've started with Kindergarteners and followed from there.

Any standards designed to fail 70% of all children is not appropriate

The texts are extremely rigorous, lengthy and too far above grade level. The majority of students are not even close to reading at the level the test is written.

Age appropriate is important.

Same, too much teaching to the test.

Too difficult isn't really the issue, many of them are inappropriate and uninteresting

'crap' Same concerns only more intense for 4-8 gr learners

The texts are too difficult and the subject matter is often dark and developmentally inappropriate. They ignore the classics. The non-fiction is too heavily weighted. Where is reading for enjoyment?

Nonfiction shouldn't be the focus.

In addition to the above concerns, I have a real problem with brand emblems and advertising of products occurring during the reading of text passages. It's like the company's paid for advertising to appear in a reading.

I do not teach at that grade level.

They are being tested well above grade level on trivial non-fiction readings. They are tedious and long and often inappropriate.

The content jumps all over the place from grade to grade. Heavy reliance on evidence to prove has left little time for creativity and inquiry based learning.

Often the expectations are not developmentally appropriate

they make no sense

See above

Developmental appropriateness and BORING text

My daughter had consistently scored well, offering little room for growth. This is not fair when applied to teacher evaluations

Not developmentally appropriate

Content

A range of difficulty is appropriate for instructional purposes, but the tests are not.

Schools spend too much time prepping for the CC aligned state tests and not enough time on their whole education

The kids have many gaps because of the Common Core instruction that has occurred in the past few years.

They are not differentiated for special education students.

No readability consideration.

Since the standards were essentially back mapped from 12th grade, they are developmentally inappropriate across the board.

The pressure on children is creating unnecessary anxiety and may have long term deleterious effects. Testing has made my 6th grader hate school, despite consistently getting an excellent report card, performing well on tests (95th percentile) and being in enrichment classes--those being the only part she loves.

Some texts are age level inappropriate - content is too mature.

Testing for fifth graders last year included excerpts developmentally appropriate for HS & college level students.

too many concepts and not enough practice time for student to cement their understanding of what is to be learned

I wouldn't say the text is too difficult. Instead I'd say that some are just too obscure and that the questions about them often have nothing to do with nothing'. Seriously!

The Standards alone are well-designed. The Engage NY Modules are ridiculous. The Modules are taught in most schools. IF teachers were given time to write curriculum that utilizes the Standards instead of teaching "to the test" our students would be well prepared for College and Careers.

Too much non fiction

And some are inappropriate.

Same as for K-3 - inappropriate passages and obscure.

Same as above.

too much emphasis on informational text

Dull texts

I feel that the test is formed to confuse the students.

texts are inappropriate, boring, not exemplary of what students read in class

don't make my child learn less, or in a new way, to support your results

Students, before common core, were learning a completely different way of thought and we are now asking them to unlearn that information and relearn different information which adds unnecessary stress. Common core should be progressively rolled out with the kindergarten and 1st graders of the 2013 school year.

I was in a classroom of 26 and about 10 kids could not do simple division. They say they are taught is absurd!

I do not have a problem teaching the kids how to write more. However they need the basics. They need to write in cursive, the need to learn how to write coherent sentences. And the stories you pick. Why can't you use passages from actual books? Why make up passages about farms and animals. Not everyone lives in Upstate New York on a farm. Make it relevant to those of us who don't live in the middle of nowhere

They are developmentally inappropriate.

Tests limit teacher design and content while minimizing classroom teaching time.

It is hard enough to get kids to enjoy reading when they read exciting texts, the non-fiction modules are brutally boring

They are taking away from children's creativity and understand of real life emotion and feelings! They are weird and I am so thankful I don't have to follow these standards in my classroom where I teach a VARIETY of things to help my students be well rounded and critical excited thinkers.

questions on tests are horribly difficult and tricky. The only way to even try to get better for tests scores is to do mounds of test prep.

I teach 7th and 8th ELA. I really like the standards. I also teach college. I feel these standards are the building blocks students need to be successful in college.

They stifle creativity and free thinking

A very narrow focus on reading for information.

Teachers and students instruct and learn differently and at different paces. CC is sterile, one size fits all model

They are confusing

The methods required take all the organic joy and appreciation put of reading. They are turning kids off of reading with mundane and repetitious readings and annotations...total overkill

The concept of trying to use primarily non-fiction lit. is absurd! ALL people learn from various literary styles and periods. Adults and children learn and have interest piqued by historical pieces, like Number The Stars or Tom Sawyer.

These assessments should not be connected to teacher evaluations

These are also developmentally inappropriate.

Which best describes your opinion of the math Common Core standards for grades 4-8?

They are well-designed.	451	3.8%
The math is too difficult and/or confusing.	9065	76.2%
I have no opinion.	1217	10.2%
I have other concerns.	1169	9.8%

If you have other concerns, please feel free to explain below.

Too many steps

They seem scattered and not useful for measuring learning and teaching.

Teaching alternative ways that I feel lose the main concept and will not help them for higher math.

too many steps involved; drawing the problems to show evidence of knowledge is wasteful in the real world

I believe the standards are pretty well written. The state developed modules and rushed plan to implement the standards had major flaws. Therefore, the assessments were developmentally inappropriate and lacked validity and reliability.

I do not think the common core is effective in overall learning of students

Confusing and convoluted

Many students got stuck in the middle of the change-over. It was challenging to try to blend the old and new ways of looking at the math.

Not all the math is developmentally appropriate.

Too many convoluted ways to approach basic math

I struggle with my 3rd grade daughter's h.w. Learning mult. and div. at same time- REALLY!!!?

see above

Horrible is the only word I can come up with

Haphazard

Was not stated at k level, causing unnecessary stress for this age group of students.

Corporate greed taking tax dollars.

Again, the math adds too many steps. The word problems are confusing. This college graduate has difficulty with the way the curriculum is rushed before mastery of a subject is established.

Does not allow for various brain methods to get to an answer. More about knowing your process than my way to derive an answer.

Same as above

The issue is students showing mastery with concepts their brains are not ready for.

Over-abundance of word problems, pacing is way too fast due to rushing to get through material before assessments, requiring special methods for so solutions should not be the focus over getting to the correct answer.

Too much testing

Same as above!

Too much writing required and too many steps to follow, which penalizes kids with language/dyslexia/autism disabilities.

See above.

Reading has invaded math

Questions are worded in a confusing language.

Test driven. Same as Primary.

The standards should have been rolled out incrementally, so that students can learn the appropriate standards each year. Right now, kids were thrown into it and they don't have the necessary knowledge from previous years.

My friend who is a very successful pediatrician needs to google how to help her 6th grader do math homework?

This person is by no means stupid as they had a near perfect score on the mcats.

Some of the questions are confusing. I am a 47 adult who has to re-read several times before being able to answer the question. How can we expect young children to answer the same questions?

sequence of topics and developmentally inappropriate for average age students.

Shame on you

In addition to the math content being too difficult and confusing for many students, there is no differentiation / modifications for students with IEPs

Convolutd - not appropriate for most

My kids feel the math is not taught in a good sequential order. Kids are not learning concrete skills. They are touching topics and then moving on. Doesn't work for lots of kids.

Same as above.

Concerned with developmental appropriateness and logic
same

I like the focus on a system of ten place value understanding, however, 4th graders don't need to know long division. The expectations need to be age appropriate and many of the multi-step word problems are far too confusing for ten year olds.

The test questions often contain words which are not easily decoded by the average student. The language is often confusing to ELL and learning disabled students.

It is viewed as a joke from parents and grandparents who were taught differently and were successful in learning it.

they make simple processes too hard by adding unnecessary steps

Not familiar with them yet.

There is little room for creativity

I like the standards and I like parts of Engage NY curriculum. However, it was rolled out too fast. It never should have gone quicker than being rolled out in K and then having one grade added per year. As you get to the older grades the unfairness is magnified.

There was nothing wrong with the old standards

Too much, too fast. Teachers are forced to teach "a mile wide and an inch deep" on every single concept.

The math standards are not age appropriate- they make even my bright, gifted son feel dumb and like he is failure. I hate these standards and what they have done to my son!

my children are in grades 1 and 3

children feel like they are being tricked by the question ask

The standardization of the human mind will not work. The math is developmentally inappropriate and destructive to most our youth....read Nell Nodding's

Solutions seem unreasonable

Implementation

it's not something they can quickly decipher

Having 5th graders use 3 or more steps to solve LENGTHY AND VERBOSE problems is completely inappropriate.

Developmentally inappropriate.

When an educated family of four cannot figure out a fourth grade math problem, it exemplifies how off the mark the design of CC math really is. Too conceptual, not easily understood through example. Presented in too many word problems so that struggling readers have difficulty now with math.

Once again, the modules make the standards more difficult for middle to low functioning students.

Confusing and again too much testing. Parents do not see test questions not teachers. Cut scores are adjusted after the fact. Let our teachers teach

No evidence for these "new math" reforms

Word problems are too confusing, testing elicits not math.

I don't know them well enough

Parents have not been taught how best to help them. Children have too much homework and too many assignments limiting play and family time

Too many steps

appreciate the multiple methods but the introduction could have been better

Not developmentally appropriate.

Not realistic and a complete waste of time and resources

there has to be a better way

Horrid confusing riddles

Same criticisms as above.

Asinine

same as for lower grades. Teachers need the freedom to adapt lesson to all types of learners.

pacing

They are poorly designed not research based, no logical progression

The 'real world' problems conflate math ability with reading ability. I'm concerned that they will increase achievement gaps because the problems rely so heavily on actual life experiences to be able to understand the problems.

The pace is unrealistic for mastery of any concept.

There are too many standards to cover in a short period of time that you can't go in depth with any of the topics. It also assumes that these students are retaining the information from previous grades and often times those skills need to be revisited.

It's not only confusing, they don't give the kids enough time on one area before they jump to another area.

Many students are developmentally not ready for abstract materials. Also they are not developmentally at the same place as their peers.

They should not be used for profit and evaluations. They should be created by educators, not big business.

Very time consuming and confusing.

If kids can figure things out in their heads, they should be allowed to do so. Having to draw pictures with 10 steps turns kids (and parents and teachers) off so that they do not want to try their best. It frustrates everyone. Let's get back to basics, which is what so many of the kids need. Their future will be even more technologically advanced that they won't be solving math with pencil and paper!!

They are terrible. They make math so much more complicated than it needs to be.

too much testing

There are too many topics to cover and the amount of time required for fluency and deep understanding is not provided in an average school year.

As above.

Are they developmentally appropriate?

N/A (I have 2 second graders)

Developmentally inappropriate. Too abstract for kids who are still operating at the concrete operational stage.

Many of the standards are developmentally inappropriate

Cuomo stinks

I have parents contacting me on a regular basis because their children cannot complete the homework without help and the parents are unable to help them.

Curriculum should be individualized. School should not be "one size fits all" as we are teaching human beings, not robots.

Developmentally inappropriate

same as above

they need to be what students need in life

Math is no longer math. I have no idea why changing the universal ways we do something as important as math would be changed.

Same

Not developed in logical order.

The tasks are not really relevant to real life.

Developmentally inappropriate

It makes no sense. There are way too many steps to figure out a simple math problem. It is too confusing. why are you turning every math problem into a word problem or asking to explain why $2+2=4$. It just does. A lot of children get the math but aren't good at putting it in words. And why all these extra steps it's too overwhelming for the children.

Math teaching demands several approaches as students need differentiated instruction.

Algebra too early. Text in word problems test ELA, not math. Materials have many typos and errors.

There is a reason why children have developmental mile stones. A typical child's body develops at certain rate.

The brain is included in this development. Introducing mathematical concepts earlier in childhood is not going

to allow these developments to occur early. Studies on the brain have shown the areas of the brain needed to

understand abstract algebraic concepts are not developed until the late teenage years and young adulthood. A

child in the lower grades will not be able to grasp these concepts until much later due to this development.

ditto

The standards were rolled out too quickly. It was unfair to expect students who were not presented with these

ideas in Kindergarten to fill-in the gaps after the fact. Teachers were not given adequate training time. The

resources that are suggested should be funded and provided by the state. The use of technology and

manipulative should be allowed during assessments.

It is ridiculous...

Let teachers teach and children learn.

There is not only one way to do math. It is ludicrous to stifle a child's creative thinking process.

SOME of the math is too difficult or confusing as presented in the modules. Of that part of the content, some is

fine using other methods of instruction and other parts are developmentally inappropriate.

Tried and true problem-solving techniques are being passed over for ridiculous, convoluted methods that both

students and parents can't understand.

giant gap in students learning due to a rush start of common core. kids set up to fail

again - contrary to what we want students to practice

Again, opted my children out from taking the tests!

I find it difficult for teachers to shift their instruction.

At times I feel the math was designed by someone who had just ingested acid.

Stop tying teacher Evans to tests...just wrong...come and watch and then evaluate me

My child does well in math but for some I think it's too hard and too long of a test

from what I see there are major gaps and some of the math seems above their heads. They don't understand the

material

COMMON CORE IS TRYING TO REFINE MATH. IT IS NOT A ONE-SIZE-FIT-ALL MAGIC PILL. GET

RID OF COMMON CORE COMPLETELY!!

The cc offers several ways of solving problems a student should only need to master one of these ways

This method of teaching math is untested. I grew up in the 60s and was exposed to the "new math" which turned

out to be a failure. Let's not experiment with our kids! Also, if in fact this new method of math instruction is

effective, then it should be introduced one grade level at a time. Older students who have never learned this way

before shouldn't be expected to suddenly make a huge shift. Do all students really need algebra? There is too

much emphasis on reading and writing which can discourage and turn off students from math. Many of the

modules were full of errors and had to be rewritten by teachers.

WASTE OF TIME!!!

Same as above

When will you EVER use a tape diagram in real life????

Roadmap is fine, approach is interesting, goes from reasonable to unreasonable with questions

testing, teacher performance linked

The tests are unfair and inappropriate.

Some of the methodology is not appropriate

Same as the k-3 comments

This is all wrong for deaf students and those with other challenges.

Too much divergence from cultural norms in math. Parents cannot assist/share learning w/children

The methods being taught are out of synch with those used in real businesses.

Not clear enough on how in depth a teacher needs to go.

See above comments for L-3

They are not developmentally appropriate

I like the standards but I think the emphasis is on multiple approaches. So why are kids penalized if they solve a problem a different way?

The changes in curriculum should have started with Kindergarten and worked its way up...not implemented in each grade immediately.

Standards are not developmentally appropriate

Stupid, extraneous work that means nothing but only serves to make straightforward skills and questions more complicated for no real reason.

Confusing at best. No mastery of skill sets is included in this spiraling curriculum - not engaging enough for all learning styles. Too rigorous for every child to absorb in the limited amount of time teachers have to teach every lesson required.

Students that I've taught have had a very hard time with the math mostly because they are still lacking conceptual knowledge they should have mastered at a younger age. Like with the ELA standards, I am looking forward to seeing the difference when the current 3rd graders make it into the middle school.

same as above

Ridiculous

I feel they should be terminated

I think that it challenges the higher level thinkers, but utterly confuses those that are still concrete. I think that it is important to teach the concept, but support it with rote learning so that the students who cannot grasp it conceptually have another strategy to find the answer.

They are developmentally inappropriate. Again, these answers should be the same. Different answers bias the responses and discredit this survey.

Not clear and easily understood by too many students

I think that the math standards are better than the ELA standards but they again are presented in a way that is unnecessarily difficult and cumbersome.

If parents and others cannot help their children do their homework due to a high difficulty level then most kids have no chance of success.

The math is not preparing our children for higher learning math. STEM careers will be no longer. Math is about exact, not explaining our answers and estimates. The geometry, algebra, and trig are a disaster.

Some of the math is difficult. Too much is expected in the short period of time we have with kids. There is very little time to review material misunderstood. There is no room to review material throughout the year. Kids do forget things.

Teaching to test and teachers' evaluation on test results

Evaluating teachers who do not teach math on math curriculum is not right.

Not developmentally appropriate

Unnecessarily difficult and a waste of time. Far too confusing and time consuming.

Word problems set kids up for failure

I have my math degree and have always enjoyed math. The way math is being taught now is supposed to make the children solve problems different ways. I believe that when there are more steps that need to be done then you have a greater risk for error again my son received 100% on math tests but only gets a three out of four or not because he didn't explain it's just he didn't use common core standard terms

Too many mistakes made in the modules

Teachers are often poorly prepared yet do a good job. As a parent it is hard to explain the subjects to my child because I don't always understand the logic of the assignment.

See above

Not realistic

Some of the material is too abstract and developmentally inappropriate for the grade levels assigned to certain standards. When I filled out the NYSED survey I referred to Piaget's stages of development. For examples, 6th graders that may still be in the concrete operational stage are being asked to do geometry problems that would require them to think abstractly as if they were in the formal operational stage (starts around age 12). Those skills/topics should be a grade level or two higher. There is also too much that needs to be covered before the test in these grades which does not allow for fluency and mastery for many students. Parents also have difficulty helping their children.

poorly written

4-8 students are playing "catch up". they did not start with Common Core but are expected to have the foundation

Not designed properly

They are intended to privatize schools.

Questions are poorly written and they ask for unnecessary explanations at times

What kind of math is this? Arts and crafts drawing boxes are ridiculous. The kids who are great in Math are frustrated and the kids who need help are learning nothing. They will not be able to function in the world if we keep this up. Learn the multiplication tables learn how to divide without rounding ten different ways, learn how to think without drawing useless boxes. My now 5th and 6th graders did great on your State Tests. They do all the math in their head and then go back and try to create the work to match to "make my teacher happy". There has to be a way to have standards for all different learners. It is absolutely absurd that you are all trying to teach the kids the same way. Bottom line there is No Common Sense in the Common Core Math!

The questions, as stated on the May assessments, were confusing and poorly written!

My son and we found the common core approach frustrating. He felt unchallenged by the background and development assignments with charts and dots, etc.

Not developmentally appropriate

Teachers should not be judged based on how students score on a worthless, overly difficult standardized test. For the most part they are solid- however, it was the way it was rolled out. The students we have this year are far better prepared to do these standards as they have been taught them for 3 years now.

You are leaving parents in the dark...shame on you

parents don't know how to help their kids perform simple math equations

The modules are boring and filled with errors.

I feel they are losing the "forest through the trees". They do not have basic concepts anymore and have broken things down into so many steps it leads to errors.

Cmp3 texts and also the reduction of efficiency solving problems. Not everything can be inquiry...example-- how long did it take Newton to solve some problems? Decades! Learn from what others have done before us, and efficiently solve problems!

You don't need 8 steps when it can be done in 3!

Same as above.

again, some standards are just not geared to the average student, nor necessary

Same nonsense as the earlier grades. The questions just kill the desire for anyone to do math.

No

They have TOO MANY concepts put into one grade level. When CC was first explained to me, I was told that they would focus on depth, not breadth, of math concepts. This sounded great to me. However, at least in NYS, the opposite is true. My current 8th grader is getting even more concepts (Alg II, trig, Calculus) imbedded in his class than his older sister did. There were already too many concepts that were in that course, and this made it worse. Kids need to master math topics before moving on. countries that are supposedly better than us in math actually cover many fewer concepts per grade level.

They tell children that their thought processes are wrong when they are correct

There are questions that are far above this learning level.

The standards were supposed to reduce the problem with coverage. They have added topics, some of which are not developmentally appropriate for learners at different stages of readiness... The designers had no consideration of adolescent cognitive development.

again, forcing all students to use all of the strategies is not appropriate. Exposing all students to all strategies is approp. Let students choose strategy on own to solve probs.

Confusing

Totally NOT age appropriate

The websites used by teachers present concepts which have not been covered in class - in grade 6, we have seen high school level geometry, algebra, and trigonometry questions. On the other hand, there is no way to address advanced students who are held back by the CC standards because teachers cannot support individual learning levels with CCSS.

It's not too difficult, it's being over-complicated with verbosity, English language learners have a terrible time in the one subject they could usually follow

No knowledge of them

The level of difficulty in the modules increases too rapidly. There's not enough time in the school year to effectively teach all of these standards. There are numerous errors in the modules.

In ELA and Math teachers are not given proper awareness of test or content to best prepare their students. This is a disservice and is setting students & teachers up for failure.

Too much testing. Do not link to appr.

Get rid of Common Core go back to Common sense

What are your views of the ELA Common Core standards for high school students?

They are well-designed.	256	2.1%
There is not enough emphasis on literature as opposed to informational text.	6346	53.3%
I have no opinion.	4125	34.6%

If you have other concerns, please feel free to explain below.

My concern centers much around "close reading" and the constant push for non-fiction text.

Not written well

more PD for teachers. Stress importance of global careers and skills needed in hi tech jobs in Stem etc.

See ELA above

They incorporate an unhealthy agenda and propaganda.

