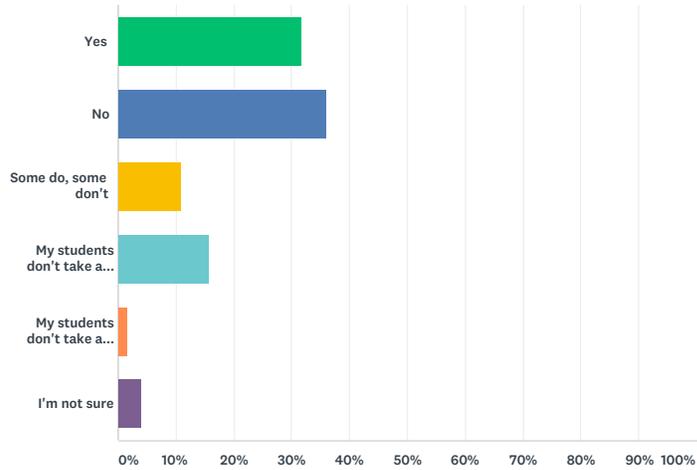


NC Educators Perspective Survey: Teachers' views on testing

Q2 If your students are required to take an EOG/EOC, do they also take an additional summative assessment at the end of the course/school year?

Answered: 25,656 Skipped: 168

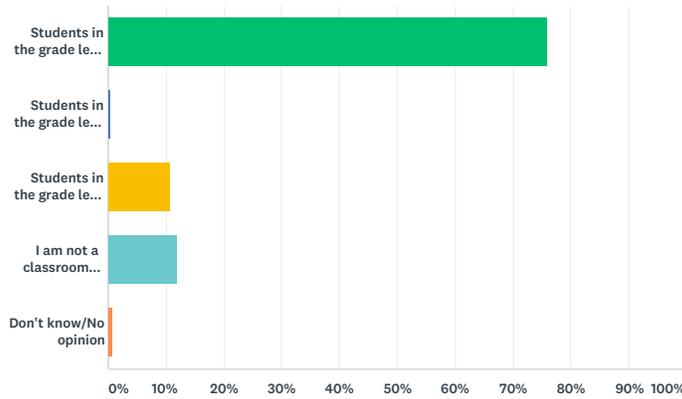


ANSWER CHOICES	RESPONSES	
Yes	31.82%	8,164
No	35.97%	9,229
Some do, some don't	10.96%	2,813
My students don't take an EOG/EOC, but they do take another summative assessment	15.65%	4,016
My students don't take an EOG/EOC or any other summative assessment	1.61%	414
I'm not sure	3.98%	1,020
TOTAL		25,656

NC Educators Perspective Survey: Teachers' views on testing

Q3 Thinking about standardized testing, please choose the response that most closely aligns with your opinion.

Answered: 25,650 Skipped: 174

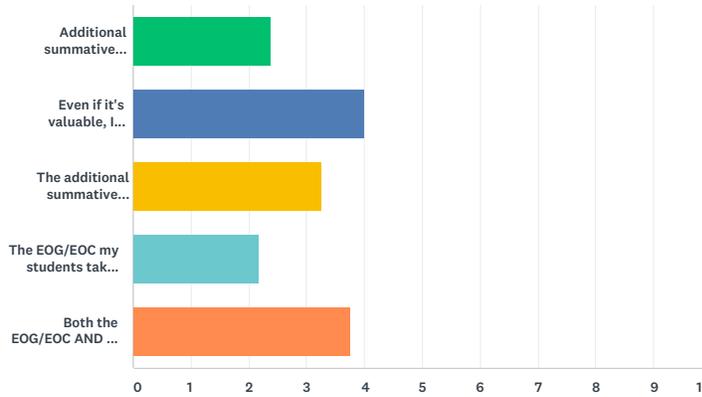


ANSWER CHOICES	RESPONSES	
Students in the grade level I teach are tested too much.	76.04%	19,504
Students in the grade level I teach aren't tested enough.	0.42%	108
Students in the grade level I teach are tested about the right amount.	10.67%	2,737
I am not a classroom teacher	11.97%	3,071
Don't know/No opinion	0.90%	230
TOTAL		25,650

NC Educators Perspective Survey: Teachers' views on testing

Q4 Please choose your level of agreement with the following statements. Note: In the statements, "an additional summative assessment" means an end-of-year or end-of-course assessment in addition to a state EOG/EOC.

