Testing takes time from learning. Restore the approach known as “grade-span” testing—once in elementary, once in middle, and once in high school—to give educators more time to teach and connect one-on-one with students, especially those most in need of extra help.

**TWO MUCH TESTING**
- No Child Left Behind more than doubled the number of high-stakes tests in reading and math—in these subjects alone, K-12 students now take 14 federally-mandated tests, compared to 6 before enactment of the law.
- More than a month of instructional time can be lost to test preparation and administration in a single year. (Source: Testing More, Teaching Less, American Federation of Teachers, 2013)
- Mounting opposition among parents and communities has led to rollbacks in testing requirements in more than a dozen states. (Source: Testing Reform Victories: The First Wave, Fairtest, 2014)
- 77 percent said increased testing has either hurt or made no difference in improving schools in the 2013 PDK/Gallup poll of public attitudes toward public education; 68 percent opposed using student test results in teacher evaluations in the 2014 PDK/Gallup poll.

**TESTS ARE MISUSED**
- What students are being taught and what is being tested are often not aligned, especially since states are still developing curricula to match new, higher standards.
- “[P]olicymakers and educators do not yet know how to use test-based incentives to consistently generate positive effects on achievement and to improve education,” the National Research Council concluded after analyzing decades of data. (Source: Incentives and Test-based Accountability in Education, 2011)
- Standardized-testing regimes are costing the states $1.7 billion annually (Source: Strength in Numbers: State Spending on K-12 Assessments Systems, Brookings Institution, 2012)—money that would be better spent on proven strategies like high-quality early childhood education, after-school programs, good nutrition, health care, and community support services.

**EQUAL EDUCATIONAL OPPORTUNITY**
- The federal government must uphold its responsibility to ensure equal educational opportunity—the original focus of the Elementary and Secondary Education Act.
- A child’s chances for success should not depend on living in the right zip code.
- Less federally-mandated testing would free up time and resources, diminish “teaching to the test,” and allow educators to focus on what is most important: instilling a love of learning in their students.