And, some of the texts are not age- or grade-appropriate - i.e. To Kill a Mockingbird is not understood well by 8th graders. Furthermore,

This year the class of 2016 are being subjected to a cc English Regents and they were not exposed to cc standards for enough time to be prepared to pass this exam. The lexile level they use it way above most juniors and the contents of the text is laborious

see above

Where is The Bell Jar, Tennessee Williams, Shakespeare, Whitman...where is time for students to pick a book to read on their own?

My issue is not with the standards. It is with the standards being used to create flawed tests that are used to assess teachers.

Unrealistic timelines in the modules, some good ideas, but requires a lot of sifting. Not always relevant to today's youth. Clearly developed without consulting a solid percentage of current educators.

The ELA modules are a travesty. The ELA CC Regents is both too difficult AND dumbed down.

I am not familiar with those standards, however, I could guess they follow suit

Testing methodologies applied to these students are developmentally dubious. Using a Regents exam with an arbitrary (distribution-based) cut score to impede student graduation is unethical.

The implementation is wrong. Giving new texts and a new testing format is unfair. Training was no prompt for teachers.

Questions given for literature are confusing.

Someone has grossly misinterpreted the percentage non-fiction should comprise in the standards, applying the percentage to the ELA curriculum and not the entire hs curriculum. Again, the standards are not much different than were already in place aside from demanding what works--and often inappropriate works being taught.

Too much testing

The texts are not relevant and are dismissive of literature.

See above.

The children are tested on parts of literature that they often haven't had the opportunity to read the entire text so the themes or big ideas are out of context for them.

I'm teaching the HS modules this year. By June, my students will have read two speeches and a play. I will walk them through those texts as if they babies. Where is the rigor in that? How will that get them ready for college and careers? What about my IEP kids that cannot do the work unless I do it for them?

Not applicable

What do you plan on doing with all the students who do not get a HS diploma? Let alone career and college ready. Where are all the jobs?

I am not sure there is an appropriate balance and focus.

The academic vocabulary is important and teachers need support in achieving this. Again teachers feel boxed in with district materials that have been suggested at the state level. These ideas can also be applied to the need to further diversify reading material to peak interest and meet reading needs.

Confusing, difficult.

There is other writing besides argument

I do not teach high school and are not familiar with the standards.

since I teach algebra 2 and trig pre calc and couch, I have yet to be subjected to this subpar standards. But based on everything I've heard at every grade level and every subject below, there will be hell to pay when they reach me shortly

I trust teachers to know how best to reach his/her students. Standards are too rigid.

I am against how the standards are used to evaluate a teacher's performance.

Tasks are not developmentally appropriate.

Teaching the kids to read within the four corners of the text is a huge disservice.

The standards need to emphasize critical thinking and good writing by studying literature not by learning and reciting facts from informational tests.

The students are bored. They crave literature. The test for ELA was well developed. The problem is that it was curved too much.

I'm concerned that a narrow interpretation has been used to determine what is most important to test. Also, the Regents tests that have stemmed from them are too long and only value informational reading and writing. not applicable

Our kids are getting sick over this teaching method and learning less

No longer valuing fiction

The students do not the pretests seriously at this level. The results are therefore meaningless. The time and money associated with the pretests compromises the ability of the school to provide meaningful instruction to students.

many

They're trying to do away with literature. Kids cannot develop a bond or life lesson without a connection to characters or morals.

The k-3 ela standards do not take into account the needs and goals for students with special needs.

We need to get rid of these tests. I have 3 adult children And a 9 year old. These tests are destroying my children rights to a balanced education!

Common Core for HS is not a justified exam.

Same as above answers.

likely not necessary. NY has Regents, the SATs and teachers who are supposed to be able to teach. If not, fire them and their union

Special education students are being forced to learn the same standards regardless of their intellectual ability!

Implementation

My son should be reading classic literature...some of this is simply a waste of time.

I am not familiar with high school standards

It is too difficult for average to low achieving students

I assume all the levels are poorly designed and not vetted.

Not familiar with this level yet

There are too many very specific standards.

If our students had no love of reading before the common core has completely created a hate for reading. The focus is so narrow- not well rounded at all. Informational texts are important but there is more to ELA than informational texts.

It also doesn't let the children read for enjoyment.

Close reading is a very important skill, however the standards do a poor job of focusing the close reading on relevant details.

Our libraries and classrooms are filled with award winning and classic literature. The common core ELA modules are absolute junk and the content is inappropriate. There is more the ELA than reading, annotating and analyzing text. All enjoyment for reading has diminished and the kids are bored to death and confused.

The potential answers in this question are not appropriate.

There is emphasis on literature- the standards are talking about 70% informational including ALL subjects not ELA only. Of course ELA would still include more literary! in

Too broad of a question, although I do believe there is not enough emphasis on literature.

Too formulaic.

You can't change horses kid stream. Let the kids finish with what they've started. I

Kids should be taught to love reading and how

The emphasis on nonfiction comes from the curriculum developed using someone's interpretation of the standards, not from the standards themselves.

They don't promote insightful thought

My children are not in high school yet but I am concerned since birth of my children struggle with the Common Core. They are smart children. Their spirit is being crushed though because of their struggles. And since I learned in a different way, I then need to teach myself how to do it. I'm a working mom. I have a heard enough time getting homework done, dinner, and some actual quality time with my kids before bed. It becomes stressful for everyone. And in this day and age working families do not need the additional stress of learning and having to teach their children.

Again, my problem is less with the standards per se than with the tests to which they are inextricably tied.

We read for pleasure (or should!) as a society as much as informational text. Limiting this is limiting the humanities and what makes us unique as a species (and what current research shows enhanced our evolutionary progress compared to other hominids).

N/A

Top down and stifling

I am not familiar with the high school standards

The high school students are the worst off. They have been thrown in after learning 7 years in another way they are expected to change all ways of learning and thinking on a dime.

Go back to tracks, RCT's, local diplomas. Trust the educators to know what they are doing. What is happening now with conversion tables, everyone taking regents, etc. is worse than a joke, Kids are dropping out because of it - the Regents exams are being devalued, and we are not giving all children a meaningful education. A plan designed by idiots.

Educators were not involved in the for profit process. Keep big money out of public school!

Implementation and requirements for graduation before students have learned common core for their whole school career

Disjointed & illogical. High stakes for students but poorly planned.

Shakespeare is damned. We need to know about the mating habits of East African Rhinos. Or the Rigging of hot air balloons.

It is shocking that the modules do not allow for entire books to be read, just segments. The readings suggested are not age appropriate. Just because a book has a low lexile score, doesn't mean the content is appropriate for middle school.

Students need to read entire works and understand the overall purpose of the text - even if it is to entertain.

I don't feel that my two oldest children left high school with a good mastery of the use of their language... it's only mediocre... and no big writing project was required

These standards do not align with my needs as a Visual Arts teacher.

The grade 7 and 8 ELA tests, along with the English Regent, resemble science or Social Studies exams.

No complete classical literature? Only excerpts?

The fact that my daughter had to take both the regents and Common Core versions of the test was ridiculous, unfair, and created unnecessary anxiety in my child. Do you honestly think that by "taking the higher of the two grades" really mattered? Why don't you people think a little? Now she had to take a math final, a regents exam (which may or may not count) AND THE COMMON CORE EXAM (Which may or may not count).

Seriously? Who thinks of these things? My daughter was so stressed out about this! This is unfair and obviously no one thought about rolling out the Common Core from K-2, then moving up each year. This is common sense! Obviously the makers of the common core don't have common sense.

I don't have kids in these grades but how far off base they must be based on the younger ones

Students do not use grammar anymore

Not only literature but grammar

Too restrictive to the teachers who know their students best.

Real literature has been done away with for junk text!

I am against anything that limits intelligent children to benefit less intelligent children.

ditto

they are poorly written

No love of reading will occur with such demanding pacing.

With the amount of content there is less opportunity for creativity and collaboration between students.

I am not knowledgeable enough about high school standards, but am concerned if lower age group standards are inappropriate, that these are as well.

I don't think every subject should be a lesson in comprehension and grammar. If science is the subject the student should not have to worry about being marked off more for grammar and comprehension rather than his understanding of the actual facts about science.

There is such a thing as reading for PLEASURE!!! My fear is that Common Core will take the pleasure out of reading!

I am concerned that former NY Commissioner of Education King, who made a mess of common core roll out in NY, has been promoted to a federal position. In my district we spent hours watching his videos explaining common core and he made no sense at all- and referenced the same two documents (Gettysburg address, letter from Birmingham jail) over and over and over.

The control and meddling that the Federal Education Department exerts over our local schools is completely outside the scope of the Constitutional role of our government. It's a terrible overreach and needs to be rescinded!!

A liberal agenda/ socialist agenda.

I don't have a child in high school yet

Don't forget the value of using the arts and play in learning.

Multiple issues including above and reduction in literature and fiction. As a teacher I am most disheartened by the destruction of the love for school and learning I see as direct result of the implementation of the common core.

I have no direct experience with high school standards

The testing methods are flawed.

I'm not familiar with the high school standards.

Many of the concepts are too difficult for special Ed kids. Many mistakes in the tests also

I have seen the model English Regents that was put out last year, and found the questions confusing.

Same as above

inappropriate for some students

The modules are boring and disengaging. Shouldn't we be fostering a love of reading?

The standards should be broad with detail left to local districts

Too much emphasis on informational text and not on creative writing.

Literature is supposed to be read without context. How can a student read *The Great Gatsby* without a grasp of the cultural impact of WWI or read Jane Austen without knowing what an at-home day or a calling card is?

There is not enough variety of text levels. We still have high school kids reading at primary grade levels, we cannot pretend we don't!

They were developed in secrecy and "sold" to the states.

It takes creativity out of the classroom.

too difficult

My child is in 6th grade.

Children dislike school

I am concerned that these survey questions are poorly worded and the choices are biased. so I support what you are doing here, this is bad science.

Time spent on tests, purpose/use of test data

Non Fiction edict

Ruining books. Ruining learning for the love of it. Ruining a well-rounded view of life and the world.

Same as four to eighth grade. See above

No exposure to it yet

When the math expert on the advisory committee would not sign off of the math standards that should be reasonable enough.

It is awful and disgraceful that the common core moves away from the classic texts, especially fiction. Fiction is what "hooks" kids into reading in the first place. Without it you have an entire generation who will hate reading.

Using the results to judge teacher ability.

I am very opposed for the same reasons mentioned above

Not bad as my child learned basic fundamentals before common core was introduced

I do not have HS aged child yet

Many of the standards are inappropriate for students with Special Needs. We are trying to teach them skills that WILL NOT have any bearing on them in the real world. This group of students needs to learn skills that are not only developmentally appropriate but also helpful in preparing them for the real world. While I believe all students can learn, I do not believe that all students learn at the same rate nor do ALL students have to learn the

same materials. As a parent of a child with multiple disabilities that does not belong in the life skills program, I KNOW that the ELA standards and math standards are doing NOTHING to prepare him for the real world. Informational text is fine as a layer to a text set, but too much of a focus on it ignore the fabulous literature we should be teaching. In addition, the modules that are "aligned" with the standards are inappropriate. Rape at 8th grade?! How do you teach To Kill a Mockingbird without this discussion?

I don't know enough about them

Common Core never directly supports special education students

They were implemented the wrong way. Should have been phased in starting with K and moving up from there. Chances are if you are reading this you were not educated with the Common Core Curriculum, yet, you are educated. NOT everyone can be, or is interested in being, academic. That is how it should be. Butchers, Bakers, Candlestick Makers, are just as important as the Doctors and Lawyers. Setting standard that assume everyone should know what would be appropriate on a college track is not helpful for our society. Local Exams were not a bad idea. Common Core is throwing the baby out with the bath water.

The students have no interest in the passages/readings.

Once again, more overkill, and formulaic approaches, just absolutely demolishing students potential love of reading.

I am not familiar with the higher grade standards but if they are similar to the third grade they are inappropriate.

Unaware of ccs from a high school parent prospective

We do NOT need university level material for all students on the high school level

restricts teachers ability to choose works that would work best for students.

The students are not being prepared for college and the real world.

I believe there is a vast difference in teaching a child HOW to think versus WHAT to think.

How do different learners and students with IEP's fit in?

the standard does not allow for freedom of expression or thought

Inappropriate

A college level student would have difficulty accurately completing the 8th grade ELA exam.

The focus on non-fiction is not representative of what should be studied in a literature course.

Some texts appear to not proof read.

See above

text is inappropriate, takes too long, standards are set to high! not age appropriate.

Too difficult

Students are not seeing how this is relevant to the 'real world' they are about to enter

They are intended to privatize schools.

The test, based upon the standards, again seems too narrow in scope.

Not there yet. My son is an 8th grader and my daughter is in 4th.

Literature teaches life lessons, ethics, morals that you don't learn from non-fiction. Classics help foster lifelong learners, and love of reading and stories.

Again, the kids who didn't learn from Kindergarten with the common core should be grandfathered in. The high school kids should not be expected to answer when they weren't taught this way. They missed 7 years of common core if they are freshman now.

I haven't experienced this yet, but figure it's the same as other levels.

An absolute disaster it is irrelevant unfair and disrespectful to the disabled community

Steals the joy out of reading. Literature is dissected to the point of disgust. They may get through one novel a quarter. The use of articles and non-fiction are not necessary and could be incorporated in science or social studies.

In addition, there was no thought given to aligning across curriculums such as SS and ELA to provide a deeper context for learning. The ELA modules allowed for no flexibility.

Emphasis on technique and rhetoric over comprehension

I am not well versed in the HS ELA CC standards to have a comment.

not familiar enough with kids that age to make a judgment

it is not what you are asking them to do but manner in which it is taught

again I do not see the work first hand but am outraged at what I see reposted online

I am a HS English teacher, and from day 1 the emphasis in nonfiction over fiction has been a concern. It is not my job to teach other disciplines curriculum. They can teach reading strategies that go with their kinds of reading/texts/passages. No one else teaches literature and literary analysis do they? I don't usually see science, math, or history teachers working with fiction, so I am not giving over a large chunk of my instructional time to their subject. Some nonfiction is fine, especially as background reading for a larger fictional work, but my job is literature, analysis, and yes, other things too (research etc.) but it still goes back to fiction, poetry, novels, and so on.

close reads are sucking the life out of our students.

The scores on the CC exams are destroying students' cumulative averages and negatively affecting their rankings for college.

There is such a huge curve...why bother with the exam?

not exposed to it yet

I do not have children at that age yet so I cannot comment

They do not meet the needs of the students and how/what they should be learning.

We have forgotten that kids need a well-rounded education. Because of all of this we are cutting time to other subject areas. Not OK.

I have concerns about how the Regents are scored.

reason same as above

Same as above.

They perpetuate the corporatization of our education system.

Children need to read novels. We cannot squeeze fiction out because of a spurious utilitarian calculus. Critical Analysis requires that a student use multiple perspectives in order to make inferences and draw conclusions, Common Core's strict adherence to only what is contained within the provided text does not allow for the synthesis of information from varied sources, background information, background knowledge, cultural and social perspectives. Therefore, there is no way to critically analyze the text in adherence to Common Core standards.

It is teaching them to take tests - not about literature.

I feel they are developmentally inappropriate for some students.

Inappropriate literature material being presented without being vetted before being taught to students.

Again lack of creativity and generating excitement of literature.

Not grade level appropriate

Inappropriate for special needs students and ELA students.

Literary and informational pieces are explored in isolation and only select portions are read and discussed rather than as a whole.

The accompanying "modules" focus on the development of discreet skills instead of developing a true understanding.

Texts that were once classics to be read in high school are now being pushed to lower grades where the students lack the maturity and life experience to fully appreciate them.

The overemphasized on non-fiction is ill advised. There is a tremendous amount of brain research to validate the teaching of literature, including recent research on how fiction develops theory of mind.

The expectations are incredibly difficult for a student who already struggles in ELA.

Not appropriate forms of assessment

What are your views of the math Common Core standards for high school students?

They are well-designed.	247	2.1%
The math is too complicated and/or confusing.	6393	53.7%
I have no opinion.	4260	35.8%
I have other concerns.	1004	8.4%

If you have other concerns, please feel free to explain below.

Students have to jump through hoops to answer math questions. It is not fair to the students, and doesn't show what they know. Students are giving up!

I just do not think they should have thrown high school students into Common Core, but now everyone entering high school has had experience with it, so there is no longer an issue.

Not all students can or need to learn intermediate algebra, which is now called Algebra 1. It is too advanced for students who struggle in math.

National government should not have a say in the state education

There is too much material in the curriculum. Also, the move towards common core was made far too quickly.

How can teachers prepare students for a test that they have never seen and are not allowed to see once their students take the test? This is illogical and is not in the best interests of the students. Also, the curve for the math Common Core is poorly designed. The vast majority of students will earn a grade in the seventies, even if there are significant differences in their level of comprehension. The curve should be redesigned.

Algebra regents are not aligned with curriculum. There was trigonometry on the exam and the students did not learn this. Totally unfair!

nonsensical

seem to be easier the old way

I do not have a high school aged child.

The design is to deliberately confuse

See my comments on math 4-8, same applies here

They are grade inappropriate and confusing.

see above

The common core standards are not separated by course (like they are for grades 3-8, and like the 2005 standards were written). This makes it very difficult to use them as an instructional resource for aligning tests and curriculum to appropriate standards. Some standards are addressed at multiple grade levels and it is unclear what level of rigor is expected at different courses.

again there needs to be trade people. Who is going to change the oil in your car and replace your furnace?
It is not real world math.

My issue is not with the standards. It is with the standards being used to create flawed tests that are used to assess teachers.

Some of the standards are too vague, other standards are ridiculous, some are too confusing/poorly designed. You do not change everything at once. Start at lower grades and work your way up. It's creating older students with significant gaps.

testing has taken away time from science!

The same as above and the state should go back to the way it was: Course 1, 2, and 3. Keep algebra w/ algebra, geometry w/ geometry, and trig w/ trig.

Math and science teachers are struggling to support the changes.

attempts to undo previous 10 years of instruction. It's no wonder our are bombing the test

See above.

It's especially hard on students who are not strong in math and haven't been exposed in elementary & middle school.

Students do not have the prerequisite skill set to be successful. All but the brightest are overwhelmed.

No emphasis on Science

Answer above

My 10th grade daughter is penalized for the second year in a row from these ineptly implemented programs, rushed through to poorly prepared teachers. Despite having above a 95 average she is in the low 80's in math and now, "hates math" and "finds it impossible." This is no way to strengthen STEM learning!

Again, I have no issues with rigor however the roll out of the curriculum and the regents exams are unfair to students.

sequence of topics and developmentally inappropriate for average age students.

How much will they be used in normal life teach math the way math should be taught

Most concepts lack applicability in post-secondary education and the workforce. Algebra, touted as a necessity, is less applicable than geometry and logic. Students in high school will seldom, if ever, use most of the math they learn beyond Algebra I, much less calculus, unless they enter a mathematical field, in which, it is incumbent on the institution to teach said students.

same as previously stated

I do not teach high school and are not familiar with the standards.

waste of time

They are not realistic and too broad for mastering the concepts

No experience

Go back to the basic building blocks of high school math algebra, trigonometry and so on

Students are struggling and are having anxiety over the difficulty, their grades, and self-esteem.

I don't think it is confusing, simply poorly designed

data mining, no one learns the same way, teacher evaluation, lack of parent's involvement, etc etc etc

Not sure about them

I like the idea of teaching concepts but I don't think the approach is always thorough.

They have changed the math so frequently that the teachers have to rewrite the curriculum every year. It feels like the government is trying to create chaos in the schools so they can close them and reopen them as Charter Schools. It's time parents, teachers and administrators speak up for kids!

High school level math doesn't belong in middle school tests.

Globally student grades and performance on math has decreased. Common core doesn't make sense and the system has failed the students subjected to common core.

its complicated for no reason

Same as for ELA

Again no jobs and college too expensive

My kid is in fifth grade so I can't say.

Too much testing, and too much importance on test results.

Curriculum makes too many assumptions about what students know and the ways they reason.

No trigonometry or calculus

Common Core Algebra is extremely difficult for many students. The Regents questions are often way too wordy and confusing. Also, ELL students now have an increased difficulty in math due to all the reading involved.

nightmare!!! tests too long, frustrated students and teachers
poorly designed.

I am not familiar with high school standards...

We haven't arrived there yet, but I'm sure I'll hate them.

Concepts have been shoved down by about 3 grade levels - it is just too much and too high level for the grades expected to learn it. I think we will see big issues down the road from this curriculum change.

This way of learning math is nonsense! It was FORCED upon my children when they were in fifth and sixth grade after they learned the old way and they are in 8th and 9th grade struggling still because of the change!

Why would NYS do this to older children?

I have no experience in this area to comment.

Implementation

Math curriculum has changed in 10 years from math I, II etc to math A/B back to algebra etc Now common core. Kids are confused. Parents are confused teachers are drowning. And Pearson is making \$\$ hand over foot every curriculum changes and they sell more text books

Implemented before students have a chance to learn new standards.

Kids were switched abruptly. Regents exams are designed with such a low cut score that they're not a measure of anything.

