



# Pathways

*A weekly collection of information, thoughts, reflections, and accolades for the Reading Public Schools Community*

September 30, 2018

Volume 6, Number 5

## Upcoming Dates

- October 5 – (11:00 a.m.) Prek – 5 Early Release, Teacher In-Service Day, (6:00 p.m.) RMHS Choral Game Night
- October 5 – (11:00 a.m.) Grade Prek – 12 Early Release – Teacher In-Service
- October 6 – (8:00 a.m.) SAT Testing @ RMHS;
- October 8 – No School – No School/Offices Closed
- October 10 – Grade 6 – 12 Early Release, PSAT Testing @ RMHS
- October 18 – (6:30 p.m.) Annual College Fair @ Shriner's Auditorium; (7:00 p.m.) School Committee Meeting in the RMHS Library

## Reading Public Schools Hosts MPY Annual Safety Summit

On Monday, September 24<sup>th</sup>, the Reading Public Schools was the proud host of the Middlesex Partnership for Youth 23<sup>rd</sup> Annual Safety Summit at Reading Memorial High School. The theme of the Summit was *Security and Emergency Preparedness: An All-Hazards Training for Schools*. Over 300 police, fire, and school personnel attended this important summit, including several administrators from the Reading Public Schools and public safety and town officials from the Town of Reading. Some of the topics at the summit addressed included A Collaborative Approach to School Safety Planning and Response, the Importance of Personal Relationships, Implications of the Crime Bill, and Practical Applications of Where the Rubber Meets the Road in School Safety.

This Summit required a significant amount of logistical planning where 300 public safety, facilities, and school administrators attended a conference at a school while it was in session. A special thanks goes out to Reading Memorial High School Kathleen Boynton for opening up her school on a school day for over 300 participants. In addition, we would like to thank our School Nutrition Department, under the direction of Director Kristin Morello, our Facilities Department, under the direction of Director Joe Huggins, and our technology department, under the direction of Network Manager Julian Carr, for all of their efforts in making the day possible and go so smoothly.



*DESE Commissioner Jeff Riley Addresses the Summit About the Importance of Personal Relationships in School Safety*

## Kudos and Accolades

- Congratulations to the boys & girls cross country, football, field hockey, volleyball, swimming and golf on wins this week.
- Thanks to the RMHS teachers and administrators on hosting a great Back to School night.



*Massachusetts Secretary of Homeland Security Daniel Bennett Addresses the Summit on Security and Emergency Preparedness for Schools*



*Reading School Nutrition Staff Who Did an Amazing Job Coordinating Breakfast and Lunch at the Summit*

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## **An Update from the Assistant Superintendent for Learning & Teaching** *Curriculum Guides Released for Public Comment*

Dear Reading Public Schools Community,

I have had the great opportunity to spend time in the buildings and am starting to get a true sense of the good work that is going on. In addition, I'm looking forward to hearing your ideas about how I can best support students, teachers, and school communities. I am lucky enough to work with Heather Leonard, our new K-6 STEM Coordinator, and Allison Straker, our new K-6 Humanities Coordinator.

## **Superintendent's Office**

### **Hours this Week**

*All are welcome*

10/1 RISE

7:45 – 8:45 a.m.

10/3 Killam

12:30 – 1:30 p.m.

10/9 Superintendent's  
Office

4:00 – 5:00 p.m.

10/12 RMHS

7:00 – 8:00 a.m.

Our Office of Learning and Teaching has been hard at work getting to know more about the RPS curriculum structures. Towards that end, we have been drafting **Curriculum Guides**, specifically in the areas of *Reading, Writing, and Math from K-5*. The purpose of these documents is to ensure horizontal and vertical alignment of the MA Curriculum Frameworks within each area of our curriculum. Our goal in sharing the guides with the greater Reading community is to provide grounding information about our curriculum practices and an overview of grade-level expectations based on our MA Curriculum Frameworks. Our hope is that we will work collaboratively to meet the needs of all students as they navigate the rigorous demands of the MA Curriculum Frameworks. We are continuing the work on other guides at other grades level and subjects.

You may view our new curriculum guides on our Learning and Teaching webpages found at: <https://www.reading.k12.ma.us/departments/learning-teaching/> and click on Humanities and Stem tabs, and also through the links below. Additionally, you will find an opportunity to provide feedback about the guides through an online survey. We will continue to review feedback from the community and from staff to ensure we are providing effective and consistent communication to help us all work together in the best interest of our students.

