

# How many days does your child spend on high-stakes testing?

Join the march!

**SAVE OUR  
SCHOOLS**

Public  
Education  
IS  
a Civil Right!



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Never has there been a greater need for unity. Testing mania is driving teaching and funding. Students and teachers are being punished on the basis of standardized test scores. Teachers and their unions are being blamed for the failings of the system. Let your education officials know you are paying attention by asking them these tough questions:

**Ask yourself:**

1. Does my child spend more time on testing than on learning?
2. Does my child have anxiety about going to school or taking tests (headache, anger, stomachache, etc)?
3. Does my child have recess each day and regularly scheduled music, art, and cultural activities?
4. Does my child read at home each day, by choice, because she or he loves to?

**Ask teachers:**

1. How many days a year do you spend on test prep?
2. Do school leaders discourage you from sharing your professional opinion about testing, Common Core, over-crowded classrooms, or other school policies?
3. How much of the school day is dedicated to unstructured play or academic exploration (recess, centers, inquiry-based projects, the arts)?

**Ask principals:**

1. How many standardized tests does my child have to take this year?
2. How many days a year are spent on testing?
3. Are the tests created by educators?
4. For each test, does the teacher see individual student results and have a chance to adjust individual instruction to help each student?
5. Who sees the scores, where will they be recorded, and for what purpose?

**Ask school board members:**

1. Are you willing to initiate a parent/teacher review of the use of testing in your district?
3. How are testing policies negatively impacting English language learners, people of color, low-income students, and students with disabilities?
4. How are testing policies contributing to resegregation?

**Save Our Schools stands strong in support of:**

- Equitable funding across all public schools & school systems
- An end to high-stakes testing used for the purpose of student, teacher, & school evaluation
- Teacher, family, & community leadership in forming public education policies
- Curriculum responsive to & inclusive of local school communities
- Professional, qualified, & committed teachers in all public schools