The reading component can be challenging for students with disabilities.

Does not take into consideration the cognitive enhancers abilities of exceptional children and their families get rid of regents

Misunderstand what math students need for graduation based on the algebra regents exam. We do clearly show how the math practices apply

Testing students on one methodology when they have learned a different way up until HS is unfair to all.

Underlying concepts are not being taught. Kids are being taught as if they were computers not independent thinking individuals.

The high level of reading tests students literacy level not mathematical ability. I understand there needs to be word problems but not every question.

too much material needed to be covered to address standards

I do not believe they have been well implemented. They should have been "grown" with the children by introducing the new material only to younger grades, and letting those students experience the new standards as they move from grade to grade. I think teachers should be free to introduce the material and problem solving techniques that they judge to be the best for their students

The math that they focus on makes the assumption that every student is capable of higher order mathematics with an emphasis on abstract mathematics. What happened to teaching applied mathematics? There should be two separate divisions of mathematics--applied and abstract.

I don't know what they are.

as with the middle grades, these too are not particularly problematic if the child has received the proper background. This has not been fair to give students no other option when they have been learning a completely different way since kindergarten

Some of it may be too in depth especially the multi-step word problems.

Students who like math and generally do well are shying away from other math classes.

My two high school students are straight A students and are struggling with this new math. It's fake math and it needs to stop.

The standards are too narrow.

the kids don't know what they are learning

Not implemented appropriately

Its wording is confusing, yet it is below previous standards. It is only designed to prepare a child for a select 2 year school not higher level work.

Tests are too difficult. The rest is OK.

eliminate standardized testing - teachers are forced to teach kids how to pass a damn test instead of EDUCATING them!

Again we need to return to the old method of teaching math as giving too many choices at once confuses the best of students never mind the struggling student

I don't know enough about the high school CC requirements.

N/A

top down and stifling

Common Core needs to go.

It's taking away from individual teaching styles.

We are creating a generation that will HATE math. The material expected to be understood is to advance for the overwhelming majority of students.

even bright students are set up to fail, and are starting to hate school.

Too repetitive

My child spent many nights crying synths kitchen table while trying to complete endless common core packets.

CC has created a generation of students who hate math.

My math teachers like them, but current students have not had them from K but are expected to perform as though they had.

Government interference

My concern is that the students taking the CC Math Regents exams over the next few years are at a great disadvantage. First, they have not been raised on CC Standards so the exams are harder. And, teachers do not have the experience teaching it or enough exposure to the test to adequately prepare the students. This seems very unfair for the group of kids who are essentially "guinea pigs." These scores are part of their permanent record and in many cases have an impact on college entrance.

According to my research and listening to many math experts, the standards do not prepare students beyond a 2 yr college. According to Jason Zimba the writer of the CC Math...he admits this on video.

Again, made up cut scores.

The NY modules are poorly written. My daughters High School math teachers completely rewrote math curriculum using math instruction and it is excellent.

Developmentally inappropriate

Again, teaches only one way to X.

Cumbersome... some kids are bright enough to do math in their head. I was great in math and now I can't even help my kids with homework!

I am not well-versed in the curriculum at the high school level

I do not have a high school student so I have not seen these standards yet, but I am very concerned based on what I know of recent CC algebra and Geometry scores, that none of these standards have been properly rolled out to be fair and educational for our high school students who had this shift forced upon them at the tail end of their educational career - very unfair.

The curriculum is too rigorous and too much for high school students.

too much testing many different type of learners and too stressful - not enough teaching

Same as above.

Students and Teachers are overwhelmed... Too bad it was thrown at the teachers without the support and backup that it would require. Then ALL teachers in those grades are somehow tied into it?! Sad to see teachers being thrown under the bus again. I have taught for 23 years and have now been belittled to the point where I am likely to leave the profession and do something that I did to get me through my 5 years of University: Painting houses....REALLY

The whole thing is stupid

I don't have a child in high school yet

sad same as before

They are obtained to privatize schools.

My son has a tutor and goes to extra help and has anxiety because of the tests. He has extended time and still it takes him a very long time with the math.

So far Algebra I in 9th grade has turned out to be a test prep class. This is setting my kid up to fail. I am worried he will fail and not graduate. I am angry that after two years on the high honor roll, and again the first quarter of high school, he will have to give up time with peers, Art, Music, electives that will help him figure out what he wants to do in the future (first art class he has had since elementary school!) to have more test prep for the regents. There will be no reason for him to go to school then.

My concern is with the way these standards are being rolled out. in many places, including my state of New York, what was meant to be multi-step, multi-pronged problem solving by students, has become the old "here's the solution; just plug in the numbers" routinized problem solving at the expense of trial, error, thinking and planning on the part of students.

I saved my response for this block since it applies to every question prior regardless of grade. The Common Core was delivered early on as a way for the material to be taught to a deeper understanding, rather than an inch deep and a mile wide. That is not what it is. There should be about only 60 required Module lessons that must be taught that meets the standards and leave it to the teachers to develop how to get there with proper review of prior learning since retention is such an issue. Have supportive lessons that may be used, as well as lessons that are for enrichment. Clearly spell it out.

This method of teaching math is untested. I grew up in the 60s and was exposed to the "new math" which turned out to be a failure. Let's not experiment with our kids! Also, if in fact this new method of math instruction is effective, then it should be introduced one grade level at a time. Older students who have never learned this way before shouldn't be expected to suddenly make a huge shift. Do all students really need algebra? There is too much emphasis on reading and writing which can discourage and turn off students from math. Many of the modules were full of errors and had to be rewritten by teachers.

The entire Common Core should be thrown out.

Same as above

see previous comment

The math is so new that students in my kids' district can't even find textbooks for it.

Not all children can ever meet these standards.

This is the third major curriculum change in under 15 years. It is a ploy to sell textbooks, not improve education.

testing

There are too many holes not fixed, and then we expect the students who didn't grow up with the common core to jump on the band wagon.

I will defer to those who teach those grades

The cost to local taxpayers is unjustified.

The standards for geometry are devastatingly poorly designed. They are incredibly vague and filled with phrases which include "such as," or "may include." This leaves teachers guessing as to what will be on the test. Additionally, using transformations to justify congruence is a dangerous method of instruction. Students have always wanted to claim that figures are congruent because they "look that way." But, emphasizing transformations as a justification really plays in to that error. While entirely mathematically valid, it is really hard to break students the "sure looks that way" habit if we allow transformations to be taught so early and be so central to the geometry curriculum.

When we had the state standards they were specific. CC standards are very board and you are not told what falls under each standard. I taught it the first year and was told that geometry was on it because there was no standard and then it is under another standard someone decided it would fall under and then it's the 6 point question.

UNFAIR!

No exposure to it yet

My concerns lie in how they are interpreted and implemented. Administrators do not give teachers enough say in the process of interpreting and implementing.

I feel some adjustments need to be made in terms of cohesiveness and clarity.

Same as for ela in high school, we are not there yet and assume they have the same issues as other grades.

again, you are expecting students who have been taught for years in a certain way to be able to pass this state exam. No reason to add more steps into a simple math problem

the sequencing of the topics doesn't make sense developmentally

Again, after 5th grade the curriculum slows and has a different format that is not as rigorous.
Career and college readiness is forcing more of our students to remain in lower level math classes.
Testing expectations are too high
The roll out was non-existent in any educationally sound manner - truly ludicrous!
it has huge gaps and the foundation for STEM is missing
Not enough time in a period to teach it.
The basic rule in life is keep things simple. It's not to make a Rube Goldberg out of everything
Disconnect tests from teacher evaluations
same as above
The geometry methods are highly experimental
I am all for kids learning harder ways to solve problems...I am not for common core and its ways
Inappropriate for developmentally delayed students
I fear for my grandchildren when they get to high school.
tests reading not math
I have limited knowledge, but so far as I can tell, they are comprehensive.
My daughter who usually gets A/B's on report card got her first D.
Every HS aged student I have spoken to does not understand the Math, and a HS Math teacher friend of mine is refusing to teach this way. 2 Regents exams had to be taken the last 2 years - due to poorly written 'new' tests with equally poor content.
math in h s is being destroyed. our children will not be prepared for higher learning in math and will not be prepared for demands of higher education.
The common core algebra regents are a useless test. Most kids don't need any of the math taught. It's too difficult and very hard to read especially for a special needs student. Grad rates will plunge.
The topics are not grade level appropriate and there are too many at each level. Algebra II has a statistics unit that is mostly the APStats course.
Above grade level. Unfair, since not taught from the beginning
children learn at different speeds.
See above
they cover too much content and do not give enough time for students to become comfortable with it before moving on.
The standards do not address learners of all levels and does not take into account that students are not intellectually mature for many of these lessons.
There is still too much
Math curriculum, especially at middle and high school level is simply not practical. Lessons are paced with no regard for student practice/reteach. They skim the surface of core understandings and allow for limited deep understanding as compared to curriculum prior. Having two children in public school, one did common core math and the other did not, I can say without hesitation my stronger math student as far as capability has less of a true and deep understanding of math.
Freshmen are doing what used to be taught in AP statistics classes. Totally too hard for that age group!
There are too many gaps for many students and teachers do not have enough materials to instruct students.
Many students are frustrated because the instruction does not match up with the assessments in school and on state exams.

Our current high school students are at a disadvantage, as they did not receive Common Core based instruction in their elementary years. They are needing to play "catch-up" to become accustomed to the type of thinking and modelling that is integrated in the Common Core Standards. I don't feel that there has been a smooth bridge between "old" standards and the Common Core in terms of coordinating pacing, teaching practices and testing. I am not familiar with these standards.

Do are students really need all these topics to be college and career ready? This one-size fits all people in the USA system isn't working.

I do not support test scores being tied to teacher evaluations. Also, it is unfair to test them on a "new" math that they did not grow up with

The order of the curriculum is the main problem. It does not flow from one topic to another and from year to year. The algebra 2 curriculum is atrocious and should be completely rewritten.

Grades are dropping. Drop-out rates are increasing

If I can explain to my child how to do your math than hell is a child supposed to learn when they don't understand what the teacher is trying to say?

NA

Regents scores are counted toward a student's average in the class. The tests are so flawed that they negatively impact a student's average

Teachers should not be judged based on how students score on a worthless, overly difficult standardized test.

The standards are confusion. They encompass many different topics and there is no emphasis on building a foundation. Students are struggling to make connections when the curriculum is jumping from topic to topic.

The Common Core Standards are copyrighted thus no tweaking being allowed. The standards were not written by teachers and the teachers who helped with them initially signed off on them because they knew they would not work. Get rid of the entire nightmare.

I don't have any children at this level yet, but I do not trust the common core curriculum

Students are upset that these math standards were not phased in.

It is completely unreasonable to expect current high school students to suddenly pick up and learn common core style.

I teach English, so I just don't know. Besides, it's all curved after the students take the tests anyway. The results are BS.

The tests are too difficult and do not accurately reflect what the students have learned. The curriculum covers way too much material and does not allow the student to master the math covered!!!!

Very poorly designed.

I do not have children high school, yet. However, I fear what is to come.

need basics made simpler NOT harder

I am very concerned with the corporate and political connections tied to Common Core. I am also concerned that Common Core state tests are directly tied to teacher evaluations. Most importantly, I feel that the joy of learning is being taken away from children, I watch them suffer through school every day.

My daughter does very well with ELA but struggles with math. She finds all the writing confusing. The pace is very fast.

Same as above.

not preparing them for college skipping through too fast

The standards themselves are well designed, but the implementation of the standards as well as the high stakes tests are poorly aligned and misguided, also considering this is a completely different way of thinking in regards

to what they've previously been taught, it is difficult to switch mind frames at later ages and results in confusion/unnecessary failure

not grade level appropriate, objectives aren't clear, one size fits all does not work for every teacher or student, lessons are developed for class periods that are much longer than most high schools have allotted.

No info presented to parents

I have not had the opportunity to explore these standards deeply yet.

I am unfamiliar with the high school standards.

Inappropriate for real world applications.

I have concerns regarding the number of students who passed the Algebra exam last year--clearly something is not right with one or more of the following: exam/standards/rigor of the course

Testing is an issue. Students need to have an interest in the testing. It should not just measure teacher. Teachers should be aware of what is going to be tested. Should make standards relevant to student learning levels.

Concern about different intelligences that cannot be tested.

If you have to take a concept and force it to be more difficult my question is why?

NY State gives tests in ELA and math aligned with the Common Core standards for students in 3rd-8th grades. What is your opinion of these tests?

They are valid and well-designed.	108	0.9%
The tests are flawed.	10815	90.8%
I have no opinion.	301	2.5%
I have other concerns.	683	5.7%

If you have other concerns, please feel free to explain below.

These tests should be shorter in duration, and diminished in importance compared to a cumulative portfolio of real-world experiences and tasks.

The tests are not developed by Teachers.

We refuse them.

The private companies that score them do not care about the scores. They care about completing the scoring quickly to get paid. Students are scored a zero if there is a bad scan because it would take too long to find the exam and rescan it. I have seen this happen first hand.

My daughter will not be taking the Common Core Testing she will be opting out

Too long. not necessary every year

Too long and not age appropriate.

Scantron and state tests don't align

It does not take in consideration children with disabilities

The exams are flawed and take time away from instruction.

I have experienced ridiculously subjective responses, to exams with incorrect spelling and I questions without a correct response given

Tests do not provide valid evidence to improve student performance

vocabulary is well above the grade level

These tests should NEVER be used to rank and/or prove or disprove a teacher's efficacy, it is wrong on so many levels; most importantly that they cannot assess what is most important.

Not only are the tests themselves flawed, but so is the method used to assign students a grade/score.

Teachers can't use the results to improve their teaching or group students based on needs. What's the point?

The tests are too long and too difficult. Students have no stake in the scores. They are not counted against a student and cannot place a student in AIS. So adolescents who know their score doesn't matter determine their teacher's performance rating for the year. It is totally absurd.

It takes 4 months to get the results, too much emphasis is putting on testing

Too much testing

My grandchildren will continue to opt out till common core is dumped.

They are not a true reflection of progress made by students, and do not allow the non-traditional student to demonstrate their unique learning.

although flawed, they are a good attempt. We have to start somewhere. Now there can and should be continuous improvement.

The scoring process is flawed

that's all the teaching geared to pass the tests no real educating going on

These tests are written by the highest bidder

And for profit.

These are strictly "tests." Not assessments in any way. They serve no purpose since the teachers cannot use the information to inform instruction going forward. They are WAY too long and they do not really measure anything useful. Putting students through these stressful and long tests without any useful information for the instructors to inform teaching only serves Politian's and business people who don't seem to know much about education. I have tried to take the tests myself and I am a very intelligent adult with a master's degree and I cannot always tell what the answer is supposed to be. If a room full of educators is not sure of the correct answer - clearly the questions are flawed.

The standards were clearly designed so companies could make money on ancillary materials such as testing materials. This allows politicians to identify "bad" teachers, even though academic success has much more to do with socioeconomic factors outside of the classroom than factors related to the teacher. The scores don't even come back until after the school year is over, so it clearly is not a learning tool for students.

Tests are too long & complex for students to understand

They are too difficult

waste of time

The state tests are developmentally inappropriate. My 3rd grade students had reading passages that were leveled on Scholastic as 6-8th grade reading level. That is insane for an 8 year old to read, comprehend, and analyze.

The passages should be on grade level and the questions should contain appropriate vocabulary. If you want to fairly assess their knowledge then you have to use fair and age appropriate texts and questions.

results should not be tied too heavily to teacher evaluations

The tests are too long. Many of the reading passages are not age appropriate. Field Test questions are included in the exams.

Flawed tests, data manipulated. Tests are supposed to drive instruction but teachers can't do so if they can't see their students exams!

Tests are flawed, secretive and most likely data-mining students

Tests have no value, flawed, and inappropriate for the age of children taking them

Types of questions are too difficult, especially ELA-unreasonable expectations for the age of the kids.

I don't think the teachers are equipped enough to teach the students this stuff.

They are intended to privatize schools.

Being aligned with common core is not helping any student who is in the normal or above normal range.

REFUSE THE TESTS.

The tests are much too difficult. It has been publicly said that they were designed so that no more than 33% of the population could do well. Why?

Anecdotal evidence from highly regarded educators says that the tests do not align with the CC. Curriculums, and that they are too long and above grade level. Without full and timely transparency, there can never be parent buy in as to the validity of the tests.

Throwing in a test question that will not measure knowledge taught or that is a field test question in a standardized test can cause confusion and stress in an already stressful situation. The length of testing and rigor of testing are unacceptable and developmentally inappropriate.

They are not necessarily aligned with the modules.

Lexiles for passages are way above grade level.

Not only are some of the questions that have previously been on the tests unreasonably difficult, even for adults, but the test are also another unneeded form of stress for students. The student also never gets to see what they answered wrong on the tests and never learn how to correct what they answered incorrectly. This is frustrating for the students and brings their confidence down. The teachers are not even able to help because they are not even able to look over the test. The tests scores are not even given back until months later with just a score. The parents also have no way of helping their child.

Not only are they poorly written, they are too long to maintain student attention.

The children should not have tests that are this difficult and numerous.

Take too long

I feel that the ELA tests are inappropriately too high. I feel that the math tests as more aligned with the curriculum, at the fourth grade level.

The high stakes nature of the tests are concerning. Schools, teachers, and children need to be held accountable, but it makes no sense to judge a teacher on a test that was never meant to assess individual growth.

Standardized tests should serve the purpose of looking at school-wide changes in curriculum and implementation, but should not be used to measure individual student growth. Additionally, students who are reading below grade level may make tremendous progress in a year, but their effort and growth are not revealed on the State Test. In the eyes of the state, the student and the teacher have still failed.

Reading level and reading interest does not match grade level. Too much time is spent teaching to test. Younger grades should not be required to sit that long for testing.

They continuously change and don't provide educators the opportunity to change their approach or curriculum.

There is no feedback from the State.

Assessments need to be aligned with curriculum and be used to assess student proficiency and inform instruction...nothing else (ie professional performance appraisal).

Too much emphasis is placed on testing to the neglect of learning.

Please let teachers teach and keep politics out of the class room unless it's a class designed for that issue.

moving cut scores, the amount of time dedicated to testing, alignment with APPR...

Math is good. ELA TERRIBLE, and way too long

Passages/excerpts are above grade level.

The tests were sloppily put together, and far too long. Assessments can be accurate and much briefer. The tests are unfair, are wrongly used against students, teachers and schools, serving state takeover. They contribute to producing drones, not thinking human beings. They are used to unjustly punish and attack rights. No other country tests every year. The NAEP compared states through sampling, we should go back to that solely.

Not developmentally appropriate!

Forcing the children to perform in a set amount of time does not accurately measure what they have learned. Flawed is an UNDERSTATEMENT! They are written at reading levels far above what they are testing, the questions are ambiguous and confusing, and the time spent on "test prep" is ruining education for a whole cohort of kids.

garbage

Seriously flawed exams.

I do not agree with any common core standards. They are flawed

I have no faith in these flawed tests. Thank you

Focus on high stakes test results distract from real teaching. PARCC is not yet a reliable test. Pearson is charging us to finish field testing them.

All students in NYS should opt out of these flawed, meaningless tests.

First, they do not measure growth for my special education students. My students fail those exams before they even write their names on the packet. Readings are boring and many questions read more like an essay than a question. The tests are too long.

Testing is too frequent and too high stakes

The tests do not accurately assess what a student at that grade level should do. Tests are written to trick kids. Feedback does not help teachers or parents. Rules change every year.

Screw the tests.

The government should get out of the schools teachers and the people who went to school to be educators do their jobs government needs to butt out!

Tests do not equate to student achievement or levels.

The test is way too long and can be shortened.

Too much reliance on standardized testing

They are hard and stressful to my children. Thus, we are opting out.

far too much learning time removed prepping for tests

Poor tests, with many errors, inappropriate amount of testing time for kids at that age, and almost no usefulness to students or teachers, too much unnecessary testing!

too much testing

They should not be tied to teacher evaluations. The teachers teach to the test and make no time for those who are struggling or need it explained in a different manner

The tests are invalid and the reading level is too difficult.

Too much testing.

Tests are much too long, difficult for students to complete in given time. One day test would illicit the same results.

Test should be helping determine who can qualify for accelerated classes and remedial services. The scores should not be linked to teacher evaluations as they can't turn lemons into cherries.

There is no research to show that these tests are valid or reliable. How can we trust this product when teachers have a gag order to not discuss the test and all the test questions are not released? The ones that are released just show you how inappropriate the text level is for the grade being tested. The test is not designed to help students it is designed to fail as many students as possible.

Developmentally inappropriate

The reading level (especially in math) is too difficult. The math problems are run on and involve multiple steps, very difficult for most 3rd graders. There are too many reading passages. What are you really trying to assess, stamina? The sessions are way too long. How many times do we sit for 90 minutes and give our full attention to something?

In addition, the baseline tests are not correctly scheduled.