In addition, members of our Learning and Teaching team will be available for Office Hours on the following schedule:

Date	School	Time
Wednesday, October 10	Birch Meadow	7:45-8:45am
Wednesday, October 10	Eaton	12:15-1:15pm
Thursday, October 11	Wood End	7:45-8:45am
Thursday, October 11	Killam	2:15-3:15pm
Monday, October 15	Barrows	7:45-8:45am

In addition, the Department of Elementary and Secondary Education (DESE) has issued the following **documents** that provide information about the State Standards:

Please click **[HERE](#)** for a link to the Reading Public Schools curriculum guides  
(Then go to Humanities and STEM pages)

Please click **[HERE](#)** to provide your input/feedback on the curriculum guides.

Thank you for your shared commitment to supporting all of our learners.

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## **State Release of Spring 2018 MCAS Data**

*An Update from the Assistant Superintendent for Learning & Teaching*

### **MCAS Results Released by DESE**

As you may know, the Massachusetts Department of Secondary and Elementary Education (DESE) released results today for last spring's state assessments. This includes Grades 3-8 "Next-Generation" MCAS results for both English Language Arts and Mathematics, the Science and Technology/Engineering "Legacy" MCAS results for Grades 5/8/10, as well as the high school "Legacy" MCAS results for English Language Arts and Mathematics. You

should be receiving your child's individual scores by mail in the next few weeks as DESE should be sending them to our district soon.

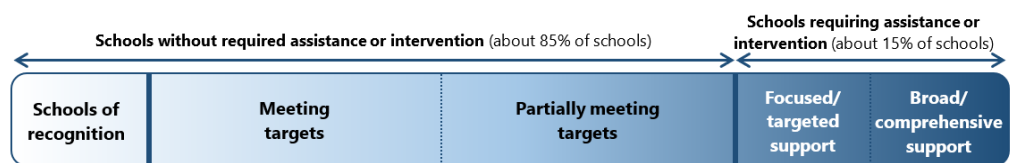
In this update, you will receive three sections of data related to the MCAS: Accountability results, MCAS results for Science, English Language Arts, and Mathematics, and Student Growth Percentiles.

### **Accountability Results**

This year, DESE will report accountability results under its *new* framework for district and school accountability and assistance. As a result, there are MANY differences in the way state is now reporting out.

**Below are some important points from the DESE regarding the results for the new Accountability System and the MCAS results, in general:**

- We have been asked by DESE-**NOT TO COMPARE this year's accountability ratings to prior years as they include new indicators and comparison groups.** In addition, there are no crosswalks between the former 1-5 ranking for schools and districts as ***DESE has dropped the numeric ranking.*** Instead they will be using the following criteria in recognizing success and identifying where support is needed:



- ***Broad/Comprehensive Support, Focused/targeted support, Partially meeting targets, Meeting targets and Schools of Recognition.***
- ***Schools are given an Overall Classification and Reason for that Classification as well as a percentage of Progress toward improvement targets as well as an Accountability percentile.***
- This new accountability system looks at schools and compares them into three determinations: **Non-High Schools** (schools serving a combination of grades 3-8) **High Schools** (schools serving a combination of grades 9-12), **Middle/High Schools or K-12 Schools** (schools serving gr 10 and at least one other grade 3-8).

**Reading's schools fall into the first two determinations. Barrows, Birch Meadow, Coolidge, Joshua Eaton, Killam, Parker and Wood End Schools are compared to other Non-High Schools. RMHS is compared to other high schools serving grades 9-12 only.**

- **Non-High Schools** determinations are measured in ***Achievement*** in ELA, Math and Science as well as ***Growth*** in ELA and Math. In addition, the state looks at ***Progress Towards English Proficiency*** (only measured at the district level for Reading due to low numbers), and Chronic Absenteeism. ***Chronic Absenteeism*** is defined as the percentage of students who miss 10% or more of their school days (for a full year, that would be 18 days or more).
- **High School** determinations also look at ***Achievement*** in ELA, Math and Science as well as ***Growth*** in ELA and Math. In addition, they look at the ***Four-year cohort graduation rate***. This represents the percentage of the cohort that graduates in four years or less. They also look at ***Extended engagement rate*** which is the total of the five-year cohort graduation rate plus the percentage of students from the cohort that remain in schools



## Quote of the Week . . .



“TODAY will never come again. Be a blessing. Be a friend. Encourage someone. Take time to care. Let your words heal, and not wound.”

Unknown

after five years. Also included in accountability is the **Annual Drop Out Rate, Progress toward English proficiency and Chronic absenteeism**. They have added another category to determination that looks at **Advance Coursework completion**. This determination looks at the percentage of enrolled 11<sup>th</sup> and 12<sup>th</sup> grade students that achieve a passing score on at least one advanced course (such as AP) and other state determined rigorous mathematics and science courses.

<b>Achievement</b>	MCAS scores in English language arts, math, and science
<b>Student Growth</b>	Student growth percentiles in English language arts and math
<b>High School Completion</b>	Four-year cohort graduation rate
	Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
	Annual dropout rate
<b>Progress Towards English Proficiency</b>	Percentage of English learners meeting annual targets <u>in order to be</u> English proficient in six years
<b>Chronic Absenteeism</b>	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year
<b>Advanced Coursework Completion</b>	Percentage of 11 <sup>th</sup> and 12 <sup>th</sup> graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, and other selected rigorous courses)

- 2018 Assessment results were based on **targets set by comparing last year's results to this year**. Moving forward, DESE hopes to have targets based on four years of data.
- In addition to meeting targets for the school as a whole, the school (and district) is set targets for the **Lowest Performing Students** as well as in 11 subgroups. Subgroups are reported if there are more than 20 students within them at the school and at the district level. In Reading, as a district, we are not given reports in all categories due to our lower numbers in some subgroup categories. The new group called **Lowest Performing Students** is not a subgroup but the data is factored into the new accountability determinations.
- High school students are still taking the legacy MCAS tests. The next-generation tests will be introduced at the high school level in spring 2019

### Accountability Determinations (Based on new Accountability System)

School	Overall Classification- Partially Meeting Targets- 66%	Progress toward Improvement targets	Accountability Percentile
Barrows	Not requiring assistance or intervention	71% Partially Meeting Targets	74%
Birch	Not requiring assistance Or intervention	72% Partially Meeting Targets	75%
Eaton	Not requiring assistance Or intervention	93% Meeting Targets	81%
Killam	Not requiring assistance Or intervention	90% Meeting Targets	79%
Wood End	Not requiring assistance Or intervention	72% Partially Meeting Targets	77%
Coolidge	Not requiring assistance Or intervention	87% Meeting Targets	91%
Parker	Not requiring assistance Or intervention	55% Partially Meeting Targets	77%
RMHS	Not requiring assistance or intervention	31% Partially Meeting Targets	52%

## Disney Tweet of the Week



"Believe you can, then  
you will."

-- Mulan

As all the final data has just been released, staff are continuing to review all the information that is now available for each school, grade level, and content area. We are also working at the district level to align our coursework and curriculum so that our students will continue to make gains. Our district is already using this data in order to identify current strengths and weaknesses, review curriculum and instructional alignment, and identify appropriate interventions for students where applicable. We will also utilize released assessment items—including test questions, scoring rubrics, and examples of scored student responses—to inform our practice. We also just found out that our district meets the requirements and is not in need of Assistance or Intervention in Special Education.

An overview presentation of the district assessment data will be given for the School Committee on October 18th, and each school will also be doing its own school-level presentation to more fully discuss and identify each school's individual progress.

If you have any questions, feel free to contact your school Principal or the district administration offices. Below also are several links to the DESE websites for further information about Reading's results and the next-generation MCAS and new accountability system.

The MCAS assessment data are assembled in several different tables below. In addition to the achievement levels in each content area, we have also created tables to review the mean Student Growth Percentiles, as that data also provide us important information. The Student Growth Percentile (SGP) measures how much a student's performance has improved from one year to the next relative to his or her academic peers during 2017-18.