The texts are above instructional level of many students and require thinking that is above their maturation level.

These tests should be removed and have NO bearing on teacher effectiveness.

They are too long and questions are poorly worded.

tests are biased

I do not allow my child to provide her data via these tests.

They are not only flawed in terms of unclear questions but have led to a narrowing of curriculum in a lot of schools, esp. the poorer ones that are afraid they'll lose government funding if they do badly on the tests. Even in good schools, the arts, science, & physical education are downplayed to focus on these mostly multiple-choice reductive tests.

Developmentally inappropriate

The texts used are way too hard. Not only are the questions more sophisticated than tests in the past, but the reading levels are not grade appropriate.

Designed for the best students to achieve correct answers only half of the time. The students with disabilities are destined to feel horrible about themselves.

they create unnecessary anxiety, take away precious teaching time to prepare students for a test that doesn't even count towards their own grade. Students have left the exam in tears, and have gotten physically ill during the exam due to stress and anxiety.

Too long

I have no experience in this age group yet

state exams are not aligned with common core

Way too many tests & too much weight given to tests for teacher evaluation.

Some questions are asinine and make no sense.

Too stressful for kids to expect them to do a 3 day test in ELA and then another in math

Why not it be just a test to measure progress. What is the need to attach the grade to a school or person?

Same as above

Politics and teacher evaluations seem to have driven these exams. The more difficult...the worse that my child does...I can hurt my educators scoring. Not OK. Should not impact the teachers score. It is on my child only...not the teacher.

testing, teacher performance linked

I don't feel that children that young need to be tested. It creates test anxiety at an early age. The results aren't accurate, the tests are not used as a tool for learning, they are used as a weapon for State Ed. to use against our schools and teachers.

These tests are flawed, but the use of the scores has a greater detriment. They may be useful in the big picture. For example, comparing performance of students from one region to students from another. They may also be of some value to teachers (the teachers who have students following year of test taken), along with other various forms of assessment and formative items. When used to score teachers, schools, or heavy-emphasis on this one test for measurement of individual students, the tests can have a negative impact on overall education. When the tests get linked with funding, graduating, job performance, etc., they become harmful. Humans are much more complex than to be measured by one test, and remember, the test is flawed and in flux.

See my comment above. The tests are child abuse. I will opt ALL of my children out of them. Rigorous testing is NOT the answer. Also, for teachers of special need students, how is it fair to evaluate a teacher on students who barely come to school? Who are homeless? Who are 4 grades below their reading level? Why are teachers of special needs students penalized?? We ALL KNOW that special needs students do NOT progress and grow as quickly as general ed students. What about socioeconomic status? Obviously those kids are not going to perform well because they "just don't care." Standardized tests are NOT the answer; evaluating teachers based on ONE test is laughable and unfair. CUOMO knows failure well. Didn't he fail the bar FOUR times? I will always love my students and job as a special needs teacher!! Unfortunately, these tests will drive out GOOD teachers from the education system, teachers that actually care and love to make a difference.

The assessments are awful. Show me where in the standards it demands that nine year old students sit for over an hour, three consecutive days, with the most demanding task reserved for the last day. Developmentally inappropriate. Some questions have two answers that are so close, staff can't definitively tell you the correct answer. Pathetic.

And developmentally inappropriate

Designed for what they don't know, not what they do know

The tests are not age appropriate, they should be used to drive instruction but teachers aren't allowed to see them, or the scores when it would be relevant, the test should not be used to, evaluate students, especially when student know they don't really matter to them, they take too much instructional time between taking them and correcting them, they are not an actual representation of what students are capable of

Test questions do not clearly assess a standard, they assess several, or combine several, so that it is impossible to tell where a student is having difficulty. The test scores do not provide meaningful feedback, the levels for passing are assigned after all tested have been completed and scored, the tests are inaccessible for many ENL students or for students with special needs. Tests are being used to measure teacher performance without taking into account other factors that influence student learning.

Besides being flawed, they do not reflect the growth that the students are getting from the beginning of the course.

These tests do not show what my children know or what their teachers taught. They are written levels above their ability level and are used to sort them and rate them as failures and collect their personal data, which I do not consent to. I do not agree to use my children's test scores to rate and rank their skilled and dedicated teachers. I wish my school would use the money we spend on testing for the kids and teachers, for supplies, programs, to make class sizes smaller.

They are not grade level appropriate, two or three answers are "plausible" made to confuse children.

The exam results do not represent my son's actual skills. They're a waste of time. I will opt out this year. way too much time spent testing

Shame on those who are placed to care for our needy children. Inappropriate grade level reading levels crush the true ability of the students.

The amount of time spent on testing is ridiculous. Over 15 hours of testing is spent during the month of April. After the tests are over each day the children are mentally exhausted and at times students are brought to tears because they are so discouraged.

testing is way above grade level, tests are laden with mistakes, inappropriate material and inappropriately age developed.

Why habitual annual testing? Why hammer them all year long for tests that are inconclusive? Why don't the teachers see more than the bare results? Why are the cut scores determined after the tests are scored? Why is there NO transparency? How are they to help guide instruction if they cannot be seen? Why are teachers being rated on ONE DAY of testing? There are far too many variables that play into student test performance.

They are too long

Teachers are not allowed to see them or use them the next year

The tests are not testing what students are capable of doing. These tests are above the students grade level, which is not a valid assessment.

Too long and repetitive in math.

I've given the ELA tests, and they are flawed.

A lot of flaws, developmentally inappropriate, take away from educational time, teaching to the test, too much testing, not valid assessment

VERY flawed on MANY levels

They seem to be written in a very confusing manner plus if the child has a weakness in reading they will really struggle with the math word problems which the test is filled with

It is about test scores instead of kids.

Students are OVER TESTED in this state starting at an early age. Between state assessments and testing related to SLO and APPR it's an educational disaster. By the time students reach high school and take Regents Exams (where the grades count) kids are worn down and de-sensitized to testing. There has been a noticeable sense of apathy towards preparing for final exams and tests that certainly seems to correlate with the additional tests that have been given with this generation of children.

The tests are too lengthy and the children do not have enough time to complete and review answers before handing in.

Math test is actually a reading test in disguise with convoluted wording that confounds the mathematics involved. ELA is too long and kids burn out by day 3. Ditto for math. ELA texts and questions follow the "we tell you what to read, how to think about it and judge you on whether you do it our way," model.

Too long, not grade appropriate, mistakes, must not be used for teacher evaluation.

Teachers do not receive them to help instruct them on their teaching of the materials

Besides the many typos- the readability of the 4th grade tests have been about 2 grade levels above their independent reading levels. The students have been asked to read passages at their frustration level and then asked very difficult questions. The questions are longer, wordier and much more esoteric in nature. These kids are 9 and 10! They do not have the background for much of this. It's a great way to kill learning, and encourage defiance.

They do not matter to the children at all. They are basically used to rate teachers.

INVALID TESTS

A flawed test such as the common core test, should not be used to evaluate teachers.

Math factoring approach is disallowed. The 5 ways to a problem approach makes kids into calculators and teaches them nothing. It confuses them. They vomit our answers and can't answer basic questions with applicable uses.

The tests are deliberately designed to fail students. There have many errors that affect answers, they are placing too much emphasis on the test and not enough on real learning.

too much emphasis on testing narrows the curriculum and stifles creativity

The assessments tie student scores to teacher evaluations, which harm both students and teachers.

Too focused on process

too long, not reliable or valid

These tests are ridiculously and inappropriately long for grades 3-8.

The level of text the students are required to read is well above grade level. Each question with answer is lengthy and students do not have ample time to "close read" and "annotate" any of the 5-7 texts in the given time. The test is too long, the children are required to sit for an excessive amount of time.

The lexiles are too high for our students and it creates stress for students and the writing takes too long there is too much to do in the time period.

See above

Extremely long both for sit time and for amount expected. I had extremely bright students not finishing in the 60 minutes.

High stakes testing is inappropriate at these ages. Too much learning time is lost to test prep and testing. The anxiety produced is terrible for children's mental Health.

Tests are not the only way to see if students know material! WE ARE OVER TESTING OUR KIDS.

I don't want my children passing away their hours in the classroom preparing for poorly generated exams.

No leeway for answers found in other ways. Too many tests taking away from instructional and social time

They are three grades above students grade level!

the tests are not designed to test knowledge of the students. there have been numerous errors, including no correct answers, multiple correct answers, etc. tests are being used to evaluate teachers. teaching to the test is wasting learning time.

It is ridiculous for teachers to be evaluated on how a student does based on these ridiculously hard tests!!! What if a patient doesn't brush his teeth and gets gum disease, should the dentist lose his job???? It starts at home!

Inappropriately used as part of teacher APPR, too long for children to sit and stay focused, parents and teachers never get to use the actual tests to drive instruction in fact teachers aren't even supposed to talk about them with fellow teachers.

I am bothered by the fact that there isn't a scoring guide prior to the test being given..that they wait to see how the kids performed then develop it. Too many confusing and poorly written questions

Too many tests

The tests do NOT tell teachers or schools anything about students. They are filled with ambiguous questions that aim to confuse children.

Teachers in my district are telling me this. These are the teachers administering them.

Testing should play a much smaller role than currently

Readability is too difficult

I am opting my children out. Literally every parent I know is opting their children out. Again, the jig is up.

The tests do not accurately assess student ability.

Many, MANY errors in the actual test. Test asks for best answer while giving the students several plausible answers. Not fair. Sets them up to fail because they are looking for a degree of "correct" when all the answers can be correct.

Standardized testing has always been a problem. It's not a good system to rate people, and furthermore, it's unnecessary to rate people. Kids are not scores.

Far too much time spent testing, too much pressure to perform for the tests and other vital educational material is lost in the process of all of the test prep/testing.

I do not believe in testing younger children at all with state tests. I believe local school districts should be able to set their own standards and choose to evaluate student progress in whatever way fits their community best. I feel that educators must teach to the test as the new common core curriculum does not allow time for exposure to any other ideals.

I have not seen them up close

Standards are important. Demanding tests that strike fear in the hearts of many and do not allow compromises for students with disabilities are wrong.

I don't think kids should be tested each year

Difficulty of test; Length of test; timed test - does not show what students are truly capable of if they are confused in class and with homework how will they pass a test

Where does history fall into the process? Is that not important??

The tests cost too much money and give little to no information to parents and teachers.

The tests are too difficult.

Tests are not geared to addressing student's needs, rather looking to end public education.

too much testing thriving nations give their children very few standardized tests we are testing our kids for profit not education

too much time spent on testing

The Common Core emphasizes close reading. But the tests do not give enough time to read closely and still be able to answer the questions. Some of the questions focus on minute details that are not important to the overall understanding of the text. Some of the questions misuse terminology (connotation vs denotation). Some of them seem designed to trick the kids by using large vocabulary words within a written response question that aren't really necessary in order to test what the student is supposed to respond to.

Too much time is taken away from other subjects to prepare for the tests

I have concerns that the tests are too difficult-they are given 2-3 grade levels above current levels and are inappropriate for special education and ELL students.

Too many tests. Teacher rating should NOT be linked to my child's score. Shameful to put that much pressure on children.

They inconsistently reflect what they are taught.

Too much time is being spent on preparing for the ELA exam to the detriment of other subjects.

The tests are written to be confusing and they are often above grade level. In addition, they are too long and too frequent.

Too much time is spent preparing for "the test" instead of learning.

A dangerous and ridiculously ineffective to determine how well children are progressing.

If you think the tests are flawed, please explain why.

They are developmentally inappropriate for many students.	10005	86.7%
They are not useful for assessing students with disabilities and/or English Language Learners.	9419	81.6%
They are too long.	8390	72.7%
They contain confusing reading passages and/or questions.	9987	86.5%
I have other concerns.	2379	20.6%

If you have other concerns, please feel free to explain below.

Teachers cannot even determine the correct answers in some cases.
As a teacher I do not get the results until September. Also students don't see the benefit in the test or value and many students do not try their best. The tests do not go along with the modules so the tests have been very different than instruction and or the text that they have read using the modules. They are way too long. Correcting them at BOCES takes so long and time out of the classroom. Teachers need to see sample questions and format to help expose students to what is expected. As a teacher I cannot see the grade level test I administer. Special Ed students have to take the same test. If the tests become computerized I don't feel elementary students will be ready to read on the computer and type well enough in a given time to do well. Waste of teaching time.

They are not really intended to test the child's knowledge rather, they are designed to rate the teacher. You give the same test to very bright children, autistic children, low functioning children, children who do not speak English- if they all succeeded at the same level- WHAT DOES IT SAY ABOUT THE TESTS?? Are they linear throughout the measuring range? i.e. is a 40% "double" the knowledge of 20%? How do we know?

see above

All the above

They do not assess what is taught in the modules.

They are being used inappropriately

REFUSE THE TEST

See above comments

There is too much emphasis on these tests. They don't reflect what the students are learning at that point in time. They assume a schema that many students do not possess

See above.

All of the above

They are unfairly used to evaluate teachers and administrators

I do not have a big issue with testing in general, however I believe a test should be "fair" and representative of the curriculum taught.

I am retired teacher who substitutes; therefore I do not have access to the tests.

The passages are above grade level

The time for the younger grades is impossible. Children can't sit for 70 minutes straight. They also get intimidated about the length of the test.

They are costly. They are being used to rate teachers.

See above

Why do we need to give tests over a three day period?

They should not be attached to teacher evaluations

The Math Assessment, in particular, is much too reading-intensive. Yet, this is (typically) one week after the ELA Assessment. Any mathematics assessment should (by definition) be assessing math! Also, there seems to me to have been a great emphasis for differentiated instruction. Differentiated instruction would be most beneficial if there existed differentiated assessment. How this would/could look, I do not know!

Result in entire school being taken over by testing. Depletion of resources. We don't need these tests. Our schools need freedom to just let student learn. This is huge waste of money. Enriching coffers of testing companies at expense of students.

They are not written or designed with any regard to pedagogy

They should not be used for teacher evaluation.

The multiple choice in reading passages is inappropriate. It does not look at the student's thinking. Multiple choice tests are only appropriate for things like grammar not for anything interpretive!

The questions have multiple correct answers on the ELA.

they are not an accurate measure of what students are capable of doing. they are useless tools for teachers, parents, and students in assessing how to move forward

They do not assess students that are truly significantly below grade level. They are below grade level, not because of poor teaching but because of ability and pacing.

Teachers do not receive valid feedback that would help them guide their instruction to better service their students.

Standardized tests do not tell us anything about what a student can do! In addition, tests should not be used to rate teachers.

Using the results against teachers is awful. I had students last year whose parents opted them out because they didn't want their child's score to hurt me.

some questions do not pertain to anything the kids have learned

There should be a minimum requirement set.

Test math in math tests, reading and writing in ELA.

Student data is being used for privatization.

Unproven, no input from experts, poorly written and designed, poor measures of learning and ability

They are used to as part of a teacher assessment.

Data collection!

I find it comical that they think 7-8 graders take this seriously. They do not. Kids know it can be opted out of..come on! And then schools try to talk parents into their kids take it. What a giant mess! They should not base title one funds and instruction on one test. Get a better test. Not against testing if not as much emphasis on it.

APPR

Results, such as they are, are not available in a timely fashion and therefore are of no use; results should not be used punitively.

I do not like the lack of transparency for students, parents, and teachers alike. Those who administer and take the tests should be able to see exactly what was missed
my concerns of the involvement of private industry taking money from education funds to fill their pockets and leaving our children uneducated.

The tests are not needed; the students are already evaluated within their classroom. Also, the tests are not made available to the parent for evaluation.

They should not be used to evaluate teachers.

They do not measure accurately what has been taught or learned.

Concerned about tying test results to teacher performance

By having these tests and standards focus overwhelmingly on ELA and Math schools are cutting back on other subjects in a flawed attempt to raise their test scores. We are not creating well rounded life-long learners who can problem solve. We are creating ELA and Math test takers.

There is too much emphasis on testing rather than teaching and learning.

not written by teachers. Do not involve students and others in deciding what is important or needed.

Kids can't apply their knowledge. We are creating test takers instead of students who want to explore learning. And they contain brand advertising!

They should not be the primary way of evaluating elementary school achievement and should not be a factor in evaluating individual performance at all.

the information cannot be used by teachers to assist student learning

I assume all the levels are poorly designed and not vetted.

The common core as a whole is not designed for kids best interest nor does it promote learning on individual levels

Appr

Our teachers are forced to teach to the test. Our children hate going to school. It is heart breaking as someone who attended NY schools both public and private and loved learning.

The tests were rolled out BEFORE the curriculum!! Nothing about the tests or curriculum was field-tested.

Some students are simply poor test takers. So many teachers and parents don't take these tests seriously when students are taking the K-8 state tests, and then students cannot graduate without passing the regents. That's unacceptable. How can a special education student be expected to pass the same regents tests as a general education student? It's no wonder the dropout rates are what they are.

Discriminating against learning disabled

Teachers cannot use the data to ensure student learning. The results come too late.

The tests have NO meaning to the students what so ever. They are used sticky to grade and or punish the teacher, the principal and the school.

Too much time spent on test prep

Same

There is too much emphasis on testing and not enough on actual student based teaching

Too much weight placed on the scores being used for teacher evaluations

The moral of our children is being destroyed because they feel like failures.

no longer for the purpose of increasing student learning

The tests are not transparent in their results. The data is not informative or timely to inform instruction. The cut scores are changed every year to fit political purposes. In the 16 years+ that we have had state tests, they have never informed my instruction.

Follow the money. These tests are a farce and part of a well-played marketing plan created to put money in someone's pockets - not the school districts and certainly not the students and families affected by it.

Tying scores to teachers evaluations means that teachers teach to the test.

Common core is to education, as Obamacare is to healthcare.

The tests underestimate the true ability of children. No one needs to take a standardized test EVERY year.

Where is the room for learning to THINK?

And my other concern will continue to be **THEY HAVE NEVER BEEN TESTED!!!!** This is all an experiment and shame on our govt for not seeing the forest through the trees.

50% is too much of link to teacher evaluations

too much testing

They are not a valid tool for assessing teacher performance.

They are a snapshot in a child's life and should not be tied to a teacher's evaluation

Not useful in assessing any child due to little, or no, feedback on results.

These tests are not fair!!

The test do not assess what they purport to assess; they are a poor indicator of a student's ability to read deeply and write clearly.

I don't believe it is an accurate measure of what the student knows. Especially when telling students that this is a test that will basically show how the teacher has done. I know students who had excellent report cards then scored a 1 on the tests. were given extra services only to be told they didn't need them. You cannot measure what a student knows this way.

No time for close reading, which is at the core of EVERY standard-you know those standards I uphold every day in class?!

All of the reasons above and the fact that they are tied to teacher evaluations make these tests damaging to education in America and in New York.

see above answer

Data collection, field testing, designed for children to fail, cut scores and curves

ELA assessments appear to often be slanted toward political viewpoints that have no place in cognitive education. These are questions, assessments, and interpretation that appear to attempt to draw out affective domain related information. This is over reaching indoctrination and does not belong in public education

Too much class time and homework is spent preparing for them.

I would say all of the above, plus they are terrible tool for teacher evaluation.

The cost of all the testing is a concern

There have been typos in many of the tests.

ditto

They in no way show the quality of teachers

The scoring is completely subjective. The students have been told by parents that these tests are not important, and the vast amount of opt outs support that thinking, so the students who do perform do not do their best - making it an illegitimate assessment of their skills.

See above. The tests do not measure what the Common Core claims to be designed for.

Students are being tested on material they haven't learned for their whole school career.

They are too redundant as well. It tests the same small set of skills/standards.

One size fits all approach does not work.

Too much weight is given to these tests that teachers and parents do not get to see the tests. The stated purpose of these tests is to help teachers and school help their students. However, since these tests are not released to the teachers or parents they are useless in helping students with problem areas

They are damaging our children, especially those with emotional disorders who stress themselves to do the right thing get a good grade. For what? To see how good a teacher is performing really? My child has an IEP, she struggles enough as it is, yet she manages to get 80's but this math is ridiculous# common core

They are used to evaluate teachers and they aren't even evaluating the children with them yet

The obsession for testing is damaging education

If students weren't taught on the system and teachers aren't trained properly the ending results are a who sings catastrophe

All of the above!!!

education is not about standardized tests

They should not be tied to teacher evaluations

The high stakes associated with the tests prevent authentic teaching and learning.

not every child is good at test taking. puts a good student at an unfair advantage

Tying test scores to teacher effectiveness is like assessing my doctor on one appt on a given day. Ridiculous!

How results are used

Students with disabilities are not counted in these scores. It's a sin actually. And it's used to fire and or evaluate teachers.

Teachers are forced to teach to the tests, narrowing the focus on education and leaving behind many kids who are developmentally incapable of being successful

They should not be tied to teacher evaluations.

Too much to test students every year

You never know what will be covered on the tests. This negativity impacts the students and the teachers as well.