### Reading Public Schools / DESE Assessment Profile

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=02460000&orgtypecode=5> (click on assessment tab)

### Accountability Tools that help to understand the Massachusetts Comprehensive Assessment System (MCAS)

<http://www.doe.mass.edu/accountability/lists-tools.html>

## MCAS Results

### 2018 English Language Arts

#### Next Generation MCAS Achievement Levels:

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

2018 ELA % of students, by school and grade, at each Achievement level		Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations	2018 Meeting and Exceeding Expectations*
State	Grade 3	7	41	43	9	52
	Grade 4	9	38	43	10	59
	Grade 5	8	38	48	6	71
Barrows	Grade 3	0	26	58	16	74
	Grade 4	2	31	59	9	67
	Grade 5	2	40	47	11	58
Birch Meadow	Grade 3	0	30	59	11	70
	Grade 4	3	38	46	12	58

## Important Websites

**RPS District Website**  
[www.reading.k12.ma.us](http://www.reading.k12.ma.us)

**Interface Health Services**  
<https://interface.williamjames.edu/community/reading>

### Need help finding mental health care?

 **WILLIAM JAMES COLLEGE**  
 INTERFACE Referral Service  
 PARTNERS IN PREVENTION  
 The Town of Reading has contracted with a unique HELPLINE service staffed by licensed clinicians that can help children, teens, & adults in Reading become connected with mental health care. Get provider matches that meet your specific needs, accept your insurance & has available appointments.  
 Call 1-888-244-6843 (toll free) • M-F • 9am-5pm  
<https://interface.williamjames.edu/>

	Grade 5	0	17	70	13	83
Eaton	Grade 3	3	41	45	12	57
	Grade 4	8	25	56	10	66
	Grade 5	5	22	58	14	72
Killam	Grade 3	3	23	66	8	74
	Grade 4	3	48	42	7	49
	Grade 5	3	22	60	16	75
Wood End	Grade 3	4	37	43	15	58
	Grade 4	4	33	50	13	63
	Grade 5	7	22	54	17	71
State	Grade 6	12	37	40	10	50
	Grade 7	15	39	38	8	46
	Grade 8	15	34	41	10	51
Coolidge	Grade 6	4	23	50	23	73
	Grade 7	7	18	51	24	75
	Grade 8	2	15	56	27	83
Parker	Grade 6	4	29	52	16	67
	Grade 7	6	27	58	9	67
	Grade 8	5	29	51	15	65

**\*All bold results show that this year's % of Meeting and Exceeding Expectations increased from last year's percentage.**

## 2018 English Language Arts – High School -- Legacy MCAS

		Prof or Higher	Advanced	Proficient	Needs Improvement	Warning/Failing
RMHS	Grade 10	96	55	41	3	1
State	Grade 10	91	51	40	6	3

## 2018 Mathematics

### Next Generation MCAS Achievement Levels:

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

2018 Mathematics % of students by school and grade level, at each Achievement level		Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations	2018 Meeting and Exceeding Expectations*
State	Grade 3	12	38	40	10	50
	Grade 4	13	39	41	7	48
	Grade 5	10	44	41	5	46
Barrows	Grade 3	2	37	53	8	61
	Grade 4	3	19	67	10	78
	Grade 5	4	51	40	6	45
Birch Meadow	Grade 3	0	37	51	13	63
	Grade 4	5	37	52	6	58
	Grade 5	2	30	64	4	68
Eaton	Grade 3	8	29	54	9	63
	Grade 4	12	17	56	15	71
	Grade 5	6	39	48	6	55
Killam	Grade 3	2	38	57	3	61
	Grade 4	9	48	42	1	43
	Grade 5	4	36	48	12	60
Wood End	Grade 3	6	36	52	6	58
	Grade 4	2	35	59	4	63
	Grade 5	8	22	60	10	70
State	Grade 6	11	42	41	7	48
	Grade 7	14	40	39	7	46
	Grade 8	12	38	41	8	49

## Contact Us

The Pathways newsletter is published weekly for the Reading Public School Community. If you have anything that you would like to share, please email your info to John Doherty at:

[john.doherty@reading.k12.ma.us](mailto:john.doherty@reading.k12.ma.us)

Coolidge	<b>Grade 6</b>	6	28	57	9	66
	<b>Grade 7</b>	6	21	56	17	73
	<b>Grade 8</b>	1	16	63	19	<b>83</b>
Parker	<b>Grade 6</b>	2	41	49	8	<b>58</b>
	<b>Grade 7</b>	3	34	50	12	63
	<b>Grade 8</b>	5	30	54	11	<b>65</b>

**\*All bold results show that this year's % of Meeting and Exceeding Expectations increased from last year's percentage**