They do not help address the students' needs

not written by practicing teachers; secretive

In order to have one correct answer, multiple choice questions are superficial. Many of the questions are ambiguous or involve tortured reasoning. Critical thinking must be divergent - students must be encouraged to ask questions, analyze new ideas, and innovate.

I am concerned that we would use tests to judge teachers work! There is so much more that goes into teaching and evaluating students!

I think the stated goals are not truthful. I feel strongly that there is an attempt by private business to "corporatize" public education.

The governor is a moron

Several multiple choice questions had two questions that could be well-supported by the texts. How can we discern which is the "right" answer?

They are not a good measure of teacher achievement.

At best tests measure what they are designed for - to measure student performance. Extrapolating that data to evaluate teacher effectiveness is an inappropriate use of the tests. We also test too often. Our state should go back to grade span testing or at most every other year.

They are used to evaluate teachers

They have mistakes and are biased.

Good readers and writers do poorly.

Math tests should be assessing the students ability in math, not reading.

Why does a 3-8 student need to take a test that is 3 days long, does not count towards their academics- yet in high school- they take a one day test that does. It makes no sense.

They should not be used as a tool to assess teacher's effectiveness.

They are more harmful to students then helpful to teachers.

the testing book often has tricky, twisted way of explaining math.

Poorly written exams. Roll out was rushed.

They are wasting instructional time and hurting children.

Many including PROOF that this system is a BETTER learning program than previous.

Scoring is flawed

they are used to evaluate teachers

Students should be assessed by a licensed teacher (not part time/temporary hires) on a daily basis. Stand alone exams do not account for the multiple intelligences that students demonstrate on a daily basis. Academic decisions should not be made on isolated tests, but upon a locally developed plan that can take in school board and PTSA knowledge of learners and community.

poorly designed

they should not be used to assess a teacher

In some cases the questions are inappropriate and appear to be brainwashing our children.

As a parent, I do not understand how my child received a score or what that score means. Therefore, it is not a tool that can be used to teach.

Parts not all are developmentally inappropriate.

Emphasis on these assessments robs students of a rich and engaging educational experience that is well rounded with art, music, language, movement and development of fine and gross motor skills at all age levels. This is high states testing of "test taking skill".

too often and too long

Way too high of a level for all students to be held to

the tests do not help the teachers evaluate their students mastery of a subject

They are designed to fail both students and their teachers, so that privatizers can take over public education. and they're aligned to teacher performance

See above

scoring system is flawed. Students scoring below somewhat at or near the 50% should not be given a "failing score."

They are not designed by the students' teachers who taught the content material.

A student's learning and understanding cannot always be assessed by a test.

too much at once, questions are unclear

Too much testing!!!

What is their true purpose?

Refuse

Also ela test passages are not appropriate for the grade level tested! They never are!! Not only is fluency level and comprehension level too high but the vocabulary is not age/grade appropriate...also math and ela tests are developmentally inappropriate for all special needs students because either they do not match their actual grade (not age!) level or they do not have appropriate accommodations that are listed in their IEPs!! This is abusive!! Should not be tied to teacher evaluations or funding.

Students are not given the answers to learn from their mistakes. In essence useless assessment, as assessments are used to diagnose and prescribe success. In turn giving students the opportunity for growth. Giving students their scores the next school year is useless

the tests are the problem not so much the standards except in grades 1-3

They are intended to privatize schools.

They do not supply a teacher or student with any beneficial feedback. They do not receive results until the following year

Plus too much time overall is spent testing; grades are determined after the tests are taken.

We over test! I've researched this for a class and we definitely are over testing. Plus we are so concerned with teaching to the test, we have taken the fun out of education which I believe will lead to more dropouts at the HS and college level. At one mtg I went to on the whys of common core. It was explained that to many students aren't ready for college. However, part of that is because we are so focused on sending every student to college. And I could go on, but time does not allow for a full paper.

They are saddled with high stakes that they are not designed to measure, first and foremost, teacher evaluation, school evaluation and closure, admittance to middle and high school in NYC, and in some cases, grade promotion.

Metrics assume even playing field across students which is significantly false making the data unreliable and invalid.

They take away from classroom time.

Please see my above response.

they add a level of stress to students and teachers that is entirely unnecessary

Results take too long

My child was put in AIS because of this test and they can't use the test to help me as parent understand why he is in there. Also, there is no money to truly support my child in AIS and get him the tutoring or direct help needed. It is a room with 20 others students and a packet to work on. Districts need state money to get certified teachers to work on specific needs after school. If your state test makes this determination...then the state needs to provide the funds needed.

All of the above.

They do not accurately assess grade level content

All of the above!

Children are not being tested at grade level reading materials.

Many questions have multiple correct answers!

Regarding Math Regents Exams: The depth to which standards should be taught is never discussed in the standards. As a result there are often questions on the exam which students have only had minimal exposure to.

Testing a special Ed student on a 3rd grade test that is actually a fifth grade test when they are reading at a 2nd grade level

Education cannot be testing driven without resulting in a significant narrowing of the curriculum and a loss of time for other important features of schooling.

They are used to give teachers a score. They are causing stress among children, the testing needs to stop so teachers can teach!

Students can fill in anything (essentially guess) and teachers are evaluated on the outcome.

Lack of transparency. Test results are not useful.

Inappropriate level of stress caused

There are too many multiple choice questions where more than one answer could be correct.

There is more than one appropriate answer.

Some of the questions go beyond confusing and become ridiculous. They are questions adults would never ask in a book study group because normal humans don't talk or think like that in reference to any type of written word. Its nuts! There is no reason kids should have to handle questions adults would never even think about asking each other.

They are full of hidden corporate advertising. Results are meaningless. They are used solely to evaluate Teachers.

They're part of a larger problem with politics in education

The children are being taught higher standards when the lower standards aren't even being addressed. My son does his man in axes and faxes and triangles and circles than what is he going to do in the real world when he has to hand in something for work that contains numbers~ He going to answer it in x's in boxes

Teachers do not have access to detailed scores to use to help plan a student's curriculum

A waste if learning time.

The cut scores seem arbitrary so it's hard to feel these tests accurately reflect student learning.

They are designed by non-educators who have an ulterior motive to privatize schools.

In addition to NOT providing teachers with useful feedback about students in a timely manner and of course, including passages FAR above expected reading level for a given grade, tying teacher evaluations to these exams is horrifying! Torture the students; torture their teachers -that's just not the way to prepare the next generation.

In New York, students are required to pass five Regents exams to graduate from high school with a regular diploma. These exams are in the process of being changed to align with the Common Core standards. Which of the following best describes your views?

Students should not graduate without passing the newly aligned Common Core Regents exams.	483	4.1%
High schools should continue using the former Regents exams.	6403	53.8%
The state should not require students to pass high-stakes exams to graduate.	5022	42.2%

The results of Common Core and Regents exams are linked to teacher and principal evaluations. What is your view of this policy?

I agree with linking teacher and principal evaluations to test scores.	322	2.7%
I am opposed to linking teacher and principal evaluations to test scores.	11393	95.7%
I have no opinion.	193	1.6%

One of the shifts made by the Common Core is that students in grades K-5 are assigned 50% informational text (non-fiction) and 70% in other grades across all subjects, as opposed to reading more literary works such as novels, short stories, plays and poetry.

The Common Core gets this right. I like the increased emphasis on informational text.	741	6.2%
Requiring quotas for reading assignments is wrong.	6584	55.3%
I have no opinion.	652	5.5%
Quotas are fine, but the proportion required for informational vs. literary texts should be changed.	3931	33%

If you responded that the quota for informational text vs. literary text should be changed, what proportion would you advise?

35%

75/25

50-50

60% lit; 40% information

It should vary requiring student to read a balance of both.

Again, there can't be a set guideline that will fit all. The teacher should lovingly decide what will inspire the individual to keep the "spark" of learning alive.

50-59

80-20

20% informational/80% literary in ELA

40% informational, 60% literary

As long as they are reading texts in their age range, let them read what they are interested in. Required reading vs on your own reading are two different things, stop mandating interests, each person is different and in some people, this is squashing the desire to read at all. Also - Not all non-fiction books are truth ... it is truth according to the author's opinion.

This is a bogus question.

How about resurrecting "book reports" and science fairs. More emphasis on writing, speaking and grammar skills

guidelines for quota proportions should be suggested.

50%-50%

Again, it is overly prescriptive.

Parallel readings (with a fiction piece, add a supporting non-fiction to build background knowledge. Stop trying to quantify reading!

75% literary text 25% informational text

Decided by teacher in classroom!!!!

Should be somewhat fluid

?

25%

30 informational 70 literary

25

More creative passages should be used

English should be 90-100% literary

10 percent informational is plenty

50% in all grades

70/30

Both are important, but this is a local matter. Our country is a world leader when it comes to innovation and creativity. The mission of each individual school district needs to balance both fiction and informational texts based on the differentiated courses that these schools offer. A one size fits all approach is good for accounting purposes (assigning blame) not for actual learning.

30

For grades 6-12, the amount of literary work should be at least 50%, preferably 60 or 70%.

Children need to read literature! It is how they learn to be fluent readers. They need to predictable plot structure of fiction to help them develop decoding, fluency, and comprehension skills.

Fifty fifty

50% in all grade levels make sense.

Tests should be 50-50 for both informational and literary texts.

The quotas should be looked at from the perspective of ELA vs. non-ELA, i.e. including reading assignments in math and science (clearly non-fiction) obscures the issue.

Literary text

It should be based on each child's ability. Many have slipped through the cracks, (I have parents that cannot read)!

20% informational text

50 percent

65 literature, 35 informational

50/50 across all grades

Students do NOT learn to love to read for enjoyment- all reading is valuable a gradual increase in nonfiction as students advance through the grades.

70% literary

I don't think a specific quota should be imposed. If one had to be, 50/50

Novels, short stories and poetry are essential to the growth of all students. Over emphasis in non-fiction kills creativity.

Between 40-50%. Students need to spend more time in literary works.

Need a balanced and diverse selection of all texts for a well-developed student

I would actually like to see the students in elementary go back to having actual history classes and science books, instead of just science based on worksheet learning.

These question/answers does not get to the heart of the problem, which is that the testing is making it impossible to actually teach literature and non-fiction as teaching to the test requires teaching students to take things out of context, pay no attention to the aim of the author, etc.

more literary focus needed

Children should read an equal mix of different text and genres

Science is the way of this world and most important in life

I do NOT like the fact that science and social studies are no longer being taught in grades K-5 other than in the domains. My son loves science and it has been almost completely removed from the curriculum because with the common core ELA, Math and exams there is no time for it.

An even amount should be assigned

30% informational texts

50

50/50 but state exams have mostly consisted of literary text. Tests grades 3-4 I've proctored do not reflect this shift.

25% informational

50% each

children should love to read

30-70

30% informational

50% for each

60% fiction, 40% non-fiction. Fiction is extremely valuable and usually more interesting to read. If we desire to develop and foster life-long learners, fiction is the key for most students. Plus, it teaches empathy, compassion, and open-mindedness.

Reading literature produces many valuable results that have been identified in multiple studies. Denying students these experiences in a detriment to our society.

The higher grades should be left at 50% as our children are lacking in both but important to have factually accurate informational text relative to our history. Inaccurate history has always been taught in the US. It's Eurocentric focused.

50 - 50

A uniform approach is useless in communities where food and shelter are priorities and behavioral challenges dominate the classroom

It should be 50/50

50% all grades

20/80

No more than 30 percent informational texts

I didn't, but if there were a quota, say a minimum, I would say no more than 20% informational text required.

I like the increase in lower grades. I think the same split (50%) would work for upper grades as well.

Low levels of informational text for young students and as they get older increase the amount of information required to study. In a sense each grade level increase is supposed to 50% & 70%.

60% informational, 40% literary

25% informational texts

60 literary, 40 informational

50:50

50/50 in all grades

I'm not really sure but we are squeezing out such wonderful literature it breaks our hearts.

more literature - teaches about humanity

70% literary, 30% informational

50/50. Equal exposure. If you take away the PLEASURE out of reading, you won't encourage kids to become avid teachers!!!

I would advise that the quotas be based on grade level and/or course content. For K-5, I would advise an increase in informational text as students advance, while being certain to provide many opportunities to work with a wide variety of texts throughout all grades. As students move into MS and HS, I would advise that texts in all core classes be taken into consideration for setting quotas, again, providing students with a wide variety of texts.

50%

I'll weigh in that informational texts should comprise no more than 25% of the proportion of reading matter.

More literature

25/75

If a child likes fiction I feel it is more important to let them read more fiction to help with the enjoyment of reading.

50/50 for all grades

60/40

Allow individual school districts to decide ... Orwell is more valuable reading for critical thinking than the cumulative sum of all every Microsoft tech manual combined

How about educating teachers on why informational texts are important, but not dictating percentages.

10% informational text.

50, 50

20-80, kids should read fiction at this age to broaden their critical thinking skills which will create better problem solvers later in life.

75% literary & 25% informational

more time should be spent on reading novels and short stories

Great way to discourage children to read

Have schools increased the number of social studies and science periods, which would give students increased instruction and exposure to informational texts.

50% in HS

50/50 at all grade levels

Equal

Students (especially in the younger grades!) of all ages should be encouraged to read any text which interest them. Each child will have different interests and reading levels which is a wonderful thing that makes each person unique! There is nothing "common" about it and designing your curriculum this way has only made it dull and boring for students, teachers, parents, and tutors.

20% informational

50% 50%

Reverse them to increase emphasis on literature.

Should be determined by an individual child's readiness.

I would like my children's teachers to have the flexibility to decide.

And the order of informational text vs literary text in primary grade levels I think it should almost be 0 : 100. In grades 5 through 8 a possible split of 30: 70. In higher grade levels dependent upon what student interest is I believe the highest it should be is 50/50

30/70

50/50 for all

I feel that as long as they are reading, what difference does it make whether it is fiction or non-fiction.

25% Informational and 75% Literary

40 informational 60 literary

This should be determined by teachers and parents at the local level.

40% for K-5 and 50% for other grades

50 50

Half and half

30 non-fiction 70 fiction

Should be Teacher/District choice

minimum 50/50

30% non-fiction

Reading needs to be enjoyable. Informational text is boring to students and will not motivate them to continue reading at home or after K-12

50-50 split

40-60

40% informational. 30% Literary

50% - 60% max for informational text

In the younger grades, prior to 4th grade, students are learning to read. Therefore, the emphasis should be on fiction because there is more predictability and less technical terms. In the later grades, they are reading to learn. However, they are reading nonfiction in history and science so in ELA the emphasis should still be on fiction.

more literature

70% literature, 30% non-fiction

Literary

Many children are already reluctant to read. At least if they are allowed to pick a subject or story that interests them, they will enjoy the experience and not grow to despise reading even more.

30%

60% Literature

This is killing the love of reading students may have and driving kids who may be borderline readers to not try. More fiction is not a bad thing, it enhances creativity.

The same as it was 20 years ago

For ELA Classes 80 % Literature

75/25 informational

Younger kids need to learn to enjoy reading before they're forced to read for understanding. If they are allowed to read literary sources, they can enjoy it, and they can learn to read informational sources later.

All

let the teachers decide

Establishes unrealistic expectations. No teacher in NYS measures the quota of a fiction to nonfiction!

50-50 across the board.

70 fic 30 nonfic

I understand students need to read more nonfiction in their lives as adults, so they need plenty of exposure. However, this shouldn't be the emphasis until middle school and high school. Young children should be reading fiction that excites them and makes them want to learn and want to devour books. Instead, 2nd graders read endless texts about the Revolutionary War. This is not appropriate at all.

50/50 across the board - balance is good

50/50

I think the word balance should be used rather than quota (ex: students should read a "balanced diet" using varied genres.

50/50 could work, though I'd love to see educators have some flexibility

At least 50/50

This approach to teaching English is asinine and has no research to support the practice. The best private schools in the state teach a rich, literature based curriculum. Public school students deserve no less.

30 70

In grades K-5 we should be just getting students to enjoy reading before we worry about understanding difficult non-fiction passages.

It depends on the age and the population of student That should be decided by the local district.

80/20

75% literary 25% informational

30% non-fiction

As the teachers who teach in each grade level.

20%

50% for all grades

40% nonfiction, 60% fiction

Let the teachers decide, let the teachers teach!

Again, this must be addressed based on students' needs. Quotas are too inflexible to allow for excellent teaching.

20-30% informational

Of we want better readers, students should be encouraged to read text of their individual interest.

The ratio of fiction to non-fiction should be based on the reader's own interest.

no quotas--and I don't like the division in the way it's being framed-- all texts are creative, both fiction and nonfiction are arts

Novels, plays, poetry, and short stories should have as much importance as informational texts.

70% literary

unsure

Students should be reading more fiction.

The teacher should decide.

70% literary; 30% informational in K-5 ELA specific learning; K-5 remaining subjects and in other grades should be greater than 70% based on the subject area.

One of my major objections to the emphasis on ELA and Math assessments is the way science and social studies are forced out of the curriculum. I do like increased emphasis on informational texts but the pendulum has swung too far. Young children, especially, should be reading what interests them to develop a love of reading for its own sake.

In ELA, literary text should account for at least 80% of the reading. They will not get literature in any other classes and this is their only opportunity to be exposed to it. We are robbing children of a love for reading.

6-0-40 literary, at least

60% literary 40% informational

I think that 65% or 70% literary would be good, with the other 30% or 35% being informational. They get the informational part with science and social studies (if schools still have time to teach that).

Let teachers decided based on what they professionally feel is appropriate for their grade level/area
40/60

40-60 non-fiction to fiction

I think that should be a school district decision~ not some politician.

The foundation of literature is reading a good novel or book. It is not to practice law and cite evidence to support a claim

I think 50% is best.

I would defer to an ELA specialist, but works of fiction should not be dismissed.

I think it should be 50% across the board. This gives opportunity to let them have more arts and developed their own thoughts and ideas instead of just regurgitating facts.

The natural flow of a school day, where ALL subject areas are addressed would align the ratio of fiction and non-fiction naturally. English teachers do not have the background or deep understanding to teach other subject areas.

70 literary 30 informational

50%/50%

There is much non-fiction that I feel is inappropriate and push certain agenda's. As a parent I want more say and options in what my child is reading.

I question whether high school teachers in all subjects are assigning and discussing readings. There is not enough time.

I really don't think there should have to be a quota, but I do understand wanting to ensure students are exposed to a variety of text. We need to be careful not to enhance one form of text over another

Let educators, the teachers in the classroom decide, not people who cannot teach.

Should be based more on literary texts.

70% literature

I don't believe that I can assign that in such a black and white terms. It's a broad issue that the district and teachers should be able to decide to coincide with curriculum for each grade. It should be across subjects in order to make a cohesive learning experience through out

Regarding Common Core aligned curriculum in mathematics, which of the following best describes your views?

I think it has improved instruction.	1066	9%
I think it has worsened instruction.	9853	82.7%
I have no opinion.	989	8.3%

Regarding the Common Core aligned curriculum in ELA, which of the following best describes your views?

I think it has improved instruction.	893	7.5%
I think it has worsened instruction.	9917	83.3%

I have no opinion. **1098** 9.2%

One of the shifts of the Common Core, especially in ELA, is to emphasize “close reading” strategies, in which teachers and students intensively focus on the text and do not relate the work to its social or historical context or their own experiences.

I agree with the shift towards “close reading”. **1209** 10.2%

I do not agree with this shift. **9896** 83.1%

I have no opinion. **803** 6.7%

Which of the following is closest to the advice you would give education policymakers?

Keep the Common Core standards as they are. **188** 1.6%

Keep most of the Common Core standards, but change a few. **1423** 11.9%

Abandon the Common Core and return to the former NY standards until educators can create better ones. **10297** 86.5%

Do you have any other concerns or views on the Common Core that you would like to share? If so, please add them below.

The old standards were abominable. They were not useful. The question above about close reading mischaracterizes it. Close reading in isolation is a terrible waste; it must be paired with other structures that do engage prior knowledge, etc. The point of close reading is that to be successful in college and in life, students need to know how to maintain fidelity to the text.

Data mining, copyrighted standards, Pearson monopoly and test and curriculum company benefits, social engineering, lack of data to prove viability

Common Core has vanquished students' love of learning. They are poorly designed, stress-inducing, and completely invalidate my purpose as a teacher of literature.

The ELA Common Core modules seem to be designed to make even me hate reading and writing. If children do not enjoy learning, or find an assignment interesting, they will not learn. Whoever designed the modules was designing for robots, not children!

CC has brought many hardships to our household. It's too hard, strategy they will never us. My kids are very smart. This is hard and time consuming. There has been nothing good that comes from this.

Please consider scrapping the CC standards and start from the beginning. Scrap them all. Bring on real educators then develop new standards, pilot them, discuss them, share them.....THEN implement them. It is not rocket science. It's called a process that involves all stakeholders.

They are financially motivated first and foremost. They are tied to highs takes testing. They use a one size fits all approach.