## 2018 Mathematics – High School -- Legacy MCAS

		Prof or Higher	Advanced	Proficient	Needs Improvement	Warning/Failing
RMHS	<b>Grade 10</b>	88	66	22	9	3
State	<b>Grade 10</b>	78	51	27	14	8

## 2018 Science and Technology/Engineering Achievement

Legacy MCAS Achievement Levels:

- **Advanced**
- **Proficient**
- **Needs Improvement**
- **Warning/Failing**

2018 STE % of students by school and grade level, at each Achievement level		2018 Advanced/ Proficient*	Advanced	Proficient	Needs Improvement	Warning/ Failing
Barrows	<b>Grade 5</b>	<b>76</b>	38	38	19	6
Birch Meadow	<b>Grade 5</b>	<b>74</b>	21	53	19	8
Eaton	<b>Grade 5</b>	<b>59</b>	27	32	35	5
Killam	<b>Grade 5</b>	<b>74</b>	26	38	18	8
Wood End	<b>Grade 5</b>	<b>75</b>	30	45	20	5
Coolidge	<b>Grade 8</b>	46	8	38	48	6
Parker	<b>Grade 8</b>	59	4	55	31	9
RMHS Gr. 9 or 10	<b>Grade 10</b>	81	33	48	18	1
State Gr. 5	<b>Grade 5</b>	<b>48</b>	18	30	39	13
State. Gr. 8	<b>Grade 8</b>	35	4	31	44	22
State High School	<b>Grade 9,10</b>	74	32	43	21	5

**\*All bold results show that this year's % of Advanced/Proficient increased from last year's percentage**

## Student Growth Percentile (SGP)

Massachusetts measures growth for individual students by comparing their change in their achievement on statewide assessments to that of their peers (all other students in the state who previously had similar historical assessment results. The state has set a goal of 50 for each growth.

This year, the state is using the MEAN SGP and not the MEDIAN SGP. The Mean is the true average while the Median is the middle score after removing outliers. As a result, we cannot compare this year's Student Growth Percentile to previous year's SGPs. DESE provided the following rationale for this shift:

- Means are more sensitive and representative than medians in describing group performance, according to recent research



- Means align better with the Department's guiding philosophy that all students contribute to accountability results.
- The opportune time for the change is now, as the Department transitions to the next-generation MCAS assessments.

*These bullet points are excerpted from "Replacing Medians with Means when Summarizing MCAS Student Growth Percentiles". Find the document in full under Technical Documents at <http://www.doe.mass.edu/accountability/lists-tools.html>.*

School/Grade		English Language Arts	Mathematics 2018
		2018 SGP	2018 SGP
Barrows	Grade 3	N/A	N/A
	Grade 4	50.3	69.6
	Grade 5	36.8	24.6
Birch Meadow	Grade 3	N/A	N/A
	Grade 4	39.8	37.3
	Grade 5	61.5	55.1
Eaton	Grade 3	N/A	N/A
	Grade 4	52.6	64.0
	Grade 5	66.8	53.9
Killam	Grade 3	N/A	N/A
	Grade 4	46.8	54.7
	Grade 5	58.0	52.2
Wood End	Grade 3	N/A	N/A
	Grade 4	54.7	39.9
	Grade 5	48.9	60.8
Coolidge	Grade 6	67.7	65.8
	Grade 7	70.2	69.6
	Grade 8	63.9	59.9
Parker	Grade 6	58.2	58.0
	Grade 7	53.9	67.4
	Grade 8	42.6	45.5
RMHS	<b>Grade 10</b>	<b>33.3</b>	<b>40.2</b>

## Story Time with Curriculum Coordinators

Put on your pajamas and come on down for a Storytime with Reading Public Schools' own K-6 Curriculum Coordinators! Allison Straker, Humanities Coordinator, and Heather Leonard, STEM Coordinator will be reading some of their favorite books. You don't want to miss it!

Whitelam Books  
610 Main Street  
Wednesday, October 3<sup>rd</sup>, 6:30pm

## Reading Education Foundation To Hold Grant Application Information Session

Reading Education Foundation awards grants that support innovation in the classroom. Please join us at one of two information session

### **REF Grant Application Information Session Monday, Oct 15th or Thursday, Oct 25th 3:15 - 4:30pm Library Conference Room 347, RMHS**

At this informal meeting we will cover a variety of topics, including:

- Application process and acceptance criteria
- Filling out the application
- Brainstorming your ideas with a committee member

The 2019 REF grant cycle will open in mid October and are due January 11th submitted through the district office. Each principal will have earlier internal due dates for review and signatures.