It seems like a risky and not very well thought out experiment on our children. The math piece is a nightmare. There are many kids who cannot handle this way of teaching math. There was no real consulting as to specific needs of grade school kids or those with learning disabilities.

The Common Core standards have become an instrument for privatization of public education.

Very stressful!!

As a 1st grade teacher, the common core standards are fine as is and having higher expectations is fine. What I do not like are the NYS ELA/Math Curriculum Modules. They are not appropriate for my 1st grade students and were very poorly written. For the past 3 years I have been required by my school district to use and implement the ELA/math modules and have found that my students are not as prepared for second grade as they were in years past when I use other resources to teach my students. As a parent of 3 children, I have seen my 2 oldest sons have success with the regents in high school and have gone on to SUNY Fredonia and Geneseo. But my daughter who is in 11th grade has been caught in the middle of the Regents/common core.... She has struggled greatly with the Algebra, Geometry, and algebra 2/trig common core curriculum. The high school math curriculum is too difficult.

I am strongly opposed to having the teacher assessments linked to any state testing. I am strongly opposed to long statewide tests for younger children.

Not at this time

Students no longer enjoy school or reading. Common Core is destroying students love of learning! failing children for completing and correctly answering equations and questions because they were "not the answer for the Common Core way of doing things" is WRONG and teaches the children absolutely NOTHING except that THINKING is bad and should not be done. We should be encouraging creative solutions with basic knowledge.

Common Core NEEDS a lot of CHANGES.

Keep the common core standards but alter testing until we can adapt the common core standards under the direction of a large body of educators and child development specialists. Consider measurement tools that are relevant and demonstrate student growth over time. Release the new standards for teacher training years in advance to the application stage and provide high quality and engaging training in which teachers and districts work together to understand the standards and select high yield instructional strategies and materials that are relevant to the world. It seems that today it is teachers who break the rules and go against the grain to do the best practices they know, that have the most success with students. The education system needs to focus on developing students into thoughtful and knowledgeable individuals who are HIGHLY INTERESTED in learning and applying their knowledge to make changes. If we continue to overwhelm them and bore them we are sabotaging ourselves.

As a primary educator, I have seen drastic changes in the morale of my colleagues and frustration with the changes in instruction due to a complete alignment to CC. This has left our public education system in shambles. This was the goal from the beginning but I have faith and share a strong determination to END this nightmare for the children and families of NYS. Thank you NYSAPE for your tireless efforts and dogged persistence in fighting this orchestrated attempt to destroy our children's future.

There is a need for a local diploma for students that cannot pass the required regents exams. The special education students that are able to achieve a 55 or 60 on the regents exams must have access to a local diploma & not be left out in the cold when it comes to career options such as the military, or working in a school district. The CDOS just doesn't fill the gap.

Stop abusing 8 and 9 year olds with these long, boring, developmentally too complex tests used to try to terminate their teachers while serving no other purpose.

I'm mostly concerned these standards are developmentally inappropriate. We are seeing an increase in behavioral issues at the primary level. Kids are not wired to attend to hour and a half long math lessons.

My child should get paid, the schools get paid to take these ridiculous, poorly designed tests. The results give no real data that any educator can use, especially if the educator can never review the test to LEARN - something that the educator is trying to get students to do LEARN. These tests do NOT assess the learning - 9 hours - it tests STAMINA.

I'm very concerned that our governor's wish to destroy public education is coming to fruition. The rabid implementation of a poorly constructed & very expensive product and the aggressive privatization of our public assets are, I firmly believe, a threat to our democracy and the high standard of living we have built here in NYS. Prior to this current wave of educational privatization, NYS educators designed tests, curricula & standards for our students. Today's "reforms" are now the status quo and they are destructive. Education must be returned to educators & parents. Shame on Governor Cuomo.

There needs to be room for more creativity and connection to the outside world. Students should be able to read a text closely; however, they should be able to look at a text from a variety of literary theories. There is not enough connection to gender, cultural relevancy, class / race analysis, etc.

let teachers teach the way they want, and stop having standardized tests and numbers determine what is "right" for our kids.

Please consider abandoning common core, children need to feel empowered at this age. Self-esteem is created at these sensitive ages, common core especially math diminishes these special self-esteem ages and discourages children from learning. The frustration adds a sense of I don't care, I don't understand it and never will, to I hate it and feeling like they are dumb. Not what I want to have my child experience.

I like the Common Core Curriculum. I think it has made a difference in student expectations. The problem isn't the curriculum it's the testing and the use of these test scores to evaluate teachers and principals. I teach math and love the common core curriculum. I appreciate the in depth look at major math concepts and see daily the connections my students are making. However, I do feel the ELA curriculum needs to be adjusted.

Teachers should be the professional decision makers regarding education.

I feel like it keeps getting worse and worse. I'm glad I spent most of my career being creative with curriculum and caring about my students. That is all over now and I hate what is going on now.

It needs restructuring. I agree with critical thinking, but classes are rushed and word structuring is too long and confusing. The kids need time to learn and process. Instead they are frustrated and education have become a hardship

I feel that the standards, for the most part, are solid. The roll out and implementation, however, were flawed. Too much was expected too soon. The modules are too rigid. The widely varying backgrounds of students were not at all considered.

More non-fiction texts are important, Common Core does not allow for diagnostic feedback that guides instruction. The Common Core system is flawed as the data is irrelevant and not in sync with current educational research into how children learn. You can challenge a student to reach without undermining their view of themselves as learners.

sequence of topics and developmentally inappropriate for average age students.

The bar is being set too high overall, we need to go back to students being able to get either a reagents diploma or a local diploma. We need to reinforce vocational trades again. Not every student is going to go to college, nor should they be held to ideals that are beyond their grasp.

Problems are too numerous to go into here, but they are beyond the flawed implementation..... the content itself is flawed and the tests are meaningless in large part to student growth. There is no way, in most cases, for teachers to use them as diagnostic tools, which is what tests should be.

Governor Cuomo is a dictator. Education is not his area and he should stay out of it.

As a parent of a child with a learning disability, I have a huge problem with the states requirements and assessments. Despite my sons best efforts, he is unable to understand this extremely difficult curriculum. I have majors fears for him in four years as he enters the high school. Education should not be an all fits one mentality- each child is unique and learns in different ways. To force students to achieve a regents diploma is unfair. As a teacher, I find it ludicrous to tie students test scores to my "effectiveness". There are too many variables to say that this is a valid representation of my abilities. 50% is ridiculous! What other occupation has to be critiqued like this - answer- NONE! Many great teachers will lose their jobs if this stays in affect. Furthermore, there will be a huge shortage of teachers because who in their right mind would go to college for five years to possibly lose their license two years later. What teacher would want to work with students like my son and have his test scores tied to them? There is not one positive to this plan!

Education is not a for profit industry. Please allow the state education department to function as it was meant to and return education to local school boards and educators.

As a teacher coming to the end of a long career, I feel the move to CC has been disastrous and poorly thought-out from the start. My first exposure was a BOCES teacher giving an 8th grade assignment that I felt only a fraction of my advanced 8th graders could do. When I asked what I was supposed to do with those in the gap between present ability and CC expectations, she replied "that's your job." She smiled and said "next question", and I knew immediately this was doomed to fail. It's only gotten worse over the years. CC should now be the poster child for how NOT to implement educational change. And furthermore, teacher moral has never been lower. Job #1, in this old vet's humble opinion, is to win back the trust lost in this "melluvahess" called Common Core.

Follow the money

Oh, boy... How about this: let us teach. Inspire us; do not jeopardize us. Make us team members, not soldiers and lackeys. Support us; do not threaten us. Empower our efforts; do not weaken them. Make us feel wanted and necessary; do not make us feel as though we, as a field of wise professionals, are the problem. That sentence was characterized by rhetorical control. That was also parallel sentence structure. I managed to know both (grammar and rhetoric) and can teach them. Trust that I can - and stop telling me my career, my life, my ability to pay my bills, my capacity for feeding my family, and all else I know in my professional life must be held over my head like an inevitable sword waiting to hack me in two. The Common Core is fine; I can teach anything in it. What I cannot do, however, is guarantee test results. And why should I? Albany doesn't guarantee their efforts as politicians will yield us lower taxes, better roads, safer streets, and less crime. How could they? And yet, under the model they have created for us, every one of them should be out on their ears while we swoop in, take over Albany, hire cheaper politicians, and fire them every two years until SOMEBODY comes up with a divine way to make Albany less crooked and more effective.

I am concerned with the number of children that can no longer read the material presented on the high stakes tests.

The Common Core is a complete and unmitigated disaster. Children's self-esteem and attitude towards school have been devastated. This is what happens when you allow non-educators to make decisions regarding education. Schools need to be returned to local control.

Stop grading teachers with unrealistic standards. Stop pushing failing students through the system to raise graduation rates. Go back to tracking students and working with them based on their ability levels. Stop grading the teachers harsher than the students! What other field is demoralized as much as us. We are bullied and

discriminated against and it's time to stop. In a primarily female dominated field it's very interesting the hoops teachers have to go through. Makes me wonder if this is more than a teacher issue but gender discrimination. I wish there was a choice to keep some of the Common Core standards, but change most of it. Algebra 2, for instance, has reduced Trigonometry but expanded Probability and Statistics. Probability and Statistics could be a co-curricular math course at the same level as Algebra 2 that students could choose to take, or not to take, or to take both. Math is underrepresented in course as compared to the other main subject areas. Additionally, at all levels I noticed that the Performance Level Descriptors do not give any sample questions and the learning standards themselves don't have sample questions which cover which is a level 1 versus a level 4 problem. The only place to find questions is the Module lessons and they are not broken down as level 1 through 4 either and some questions may actually be beyond the standard.

Back up your standards with scientific based practice. Philosophers like Erickson, Vygotsky, Piaget, Montessori, Chomsky and Dewey etc.

I believe that the modules created by NYS are not only developmentally inappropriate for 90% of my students. The pacing is unrealistic and concepts are often too abstract for them to grasp. Students often feel frustrated by their lack of success in grasping many of these concepts-- especially in math.

It is difficult for parents to understand and for teachers to instruct. It is a source of stress for everyone involved. As a parent it is hard to watch my child struggle and not like school because of it. As a teacher, I will be attached to a test that I do not teach. I can do skills in my class but ultimately, I have no control over how the students are prepared for a test that I am held accountable for.

Teacher evaluation should not be based on student test scores.

While seemingly well-intentioned, the CC appears to have been rolled out too hastily, to the detriment of students, teachers, and parents. Modules weren't properly tested, some standards and lessons are developmentally inappropriate, and even if the materials and standards were spot-on and appropriate, the teachers and schools weren't properly trained on implementing CC. And most troubling of all, linking 50% of a teacher's evaluation to student test scores has myriad negative effects on our students. The curriculum across subjects is narrowing in favor of the tested areas of math and ELA, to the great detriment of our students who have steadily lost instructional time in science, social studies, the arts, and other subjects.

I think using state assessments as part of APPR for teachers and principals is acceptable, but to a limited degree. I do not agree with the current formula. State assessments should not be more than 20-25% of the score considering the amount of other factors that impact scores!

This is a very multi-dimensional issue. While the quality of educational standards have to be pursued and implemented, having children do confusing and developmentally inappropriate work and be rigorously tested from a young age does not reflect the many children that are capable of learning and developing lifelong love for learning. Common core standards (so dislike the use of this word in this context) does not support this! I personally grew up in Finland where children are not expected to learn how to read until we enter elementary school. Studies have shown how there really is no difference between students who are required to start basic reading at a younger age as supposed to children whom learn how to read at the age of seven. Children who are pushed academically at a young age are not more successful later in life compared to their counter parts and sadly have been forced to give up the right to be children. Children are inquisitive, curious and fast learners under the right circumstances. They learn through play. They incorporate language, math, motor skills and social emotional skills through play. Not by standardized information shoved down their throats. children should not be taking high stakes tests, common sense tells you, as you repeat these words "high stakes" sounds absolutely ridiculous when discussing children and their level of education. High stakes sounds to me that

there's a lot at stake here! When it doesn't have to be. Age appropriate high quality (uniform) curriculum yes, but not poor quality high stakes! I always tell people my view on high stakes testing and common core standards. It really isn't the quantity and amount of work our children here in New York and the US that makes them lifelong learners. It is the quality of education we should be concerned about! Children should be assessed throughout the school year, between marking periods. Teachers should regularly evaluate his/her students. That should be their way of showing they are keeping records of each individual student and their development. They should periodically share that information (be accountable for their work) this way at any given moment information on any particular child would be available. If this information is not available, then it would be fair to say the teacher might not be as efficient at teaching and evaluating the children. Not by offering high stakes tests to determine whether particular child or a teacher has reached a desired level.

The problem in NYS does not lie in the standards, they are merely standards. The problem is in the link of the standards to teacher evaluation and RtI, and the too fast and botched roll-out. Now, people think the standards are to blame for the state assessment changes. In reality, the new assessments are not focused enough on identified standards (so a veneer instructional program isn't created), they are too long, and in many cases they appear to be developmentally inappropriate in their implementation. Because of the fear driving the reform agenda, teachers have in many places resorted to a teach to the test approach, which has detracted from differentiated instruction, rigor and creativity.

I am not against the standards in ELA, however I feel the tests are much too difficult for the average student. Also, in my opinion, reading comprehension should not be timed. It is ridiculous to judge a teacher based on how the students do on these tests. I do not find them a good indication of my student's abilities and thus they are a waste of time.

I think that it is quite unfair to connect test scores to a teacher evaluation. That practice is similar to evaluating a doctor based upon if his patients follow his suggestions for better health. Some people simply will not listen or follow the directions. This is similar to students who will not study or do work for classes no matter what the teacher or parents are doing to motivate him/her. The other concept to consider is that some students simply are not great test takers. This does not mean that a teacher is inadequate and that the students are not learning and growing in the class.

Teachers evaluations should not be linked to student performance on common core exams. Students are spending too much time being tested. Teachers are benign forces to "teach to the test" and should be given the freedom to TEACH and once again instill a love of learning in the students. Stop using our education system as a way of making companies rich. Our children are to be educated not profited from. Stop common core now, NYS! We are onto you. You are not looking out for our children's best interest. I will continue to opt my kids out if testing until you MAKE THIS RIGHT!

The common core is not about learning or thinking. It's unfortunate that children are not being taught how to think and figure things out in their own. Everyone is expected to be the same robot.

Common core is like the Titanic about an hour after hitting the iceberg. Everyone with a clue is getting on a lifeboat and getting the hell off this ride before it slips beneath the water. Massachusetts abandoned it yesterday and they've been considered a leader in the promotion of common core.

One size does not fit all. There needs to be more flexibility in instruction and standards.

Testing is fine if it is a valid and reliable test at developmentally appropriate levels. Common Core is not all bad but is repetitive in the standards, and does not actually address some important skills.

The human brain did not develop to the capacity that the Common Core learning standards requires of it. The texts are too difficult for the students to read and understand independently. The system that requires the

children to do this type of learning is flawed. This program should be reevaluated, and reevaluated again!!! The Common Core does not provide for the learning disabled, nor does it lend itself to those children that academically mature at different stages. One should not be condemned to failure just because they do not meet the high expectations of the standards. The diversity and creativity of the children as well as the educator is becoming obsolete. This is truly a travesty.

Common Core forces students into the same box which I think is criminal! Not all students learn the same way or at the same speed!

These testing companies are making huge profits to produce flawed products. Our governor and representatives have politicized this testing at the expense of our children and I am extremely displeased with the result.

Regarding this question "One of the shifts of the Common Core, especially in ELA, is to emphasize "close reading" strategies, in which teachers and students intensively focus on the text and do not relate the work to its social or historical context or their own experiences," I believe that the close read strategy is a great tool to improve reading comprehension. I use it often with my special education students and have seen increasing results on comprehension quizzes and writing assignments. However, I still feel that students should be given the opportunity to connect what they read to their life and other things they learned. This practice makes the passage real to the student and helps them take their learning more seriously and personally.

Common core should be banned... It is a poor method of educating our children, especially the math portion of it for elementary schools.

For the most part, I think the Common Core Standards have elevated expectations in a beneficial way; however, the hastiness of their development has resulted in many developmentally inappropriate standards for elementary students as well as for all ELL and special needs students. Furthermore, their implementation has been a dictatorial disaster. A more gradual introduction would have allowed for adaptation, modification, and desirable change. While I believe some limited linkage to teacher and principal evaluations is warranted, the current 50% is clearly a political maneuver and has nothing whatsoever to do with improving instruction so as to motivate students. Rather, it has created an oppressive, teach-to-the-test environment which is discouraging to young learners. SED would do well to take several steps back, invite much more collaboration among NYS professionals and parents, develop somewhat modified standards, and then introduce and implement them progressively over time in a manner that is respectful of parents, professionals, and most especially, students. Our standards were better than most states and the change has not gone well and is not even complete in some areas. There shouldn't be such an abandon of what had worked to go to something that is so flawed.

Education is NOT "one size fits all." Students learn differently. Common Core does not accommodate all students. AWFUL.

How can a teacher be evaluated on how students perform on these high-stakes exams? First, the tests are designed so that 65% of the students don't pass. Does that mean that teachers are ineffective? Second, children are not cars. They are not built in a factory. Each child has his own talents and strengths. Children have different backgrounds, family situations, levels of support, etc. We have to work with students where they are and build on that. Progress and effectiveness can be measured in a multitude of ways. Have you ever seen a nine year old sit for three consecutive days for 70 minutes for ELA Tests and the following week do the same for the NYS Math Tests? Then you'll know why students hate school. What are we doing to these children?

The Common Core standards and the evaluation process have taken away from the creativity of teaching. Most teachers love to teach and are very good at what they do. In any profession, there will be some teachers who don't love to teach and are not good at what they do. Individual school districts should be left to filter those particular teachers out or give them professional development training.

Too much emphasis on testing. Does not allow for creativity or individuality.

The Common Core stifles creativity on the part of both the student and the teacher.

Common Core is making a mockery of teachers and students alike. Teachers can no longer teach...they just follow what is scripted and students are taught how to take tests. Most does not apply I. REAL WORLD day to day life. We need to teach basics and life lessons and allow for those with other learning abilities to blossom. As my children think of having children of their own. I pray that someone wakes up and realizes that we are dumbing down society by teaching them like robots

The children are too frustrated as are some teachers. This is a major fail with our educational system. It's a shame to see my grandchildren want to give up on school because they don't understand half of what's being taught. Worse, when the teacher doesn't understand it to teach it. Another program initiated too soon, and it's a major fail.

It's obvious that there is a lot of money to be made by our schools into factories and requiring specific materials to ensure misguided uniformity. It's disgusting. Please do not insult protects baby presenting this as anything else.

The whole system of common core is flawed. First...the parent has the ultimate responsibility for their child. Making sure they do homework etc. The teacher can only provide instruction the parent must follow through. It seems reasonable to say that a student coming from another state would be better able to join a classroom with the common standards being addressed in all states. However, we have to balance that with the rights of the states to control education and local rule. I am for what is best for the kids. It is hard enough to keep up with the demands of rapidly changing technology. We shouldn't have to worry about the testing and APPR. You are making it harder for the parents to help their children with their homework, if at all. Children are stressing out over the tests, teachers are quitting. You need teachers to develop a system of nit politicians Teachers should be the only ones creating curriculum and policy. Leave corporations out of it. The standards need to be designed by professionals who work with children every day. Standards are wonderful to have if they are appropriate.

Education has turned into a multi-billion dollar industry and not in the best interest of our students, our future. The common core sets students and teachers up for failure, so the powers that be can wipe out present teachers and get 'new blood' to control. They have no use for teachers that knew what real education was before Common Core; reason being, those teachers would be smart enough to ask questions and assertive enough to fight for the students....not the puppets they want teachers to be. It's all part of the game plan.

All students should not have the same requirements to graduate high school. There should be more reasonable ways to measure students abilities besides complicated Regents exams. Bring back the RCT's and local diplomas as a secondary way to earn a less advanced diploma and a greater chance at graduating high school. Standards should change from k up, a year at a time. The 7th through 9th graders had severe gaps in their learning.

My concern is for special needs and at risk kids... The tests are written for mid-high performing students. Why can't spec Ed students take tests on their levels, not their grade? I like the common core, I even like how instruction is more aligned but ELL or Spec needs students who aren't on grade level (or even close) are students who feel failure.

Learning is valuable and exciting when it has meaning and validity in the lives of the students. The delivery of instruction and student assessment should be as unique as each child it will impact. Kids are naturally hands on learners. These tests are the opposite. Let's find a way to truly educate children and not just create a generation of hoop jumpers and test takers.

Common Core is designed to dumb our kids down and make teaching harder than it already is. I find the people behind common core have a purpose to drive our children to become useful idiots. There is nothing common about common core, it has no common sense and it is therefore very frustrating and doesn't have any ties to what will happen in 'REAL LIFE'. I also totally disagree wholeheartedly about the use and the focus on Islam. I have only seen blips and bleeps about Christianity & Judaism and some blurbs on the other religions. Religion should be kept out of the schools PERIOD. Common Core is Wrong For My Child And I Want To Be Rid of IT and let The Teachers Teach Common Sense and Learn The Right Way To Better Prepare Them For A Future. Common Core Doesn't Do That.

Return to local control of education. NY state schools are failing because of government interference. I have no problem with Regents testing, I have no problem with a standardized test for High School Students that base teacher and school performance on outcomes. We need to get back to basic reading, writing, arithmetic, History that is accurate, and the ability to critically think. There should also be some technical skills courses and tests. Lastly as an aside, the teacher unions need to be beaten back to a reasonable representation or broken entirely. They promote and protect poor performing teachers and are simply a political organization which no longer represents the membership.

The Common Core has narrowed instruction and has taken all creativity out of teaching and learning. The curriculum is creating a generation that will have difficulty thinking about and expressing their own opinions and views. We are doing a disservice to this generation by trying to fit them all into the same narrow box. Young students are being stressed and pushed beyond their readiness. As a parent and teacher I see the assessments as meaningless.

The amount of time that this has taken away from true instruction and teaching has caused me to look outside of my profession for employment. Additionally, MANY of the standards penalize those students that come to teachers already behind grade level in reading, and the standards do not address strategies that teachers should use to help our most needy students. As a teacher, why would I ever want to work with students that need me the most if my overall evaluation is ranked on how students do on an exam?!?!?

My child entered school before the common core was implemented. She loved to read and write. She wrote books at home and created art pieces to go with her books. She is now in middle school and has grown to hate school. Her class work and homework require her to read passages and complete short and extended responses. She has not read a novel in school during the past 4 years. None of her work requires her to use background knowledge or make any kind of connection to what she is reading or writing. She has sadly lost her passion for learning. If I could afford a private school that doesn't use common core and high stakes testing I would pull her out of public school in a heartbeat.

I do not have any problems with the CC standards themselves. My understanding is that people are angry about the interpretation and implementation of the standards in NY, especially when schools have adopted the curriculum which leaves little room for creative teaching. My children have been thriving under the new approach, which I find more holistic. Previously there seemed to be little coordination between teachers, and saw a result my children were been taught similar content from year to year. I am concerned about the amount of testing, but I don't find it that much more than previously (I was concerned about that too!)

Roll out was horrible, children are stressed out and are missing out on childhood, we are comparing our students to other countries' children and **THEY ARE TRACKED!!!!**

Keep the CCS as is but eliminate the standardized testing.

NYS already has the best educational policies and instruction. Now I see kindergarten children **STILL** crying while coming to school. Reading books a chapter a day after lunch- playing, social language and interpersonal

negotiations- joy at learning all going by the wayside. These are skills crucial to society. If you evaluate teachers, you must evaluate parents and home life as well.

Common core was the worst idea ever instituted. Parents can't help their children with simple homework nor do we have the time to relearn what they're being taught just to help them! I have two college degrees and I'm still paying loans I don't have the time having to work to learn my child's work just to be able to assist! Wake up! Not to mention way to steer graduates from the teaching profession. Who wants to pay student loans for a low paying job that can be taken from you all due to low scoring students that 1? May not understand or have the resources to help them understand the coursework and 2. Some students are just not good test takers. This entire curriculum is a joke and I plan to take my children and move out of state if common core is not upheaved within the next 2 years

I am against anything that limits intelligent children to benefit less intelligent children.

I get the meaning behind it all. In reality most of the kids don't. It's very confusing to them and the teachers just fail them and don't help. If the kids don't get it, they just don't get it. No student left behind though...that's just what's happening, they are getting left behind. Doing it in your head is one thing, transferring it onto paper can be difficult for some. Nothing is "simple" anymore.

Get rid of every politician and BOE member that is pandering to the greedy proponents of common core and any changes going forward should only be made with the help of individuals who have been in the field of educating children not lining their own pockets!

how do common core scores reflect a music teacher, art teacher, special needs teacher????????? it doesn't - stop the testing

Developmentally inappropriate, flawed tests and poor leadership has cost NYS millions of dollars. I am a public school teacher and I have lost confidence in public schools because of the changes. I am considering sending my own children to private schools so they can develop like normal children without stress or feeling that they cannot do work that they developmentally could not complete. It is clear that the State of NY does not like little kids.

I think I've summarized most above, but, I do want to add I am sickened at the fact that we subject these standards & high stakes tests to children with disabilities. That is outright child abuse. Read the comments from the administrators that have to proctor these tests. Children scratching themselves till they bleed; constant crying; pulling out eyelashes from stress. What is wrong with us? That is emotional child abuse & I can't imagine being one of those children or teachers that have to subject these kids to this. It makes me so sad to hear some of the stories. I will fight to eliminate this garbage as long as I live. I will do that for my children, your children and especially for the children that need a voice!

I am saddened by the education my kids are getting. The joy of learning has been taken out of the curriculum and the expertise of the teachers is ignored. We need creative, independent thinkers learning on a level that is age appropriate. Politicians have no place telling educators how education is done. They are not looking at the research of best teaching practices!!! They are implementing laws that are hurting our children!

Common core and school districts that use common core hold back gifted students...not everyone is the same! The texts for an elementary school child are insane and so inappropriate and does not related to the interests of the child. No wonder they hate to read.

The common core standards will never be successful because they're flawed, but also because the people who children have the most contact with (parents and teachers) are not invested in them. The support of parents and teachers is an absolute necessity for any educational program to be successful. That support is gained by

including them in the process of developing programs, from beginning to end. That was not done with the common core standards.

I believe that in general the Common Core curriculum & the tests based on it have an oppressive reductive one-size-fits-all effect. It would be one thing if the curriculum offered suggestions for teachers in search of more resources, but as it is, fine resources (like great literature & exposure to visual & musical arts) are being given short shrift. These are the areas that should help excite students and they are the reason for a liberal arts education.

Teachers should be involved from the outset in designing evaluation procedures.

Testing focus has taken over instruction. No getting around it. Also, how do you remove historical context and social setting from reading passages? Without those, the meaning is completely lost. How would anyone understand anything in the past? context is everything.

Where are the arts and non-tested subject areas? Common Core is a waste of money and the entire design is flawed. When Massachusetts DROPS Common Core it should send a clear signal that the entire movement is a colossal waste of money and time. Teachers need to be given the freedom to teach. Teaching to a test does not give students the ability to apply what they have learned. Memorization and ridiculously difficult and convoluted wording (designed to confuse) will not help students to improve. Furthermore, there has been little if any REAL attempt to engage the professional educators in our state to assist in developing meaningful tests for ALL subject areas. I am appalled that politicians, backed by folks with too much money have latched on to this travesty. An entire generation of children will be severely impacted by the strong-arm behavior of those who seek to bully the educational community AND parents into accepting a deeply flawed approach to educating children.

Eliminate the evaluation system for teachers and administrators. Allow administrators to evaluate their own staff as professionals

Not enough emphasis on the standards. Not enough time spent to review and re enforce the lesson learned, and teachers pushing children's needs to the side, because "they don't have the time or chance to....." penmanship and handwriting is being thrown out, how are kids supposed to sign a check or legal documents when they don't learn to sign their name. They complain about child obesity, but with 4hours of homework a, night, how are kids supposed to go out and play at 7 or 8pm. The kids self-esteem, confidence and self-worth is being destroyed because of these garbage standards, as well as great teachers being destroyed

The roll out of testing was poorly done; the standards are fine.

This high stakes testing and common core standards have hurt so many students. So many children suffer from test anxiety and from tremendously low self-esteem issues due to these methods. It is disgusting and the implementation of the standards at every grade level is especially disappointing. Students have been confused and tortured with this new methodology. The standards lead to nothing but failure and self-esteem issues. The Core has destroyed this generation of learners.

My children have all suffered negatively from the common core curriculum and tests. All three of them have suffered test related anxiety. One of my children has a 504 plan because of his testing anxiety. The tests are inappropriate for their ages. My children are of average intelligence and this has deflated their love of school. I also have concerns about the high school math regents. They are not age appropriate and contain material that was not previously taught. The students are passing, but with very low grades.

Education is a unique business. Our clients are children who most often cannot be expected to advocate for themselves. Child advocates include parents, teachers, board of education members & education administrators. I have lived in NYS all my life. I have been a teacher for over a decade, a parent of 3 for over 20 years and a

child of parent in public education myself. I feel I have a good understanding of education and an open to trying new ideas. I worked as a professional in a large company before deciding to teach. There is not a successful business in the world that does not do adequate testing of their product before trying to sell it or in our case, before requiring the masses to use it and be held responsible for its performance. The decisions around 'Common Core' have hurt children, parents and education staff throughout the state. This sounds like a crime to me and gross negligence of what is best for our children. Please help NYS to listen. Most of the teachers who are responding are very well educated and have years of direct experience and are in the business because they love teaching children, not because they are trying to get away with something.

Do not try to fix the Common Core, abandon it please. Return education to the teachers, parents, and make sure everything is returned to local control!

As I have grown more knowledgeable about teaching the standards, I have found that I really appreciate the depth of study allowed by the Math standards. I am a big fan! I have also learned some great teaching strategies around close reading and evidence based response to literature. In the process, however, we have abandoned many standards and practices that can no longer "fit" amid the dense ELA standards based work: voice in writing (nowhere in the standards), guided reading (the emphasis now is whole group), flexibility to pursue/build around student interests--much more difficult. My greatest high-level concern right now, though, is the lumping of any issues about the STANDARDS, the TESTING, and the USE OF TEST DATA in evaluations into a single bucket of "Common Core". Even educated people outside of the school environment often equate the testing concerns with concerns about standards. They equate teacher resistance to using standardized test scores--without regard for other factors--as a heavily weighted indicator of their performance, to a perceived dislike for the standards. This prevents the public from appreciating the things that DO work (like the math standards) and focusing attention on specific things that could be improved. I fear that there will be a push to abandon the standards in one fell swoop, over issues that would exist even if we used a different set of standards. I am in favor of using the Common Core Standards. I am not opposed to standardized testing, but I think the tests should be shorter and more developmentally appropriate. I think standardized testing can be a good litmus test to see if a school community is on track and to help identify and investigate any anomalies. I am opposed to using standardized tests as a major part of a teacher evaluation, especially in their current state, and especially not as a "pass or get out" approach to teacher evaluation. I am not opposed to using standardized test scores as one indicator among MANY used to provide evidence of a teacher's strengths and/or areas in need of improvement.

I am concerned for the progress of ESL Students, especially regarding testing, and the fact their teachers will be evaluated on how well these students do on tests. I also believe that parents are required to be taking on some accountability for their child's academic progress and are not, therefore it is unfair to link test scores to teacher evaluations. Some students have test anxiety and don't test well, but know the material. Hardly the teacher's fault. Common Core makes sense in that it is a consistency of materials across the nation, but there are some issues that don't make sense.

GET RID OF COMMON CORE, IT'S BAD FOR KIDS. The common core was supposed to allow you to delve deeper into various math concepts. However, the concepts are still numerous and many of them are difficult that it does not allow for this deep understanding.

Standards should and need to be designed by Educators with experience, not by those who have been influenced by outside parties. Tests and curriculum need to be age and developmentally appropriate. Basing a teachers evaluation on a test score is so completely off base it's ridiculous. Students can do well on class work and not be good tests takers. It proves nothing about a teachers ability to teach. There was nothing wrong with how things

were before, and how we parents were taught when we were kids. Common core is just a money grabbing scheme by corporations and those who they have paid off to endorse it.

My only concern is that the overall pressure for teachers and students is too great. If we drop high stakes testing and just teach we would be more successful. Let's take students from where they are to where we want them to be even if it takes longer for some. In some schools, let's not look at graduation rates. Some need more than four years in high school. Let's not make that look like a black eye for the district. With all the students coming from other countries they need more time in school to be successful.

Common Core is unfair to all children especially special needs children who are already at a disadvantage. All common core has done for those children is set them up to fail!!!! Math is ridiculous! You have only complicated it. Adding unnecessary steps and all these unnecessary word problems. Why don't you go back to the original standards and treat common core like the gifted and talented program? I think that would be a reasonable solution. Everybody would be happy and parents can choose to place their children in the curriculum program that is best for them. Why can't this be an option? I fear a lot more children will be placed in special education classes because the work that is expected of them is developmentally inappropriate. Also, as far as regents exams go, I cannot understand why it has to be mandatory to pass them in order to receive a diploma. When I was in high school if you didn't pass them you received a non regents diploma. No other state even recognizes the regents. Does NY know something that all of the other states don't? What was wrong with the old way? All this is going to do is lead to more drop outs! Where is the sense in this?

Please make a change. This has been brutal on our children. The change came too fast and has caused such confusion and a feeling of failure for low achieving students, average students, students with disabilities and ell students.

We are so far down the rabbit's hole, NY will need to do more than just revamp the standards. High stakes testing, teacher preparation, certification exams, EdTPA, teacher evaluation, graduation requirements, dropout rates, and so on. have all become intertwined with the Common Core roll-out, intentionally or not. Perhaps changing the standards will start the ball rolling in the other direction. I commend you for your efforts. My biggest concern with the standards as a whole is that in our quest to go deeper and closer in "reading" we have pushed content, application, exploration, and other equally important types of learning, out of the school day and school year. My children read about scientists, but they no longer do "science." That is problematic to me on multiple levels.

Test scores should not be the sole indicators of a child's success or failure, neither should they be linked to a teachers success or failure. Both of these practices are short sighted and fail to take into account the greater picture of both education and a student's preparation for participation in life as a self-assured, confident and independently functioning adult.

Common core is setting our kids up for failure and our teachers. This needs to go back into the hands of our great teachers and parents. We have the ability to wean out horrible teachers. We do not need a test for that. Also, the people behind this common core lumped all kids together. Our kids are all different, where we raise them is different. Some like science, some like math. Some learn fast and some slow. You are holding back great ones and attempting to put forward ones that choose not to get educated. This is all liberated and wrong I am opposed to linking test scores to teacher and administrator evaluations as much of the research on the manner in which it is being done suggests that the formulas are flawed and that ultimately this process will do more harm than good. There are master teachers who are revered in the community who are nonetheless identified as unsatisfactory for reasons beyond their control when linked to these scores, as well as teachers who have a reputation for being incompetent who have received high ratings. As such, I do not feel that the "link" is

serving its intended purpose. Administrators and teachers are professionals and should be entrusted to use their professional judgments to review and analyze tests scores and draw conclusions that will guide and direct curriculum planning for students, and professional development for faculty. Administrators should be entrusted with the responsibility of determining how a teacher's performance is impacting his or her students' performance by tracking and analyzing data, while taking into consideration nonacademic factors that may impact individual student performance. Although I support the principles of the Common Core Standards, and most of the standards therein for the elementary grades 4-6, I have grave concerns about the standards for K-3. It is concerning that primary educators and early childhood specialist were not represented on the committee that drafted the Common Core Standards, and that concerns raised and documented in a letter signed by over 500 early childhood professionals imploring the Committee to devote more time to research and development before implementing the Common Core Standards, was never shared or responded to by the Committee. It appears that Kindergarten has become the new "First Grade" and that many of our students are being held to standards that early childhood specialists agree are not developmentally appropriate. Consequently many students have been unfairly set up for failure, a consequence that will have long-term negative ramifications for the individual and the society at large. The rise in academic instructional activities in the primary years is robbing students of developmentally sound experiences of inquisition and exploration that develop a foundation for life-long learning, more specifically, a positive disposition for learning. Aside from those students who have given up due to failure within a flawed system, I find most students waiting to be directed and guided in their activities, as they lack the curiosity, the stamina, and the self-motivation that was more typical of students in prior years who experienced more appropriate early childhood learning experiences than the ones being driven by the current primary education Common Core Standards. With regard to testing and high school graduation, I believe that we need to provide alternative pathways for our students that will provide students with vigorous learning experiences, high standards, and preparation for a productive life beyond high school graduation. As such I do not feel that "all" students must take and pass the same set of standardized tests. Assessments should be designed to align with standards for the alternative pathways.

Please let actual educators make decisions. Not suits who have abandoned the classroom many years prior. They have no idea. None. Let the teachers decide when, what and how to teach their students.

There needs to be a better system for testing students that does not require all students learning the same way. Different people learn differently. I am very visual, I can see a math problem in my head. My wife cannot and has to write it out. Neither is wrong in real life but in the common core one of us would be wrong not for getting the wrong answer but doing it the wrong way. Where is the ability for teachers to work with students to find the way that works for them? Also where is creativity in all of this? My daughters do a lot of reading comprehension but almost ok creative writing. Tying teacher evaluations to these test scores is also inherently unfair. There are a number of non-English speaking students in my daughters class. They will not score as high because of the language barrier. That is a fact because for every lesson they have to learn the language of the lesson and the lesson. Now my daughters teacher (who is and have all been wonderful) will be evaluated on the same standard as a teacher in her district who has all English speaking students? And what about students whose parents can't, won't, or just don't work with them. The teachers are only with them about six hours a day for half of the year. They cannot perform miracles.

Stop making math reading test! Common Core doesn't allow the whole child being taught in their learning style! Education is very important in my family. Ever since the new standards have been put into place there has been a huge stress and the children, the teachers, the principals, the counselors and even my friend who is a pharmacist expresses a deep concern for our children because they are having such anxiety that they have to

take medication. Children that were at the top of their class, are struggling to just being average! With the media attention especially social media and having it be on the political platform is it example of how wrong this is for these poor children. Teachers need to teach, parents need to help, and the Board of Education and the Superintendent and Principals should be the people calling the shots for their own district!!

I am concerned that children are not learning the basics of mathematics. By having them do algebra and complex word problems before they can even answer basic multiplication facts, they are not learning the basics, which will only continue to cause problems as they advance through school. The ELA also has issues. Often times the passages the children have to read are poorly written, and the questions they have to answer are sometimes unclear.

NYS has always been a leader in education with rigorous high school exit exams known as "Regents" exams so why are we reinventing the wheel? Moreover, evaluating teachers using the results of tests taken by students is ludicrous and is a poorly veiled attempt at weakening the public school system in favor of privatized education that will enrich the wealthy privateers who promise much to the underprivileged and deliver little except to their own elite children. The rollout of Common Core in NYS has been a disaster from Day One and trying to "fix" it is like putting a bandage on a corpse. Best thing to do? Ditch the assessments until you stop using the tests as a political tool and start using assessments to evaluate learning skills that educate a "whole person" who knows how to think for themselves instead of a mindless robot.

I am in favor of a standards based education and the establishment of a basic set of standards in all subjects created with the input of parents, students, educators, the business community and a diverse cross section of collaborators from the community. The real challenge in the Common Core is the method used for meeting standards and the confusion about standards vs. curriculum vs instruction as well as their ties to teacher evaluation. The state must commit the resources that allow for diverse methods of assessment, including portfolios.

Common Core is hurting our children! Shame on New York State for the abuse you've been putting students and educators through!

These standards were written for suburban students who do not have access baggage in their lives. I have seen them work in this setting but the majority of students in the urban areas do not have support. They are battling life in general. They need to have their social, familial, and education skills addressed individually. One size does not fit all. I have taught in both areas and have seen it firsthand.

The tests should be designed to measure growth of students, to inform teaching. If they are to be used to measure effectiveness of teaching, they should be designed with that purpose in mind. They are not. I work in math intervention, and my students, by definition, are not proficient on the test so it is not a useful measure of their growth for me. I wish I could see the correlation from one year to the next of their scores, and how that reflects their growth. By all other measures my students show growth, but I can't figure out how to use this test to measure their growth, so I'm not sure how the state can use it to measure my effectiveness. Please help!

As a 9th grade English teacher, I honestly can say I like most of the CC Standards. I like the clarity of the standards and the way they are broken down by grade level. What I do not appreciate is the high level of informational texts that seem to be infiltrating the ELA curriculum. These belong in a Social Studies curriculum, not in ELA. I am also not in favor of tying high stakes testing to teacher and principal evaluation. common core is destroying creative thinking lessening the chances for graduation. Setting learning disabled students back 50 years

It is terrible that I can't help my elementary school student with her math homework

Students are learning less through common core in high school math. It is college level math understanding that we are asking all kids to understand where really only a select few can. Math is hard enough for students as it is and common core is turning them off from learning even more and they are so far gone n under water as far as understanding that they can't even do the easy math anymore. It's absolutely crazy!!!!

My child is very stressed out even though she is doing great in math ...I cannot imagine children who already have difficulties, common core math makes no sense to me

Absolutely ridiculous standards. The math & reading requirements & teaching is an absurd way to learn. I have children currently in 4th & 8th grade that prior to common core loved school, now they find it incredibly stressful & despise it.

The education system stinks today.

With two elementary school children, I am significantly upset and distraught over this new educational style. It's terrible. My kids are missing out on so much while their teachers are so concerned about their evaluations, they just bombard the children with work, work, and more work. My entire school district along with the STRING PTA at the helm are personally voting against all politicians supporting the common core.