If you are unable to attend, please contact us and we can make arrangements to meet or for a phone call. For further information email REF at [readingef@gmail.com](mailto:readingef@gmail.com).

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## Reading Public School Happenings

### **National Merit Scholar Recognition for Six High School Seniors**

Reading Memorial High School is pleased to announce that six Seniors were among the top 50,000 highest scoring students were among the 1.6 million individuals who took the PSAT/NMSQT exam in October 2017. **Alexandria Casarano, Molly Grotkau, Alyssa Prypuntniewicz, James Rigney, and Brett Senders** have been recognized by the National Merit Competition as Commended Students. **Megan Corman** is among the top 16,000 highest scorers and is recognized as a National Merit Semi-Finalist allowing her to move forward in the competition and potentially receive scholarships. Below is a picture of the students along with RMHS Principal Kate Boynton and RMHS Assistant Principal Michael McSweeney. Congratulations to these students and the teachers and guidance counselors who have worked with these students!



### New Mentor Training

Last week, Reading Public Schools held the first of a two day new mentor training for teachers who would like to work with new teachers in the school district. Below is a picture of Assistant Superintendent Chris Kelley working with the teachers.



### Stepping Stones...

- Our thoughts go out to former Birch Meadow Nurse **Donna Cloonan** who lost loved ones recently.
- Our thoughts go out to Barrows Regular Education Tutor **Heidi Cates** who lost a loved one recently.
- Our thoughts go out to Killam Paraeducator **Kristine Chuha** who lost a loved on recently.
- Our thoughts go out to Barrows Reading Specialist **Tricia Flaherty** who lost a loved one recently

- We welcome the following new staff to the Reading Public Schools:
  - ✓ Diane Owens, Regular Education Paraeducator, Birch Meadow
  - ✓ Dawn Gonthier, Regular education Tutor, Birch Meadow
  - ✓ Sara Harrington, Regular Education Paraeducator, Joshua Eaton
- **We have posted** a new position. If interested, please visit <https://reading.tedk12.com/hire/index.aspx> to view the job detail

Team Chairperson

<https://reading.tedk12.com/hire/ViewJob.aspx?JobID=604>

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## Blazing Trails...

### "Massachusetts Middle School Brings Back Recess So Even Older Kids Can Play."

Even older kids need the break, say parents and school officials. Before he became superintendent of Medway Public Schools in Medway, Massachusetts, Dr. Armand Pires was a middle school principal. He's very familiar with the special challenges and needs of that age group, he told TODAY Parents - and he is proud that this year, Medway Middle School added recess into the school day schedule.

[Read More](#)

**"Embracing a 'Tasks Before Apps' Mindset."** Digital tools are powerful learning assets, but technology can also distract from students' goals. How can we use technology to provide relevance to students, meet their individual needs and do something that wouldn't have been possible five or 10 years ago? Check out this ASCD Education Update post. [Read More](#)

**"The Why and When of Walkthroughs."** Without context and regularity, classroom observations can damage trust between teachers and principals and fail to recognize the complexity of teachers' work. In open letters in this ASCD Education Update, principal Rachael George and teacher Paul Murphy identify flaws in the walkthrough process and share strategies for improving teacher-leader relationships so that all parties understand the rhythms of the classroom. [Read More](#)

**"Principal Sees Himself as Hands-On Leader."** Fall River, Massachusetts middle-school principal Brian Raposo says principals should be a presence in classrooms and be ready to "partner with teachers in doing the work." Raposo, who began his career in the district as a substitute teacher, says he will look at his school's data and work with teachers and state officials to come up with strategies to improve the school's performance. [Read More](#)

**"How Do Other Countries Approach Testing?"** In many countries, such as China, the UK and Finland, standardized testing has big implications for students' futures, including what colleges they attend. "In most other countries, everything the kids do leads up to testing at the end of the year in June," says Dylan Wiliam, emeritus professor of educational assessment at University College London, but Wiliam adds that the US testing system affects schools and teachers more than students. [Read More](#)

**Have a Great Week**