In my opinion this Common Core stuff is a bunch of garbage. Go back to teaching the way it used to be. Most onus adults grew up fine with that kind of teaching so why change it

Policymakers need to take into account students with disabilities. It is not fair to expect them to achieve some of these standards. There should be modified common core state standards to help these types of students. Also, it is going to take years for the common core standards to have fluidity across all grade levels. To expect our students to master the common core state tests at the end of the year when they've only had common core for 2 years now, is absurd. The state needs to take that into account as well.

Special education students are unfairly tested. They become frustrated and stressed with these tests!

As a parent of two school aged children I feel that the standards and test are more geared to destroying a child's self-confidence and then actually teaching critical thinking skills. More emphasis should be present on helping a child full fill their potential than to having students pass a test at the end of the year. In actuality the entire experiment of the common core is a failed one with our students all scoring lower in comparison than before the standards were implement. If this is an experiment it has failed abysmally and is victimize ng our children that are being treated as guinea pigs. It's time to stop the insanity

As an educator and a parent of a first grader, I would love to see my child come home and say how much they enjoyed school instead of oh no... Not this math or I hate reading. We are truly taking the joy out of teaching and learning for all students.

I am concerned about the lack of freedom teachers have with a very prescribed lesson plan. The teachers my kids have had do a wonderful job with it, but it requires so much work for them to make it age appropriate.

Please allow schools to find creative ways to cultivate the joy of learning

According to NYS law, the Governor cannot dictate or create "task forces" for the education system. That is left SOLELY to the Department of Education and Department of Regents. Mrs. Elia is therefore breaking the law along with Andrew Cuomo by forcing Evaluations on Teachers and forcing the Common Core Standards through the state despite the Parents, Teachers and Administrations being against them.

Oh my gosh. Where to start? My children have been tortured with the curriculum since common core began. Incredibly long hours doing homework that is irrelevant and teaches them absolutely nothing. The text based close reading is not helping. Nothing you do is helping my children learn. The only reason my children are learning anything is because I am teaching them at night what you are NOT teaching them during the day. Why do I continue to send them to school to be exposed to this crap? They hate it. They cry. They think they are

stupid. They will not be better off because of common core. You are ruining a generation of children! Open your eyes. Listen closely, It isn't that hard to figure out people! Come on!!! We deserve better than this ridiculous curriculum. Listen to the teachers, listen to the students, listen to the parents. Do not listen to your special interest groups and people that have nothing to do with educating children. Wake up please before it's too late.

The Common Core Standards are excellent. The tests that supposedly correspond with the standards are poor. The modules that supposedly support the standards are illogical, have errors in math calculations, grammar, etc... and do not really support the standards. My suggestion, keep the Common Core Standards, rename them and tweak them a little, and the public will be happy because they think they got what they wanted. Change the testing so it aligns with the standards. For example, if you want close reading (which I think is an excellent standard) then make a test where it is possible a student can read closely and actually finish the test in the given time. Get rid of the modules, or come up with ones that actually align with the standards and do not contain errors. Stop tying testing to teacher scores. There are many factors that go into why a student does poorly. My score was lower this year than it was the last few years. Why? I had one student who, instead of writing the essay on what they were supposed to write it on, he wrote about how tests were stupid. How is that my fault? I also had a few students who did not finish the test in the allotted time so they left questions blank. On top of that, I had quite a few of my students who made a lot of gains this year opt out. So without them, all my other students were weighted more heavily, including the one with the essay and the ones who ran out of time. Please explain to me how that makes me a bad teacher?

Once again, the standards need a little correcting but the modules need to be thrown out. Come out with a good textbook to teach the standards. Stop using the standards and state tests as a way to trick students. Ask them relevant questions that make sense.

"Everybody is a genius, but if you judge a fish by its ability to climb a tree, it will go through life believing it is stupid" - Albert Einstein That is exactly what common core is doing. I believe that common core is setting our children up for far worse issues such as low self-esteem, low confidence, self-worth issues, etc. This all stems from judging a child on something they might not ever be able to get. And in turn they might perceive school as teaching them that they are stupid and they give up but because we are too focused on common core that, that child's talents were never discovered. Now what sort of contributing member will they be and how high will their education level go? All this because that "fish" couldn't climb a tree.

Let's begin by asking EDUCATORS not administrators, policymakers or public stakeholders what the hell our students should be learning!

keep the politicians out of education and let real professionals get this right.

Get the **BIG BUSINESS** of Common Core **OUT** of New York!

Give our children a chance. They are already struggling. you are giving them one more reason to give up. Some parents don't even know how to help them at home...they've Even gone to seminars, classes, still can't get the whole common core thing... Imagine how our children feel. It's devastating to know this is really happening to them. Please help them

My concerns revolve around reasonable accommodations. I am a substitute teacher who has interacted with many students with many ability levels. I believe it is abusive to subject a student who functions at a very low ability level to endure six hours of testing for an exam that they will never pass because they cannot understand even a tenth of it. It is neither the fault of the teacher nor tester. The student is the victim and it is unjust.

EngageNY Modules do not give enough examples in math. Instead of asking kids to jump into the deep end of math for each module before we even teach them the basics (how to swim) is a major problem. Example:

seventh grade module one starts lesson 1 with fractions. The students do not learn/review fractions (as the main concept of the module) in depth until module 3.

The stress they cause the students makes learning a tense, high-stakes experience and changes the way students feel about school. The way the Common Core standardized tests are written is confusing to most of the students. For New York City school children it is even more so because the middle schools look at the results for admission - which is something that must be changed. The people who are grading the tests are not for the most part teachers, which is ridiculous. When I tried to find out last year from my daughter's school was grading her tests I was told it was teachers from other schools but everything I've read in the news said that it was not teachers.

Common Core is severely flawed and creates unnecessary anxiety for students and teachers. The curriculum is not making students more prepared or competitive, but rather creating stress and scores are much lower than their everyday aptitude. All while my son was in middle school, he was opted out of all the testing and I would now in high school too if it was required for him to graduate. That's also unfair to take my right to choose away as a parent. The teachers cannot gain any consistency in teaching when having to teach to a test and change their standards every year. Good teachers are leaving our schools because of Common Core.

Common standards are great and important, but the rollout of these standards has been horrific. Additionally, teachers are overburdened rather than being energized; students are stressed and failing; parents are speaking out against the whole system because the educative experience our children are receiving feels punitive and flawed rather than challenging and fun. I love the idea of rigorous standards--I hate the implementation of these particular standards.

Please abandon Common Core!! My children are struggling so much. It is unfair to these children that once loved school so much!! School should be a time to learn and have fun-with common core there is NO time for fun! And that is awful!!

some of the strategies -esp. in math - are very useful and helpful to SOME students. Forcing all students to use the same methodology when they understand concepts and know how to get to the correct answer another way is ridiculous. Common Core seems to have taken the joy out of learning and the joy out of teaching. Everything is "cookie cutter", including expectations. Lower performing students are discouraged; higher performing students are not challenged.

The Common Core evaluation system has hurt excellent teachers and discouraged emergent learners. I am not satisfied with its roll out and believe while the idea is sound -- that all 50 states should share common instruction and curriculum -- its implementation and results are highly flawed.

Why not conform to those proven methods of teaching that has been used in Massachusetts, Finland, and Shanghai.

We need standards. But we don't need tests that are high stakes for teachers and students

Wake up people!!!! Kids are stressed enough!!! Special Ed students have cried and given up. When some special Ed student are in high school and can only do 2nd or 3rd grade math or English how does the common core help them. Could someone tell me that!!!!

I believe that Common Core is so narrowing the curriculum that it is having a detrimental impact on our children's education. Social Studies, Science, Art, and Music, as well as creativity and social/emotional development are being neglected. Most of all, instead of inspiring our students to be lifelong learners, we are making many of them hate school. What is happening in our schools is heartbreaking.

What about special education students? When have they ever been considered? How can you think they will pass these tests when they read at a lower level than the exam, have test anxiety, and are still building the foundational skills? There is a reason they are in special education.

The main problem is not the standards, it is the overemphasis on testing. Testing is driving creativity and critical thinking out of education. The common core claims to emphasize critical thinking - this is a joke given that everything that schools do has become geared towards standardized testing.

Neo liberal obsession with standards and testing will further devastate public education... One of the most important supports of a democracy. We seem to be involved in training workers and consumers. Recipients of a true education will be the elite.

I understand the desire to standardize education to produce an equitable public education system, but until other more socio-economic factors are equalized, such as school funding, smaller class sizes, personnel to pupil ratios, access to Internet and technology, these standards and their high stakes testing associated with them are nothing but harmful.

Over testing these kids are turning independent thinkers into robots. Physical education cut. Lunchtime cut. 70 percent of the day kid is glued to an iPad and doesn't have motor dexterity skills. These children will be burned out and reluctant learners. The people that are pushing this common core have failed our country.

The common core curriculum is the worst movement in education in the last 50 years. The Pearson company is making a fortune at the expense of the students and teachers in New York State. Abandon it and go back to previous standards.

NYS should return to former standards until new standards can be created to better reflect children's abilities. More emphasis should be placed on phonics, grammar, spelling and writing mechanics. With the common core standards the children are expected to know these for the tests; but they're not being taught them at school. The same goes for Math. The students waste a lot of time doing different strategies to solve one problem. The time being wasted on these fruitless exercises, could be better spent grounding them in the basics. Children need more time to practice what they have learned.

The answers provided are not so cut and dry. This conversation (especially the last bulleted question) is not one that can just be clicked. These are all gray issues and to limit the conversation to bullet points, makes it near impossible to convey your opinion, forcing you to click "no opinion." This is a dialogue I am more than willing to participate in, but that is what it is - a dialogue. With that being said, I do appreciate the efforts in gathering information from the public... As long as it is being used.

Get rid of the common core it's hard, age level is not good. Understanding problems for kids with learning Disability. Get rid of regents go back to non-regents programming as well.

Yes, what happened with the prior system? NYS was doing in regards to curriculum? Common core is wrong, someone making a lot of money off of children. Education has changed over the years. College used to be free public, special education focused on the individual needs of children. Schools are creating large classes with a lot of services but this is not helping both special Ed, at risk and our gifted students. One size does not fit. We need small classes, teacher and an assistant in each class. Recess at least 30 minutes, how about healthy lunch and enough time with eating it. Parents must be involved, way too much paper work, text books that allow enough space to solve problems. Handwriting taught, kindergarten is for play and learning social skills, slow down and allow enough time for practice and doing. Respect teachers please.

Uncouple testing from teacher evaluation, no contracts for developing tests to outside companies, transparency in all tests. Local diploma options should include the option to take and pass the RCT in 5 subjects, because the "comparable" regents option doesn't really help students who just can't pass Algebra. Why would we put limits

on students who are NOT college bound, yet want to serve in the military or need a local HS diploma for entry level blue collar jobs?

Common Core is a joke!

The preamble of the common core assumes that school is intended to make children college and career ready. My concern with this mindset is that fine and performing arts, physical education, and other subjects get marginalized. Schools should be a place for children to also be creative, explore passions, become better citizens and community members, and to think about global issues and problem solving. It should not be about math and ELA alone.

There is no evidence that imposing a uniform education system on the country will, in itself, result in a more educated citizenry. It is true that some countries with uniform "standards" such as Finland and Singapore rank higher than the United States. However, it also happens that many countries with uniform standards, such as Portugal, Italy, Greece, and Russia rank lower than the United States. The problem therefore is not a lack of uniform "standards," but rather a host of other factors that cannot be reduced to a single numerical score on a standardized test. And contrary to the claims of the Common Core, it is completely unlike any education system in the world. Common Core was never evaluated or peer reviewed by teachers or education specialists, nor did parents have any say in their development or implementation. In Italy they use Reggio Emilia style education for younger students it is a great example of a program that works. Always involving the parents in the process of education is best and getting advice from of course the teachers, Everyone working together - all could come to a program for schools that would be amazing. But that is not what common core did.

There are some good things about the Common Core, like the concept of similar curriculum across states, but the curriculum, at least for ELA, is too difficult and developmentally inappropriate for the grade levels they're designed for. Close reading is a good point of emphasis, but should be geared for less complex texts that better align to students' developmental age (interest) and grade level. Students with disabilities are not given proper consideration, and are in that sense being overlooked and are not getting a fair education.

I teach students who take the NYSAA. The NYSAA is even more ridiculous than the other exams. The students I teach are 16-21 year old students with moderate to severe intellectual disabilities. the need to work on daily living skills, functional academics and vocational training. The NYSAA is aligned to the common core in ELA and Math as of last year. So the portfolio assessment went from bad to worse. This year we are being told the ELA and Math are going to be administered by computer. It's the latest we have ever been trained. NYSED has dropped the ball once again. This year's NYSAA should be fun.

I do not necessarily feel the standards themselves are bad (although some are), rather the way they were implemented and the testing that accompanies the standards are the real problem. The materials the state has provided to teach the standards is greatly flawed and riddled with errors. The fact that the testing is tied to teacher evaluations is completely ludicrous. The state is mistaken if they feel increasing the rigor and changing the standards is going to impact the success of NY's students without dealing with the real issues-poverty, the decay of family life and children's basic needs not being met. We are asking children to do things that are developmentally inappropriate while they are worrying about where they are going to sleep or where their next meal is coming from. It is not a recipe for success!

The rollout was terrible. Linking teacher/principal scores to these tests is unfair. If you want to do a real experiment, take teachers with high scores from higher performing areas/districts and put them in schools in lower performing districts and vice versa. See if it's the teachers or if that real issues such as poverty, lack of resources offered and education of parents as well home life/ environment are the bigger factors in America. Values, morals, character have decreased in this country and have an impact on how children respect authority

and view the importance of education. Parents need to make education in their homes a priority and stop allowing their children to sit in front of devices. Overall, this is a political agenda and our students are suffering from this plan.

Some of the common core strategies being pushed are similar to methods use by teachers for years. Mandating scripted methods with tests that correspond undermine education. Providing teaching centers with funding to promote some of these learning methods could be beneficial to schools, however teachers need the freedom to augment teaching practice to optimize learning in diverse classroom and community settings. Mandated high stakes test only leads to teaching towards a test. High stakes exams should be left for college entrance not for children that have minds and bodies that mature at different rates over the course of their lives. Test stress at a young age can crush a student's curiosity and quest to learn.

All 3 of my children are eager to learn... they are each getting discouraged in certain areas of their academics. I am discouraged when trying to find the right way to explain math to my first grader. Adding facts and subtraction facts are just that. All the extra stuff should not be taught until they have learned basics. Just one question... how many geniuses has the common core produced? None that is the answer.

Common Core is dumbing down our students and our future. There is a reason why FOUR states had the wisdom to not even allow CC into their school system AND of the 46 who did HALF have now refuted it and that number is growing. NY should never allowed this into the public school system period. Our so-called elected officials fall down the rabbit hole when they get to Wash DC and forget that this is a CONSTITUTIONAL REPUBLIC and should LISTEN and act on the wishes of their constituents.

Overwhelmingly, NYS residents, parents, teachers, administrations and students are OPPOSED to Common Core. COMMON CORE IS TRYING TO REFINE MATH. IT IS NOT A ONE-SIZE-FIT-ALL MAGIC PILL. ALL STUDENTS ARE UNIQUE AND DESERVE PERSONALIZED AND INDIVIDUALIZED INSTRUCTION IN SCHOOLS FROM TEACHERS WHO KNOW THEIR KIDS. THE GOVERNMENTS NEEDS TO GET OUT OF OUR SCHOOLS. THE STATES AND LOCAL COMMUNITIES ARE PERFECTLY CAPABLE WITH THREAT FROM THE FEDERAL GOVERNMENT. GET RID OF COMMON CORE COMPLETELY!!

My issue is not with the standards themselves...they are pretty much appropriate. My problem is with the implementation of the standards. Developmentally inappropriate tasks are being required of students, there is little time to actually figure out the best way to complete these tasks, and the pacing of instruction is extremely rapid. There is no time to revisit confusing concepts and it's basically a "cover everything" approach, but "learn little".

I have always been proud of the education that New York set for their children. We have always seen well educated, well prepared students leave for college and I have always been thankful to have been a part of that as a student and as an educator. I have always been proud of the fact that NYS has listened to and taken professional opinions into consideration, UNTIL NOW. I am worried about not only my students, but my own child and nephews educations. I am worried about my special education students and those that are in districts that are too afraid to fight for what is right. These "standards" and the expectations/assessments associated with them make no modification for students with disabilities and it will seriously damage these kids. I could give stories of how damaging, but I would take up far too much space here (and I have already written the state numerous times). I see the ramifications on my students. The stress and lack of confidence is debilitating and crushing. We should be focusing on developing well rounded people with strong academic standards in the areas they can excel in. Many of my students are shining in vocational programs. Why do I have to torture them

with assessments that include reading and math that are literally testing their disability? Shame on NYS for falling for such destruction of a once fantastic education system.

I think that some standards are useful, and some need to be changed. In terms of mathematics, the beauty of math is that you can utilize different strategies to find the answer. Whether the modules are supposed to be used as a curriculum or not, they are the only thing a lot of schools have to guide them right now, and all I hear from multiple grade levels in multiple schools are that the way skills are taught in these math modules are extremely confusing for students, teachers, and parents. In ELA, I feel it is important to show the historical context of the text. It's a great way to incorporate social studies, and students may never understand the significance of a text if they don't know the background information about it. Finally, the big problem with the common core is the testing. It's confusing and stressful for students, who don't benefit at all from the tests, because the feedback isn't given in a timely manner, it does not affect where the student is placed the following year, and even some 3rd grade students in my school have said, "This test doesn't matter to us, it only affects the teacher." Also, linking one test to a high percentage of a teacher's evaluation is completely unfair, especially with how stressful these tests are for students. The student could have a bad day. The student could have no support at home throughout the year, and once the students go home, they might have bigger responsibilities than school, like taking care of siblings because their parents are working two jobs, or aren't involved. You could have a great teacher who teaches in a low socioeconomic status area whose students score poorly on the test. You could have an awful teacher who's students have great home support, their parents working with them every night and purchase tutors for different subjects. There are too many factors involved in education to put so much of a teacher's evaluation on one test. This discourages people from working in low income areas, where students need good teachers and good role models, and it also causes teachers everywhere to spend valuable class time on test prep for these exams. My biggest advice would be this: don't rush to implement something that isn't well thought out or tested. I think the idea of learning standards is a good one. But students need the background knowledge. If the standards are changed again, they should be implemented in kindergarten only, and then first grade the following year, then second grade the following year, and so on. Otherwise you have 11th and 12th graders in very important years of school (when thinking about college), who are thrown into the 12th year of a curriculum without having knowledge from the first 11 years. Administrators are hired to hire and evaluate teachers. There are teachers unions to make sure that if anything unfair is done, the teacher has support. Let administrators evaluate the teachers and run the school, let teachers teach, and make these standards and tests student friendly so that everyone can worry about helping students, not about what they have to do to keep their jobs. Some teachers may lose their jobs if they don't do it well, but in my life as a student and educator, I have come across very few. There does not need to be an equal distribution of teachers performing at every level. Thank you for taking the time to read my opinions, I think it is great that teachers are given the opportunity to have input on this issue.

Keep CC standards and testing at grade level. It is this meaning of a 4 to be above grade level causing trouble. Let's go back to teaching grade level. Aim for higher thinking within grade level standards.

If you're going to roll out a new curriculum, do it at the elementary level. NOT in 9th grade, especially not to special needs students. The idiots in the Levittown, NY school district not only rolled out the new curriculum to the 9th grade, but NO TEXTBOOKS. They Must also learn to use an I pad and the 10th graders didn't get I pads. MORONS AT THE TOP

I think that common core is not a true evaluation of a student's ability. Students may be able to do the math in their head, but get it wrong for not showing a 10 step (ridiculous) process for solving. It also puts a lot of pressure on the teachers to teach to the test. Kids don't get recess because they're worried about the TEST!

Common Core is also not a good evaluation of the teachers. Some kids are just not good test takers and with that much emphasis on a test? Not fair. Common Core is not the way to go. As a parent, I have a right to opt my kids out, and I will be doing just that to prove my point. I can only hope that New York State gets the message, as some states already have dropped Common Core.

As a teacher who grew up and benefited from an outstanding NY education I believe that CC has ruined something that was once great. I went to College out of state and quickly realized that I had more rigorous standards to graduate HS. College professors would often talk about the rigorous NY standards during class discussions (in Maryland). Our standards were challenging and appropriate long before CC came to NY. Maybe CC is appropriate for states that offer less academically, but NY did not need this.

As an educator and a parent, I find the numerous and very specific nature of the Common Core standards to be confining. Not everything is covered by the standards because of their specificity; fewer but broader standards are what is needed. Additionally, these were purportedly designed to foster skills, but there are specific standards for using a hyphen, but not for writing personal statements, or even a semicolon for that matter. They just do not seem as well designed as they could be.

END of Survey Results