Answered: 25,500 Skipped: 324

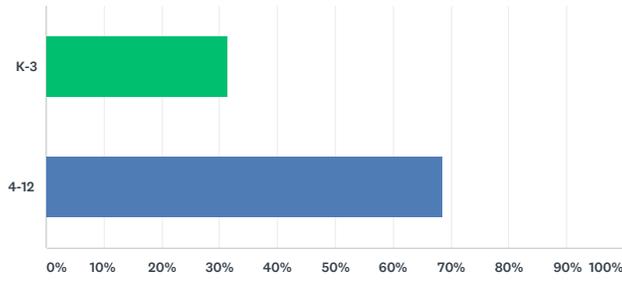


	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
Additional summative assessments are valuable for my students	26.53% 6,666	26.19% 6,582	13.59% 3,414	14.32% 3,597	5.65% 1,419	13.73% 3,449	25,127	2.38
Even if it's valuable, I don't think my students should have to take an additional summative assessment	4.46% 1,126	7.23% 1,826	10.43% 2,634	27.07% 6,833	37.86% 9,556	12.94% 3,267	25,242	4.00
The additional summative assessment my students take is more valuable than the EOG/EOC	9.76% 2,461	11.59% 2,922	19.31% 4,868	17.67% 4,456	16.49% 4,158	25.18% 6,350	25,215	3.26
The EOG/EOC my students take is more valuable than the additional summative assessment	29.81% 7,521	23.90% 6,032	15.89% 4,009	7.65% 1,931	4.06% 1,025	18.69% 4,716	25,234	2.17
Both the EOG/EOC AND the additional summative assessment my students take are valuable, but they don't need to take both	8.12% 2,052	8.27% 2,089	8.58% 2,167	25.23% 6,372	30.56% 7,718	19.24% 4,860	25,258	3.77

NC Educators Perspective Survey: Teachers' views on testing

Q5 With which grade levels are you most familiar? (Note: Your choice will determine which set of items you see for the remainder of the survey.)

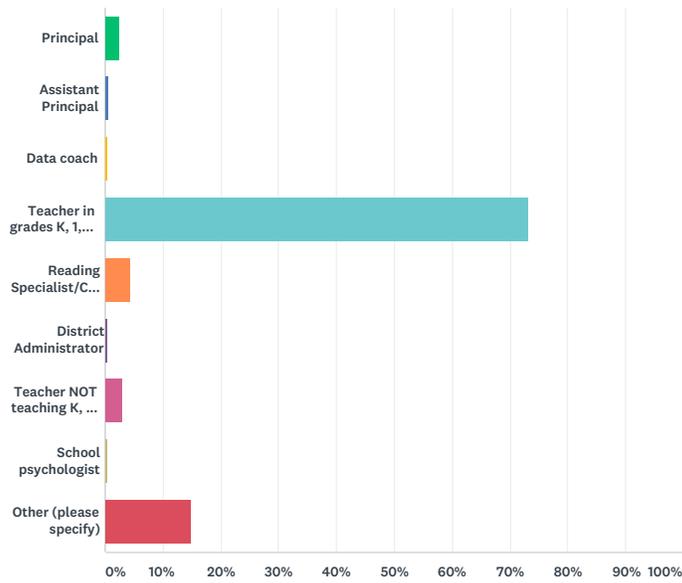
Answered: 25,826 Skipped: -2



ANSWER CHOICES	RESPONSES
K-3	31.39% 8,108
4-12	68.61% 17,718
TOTAL	25,826

Q6 What is your position?

Answered: 5,800 Skipped: 20,024

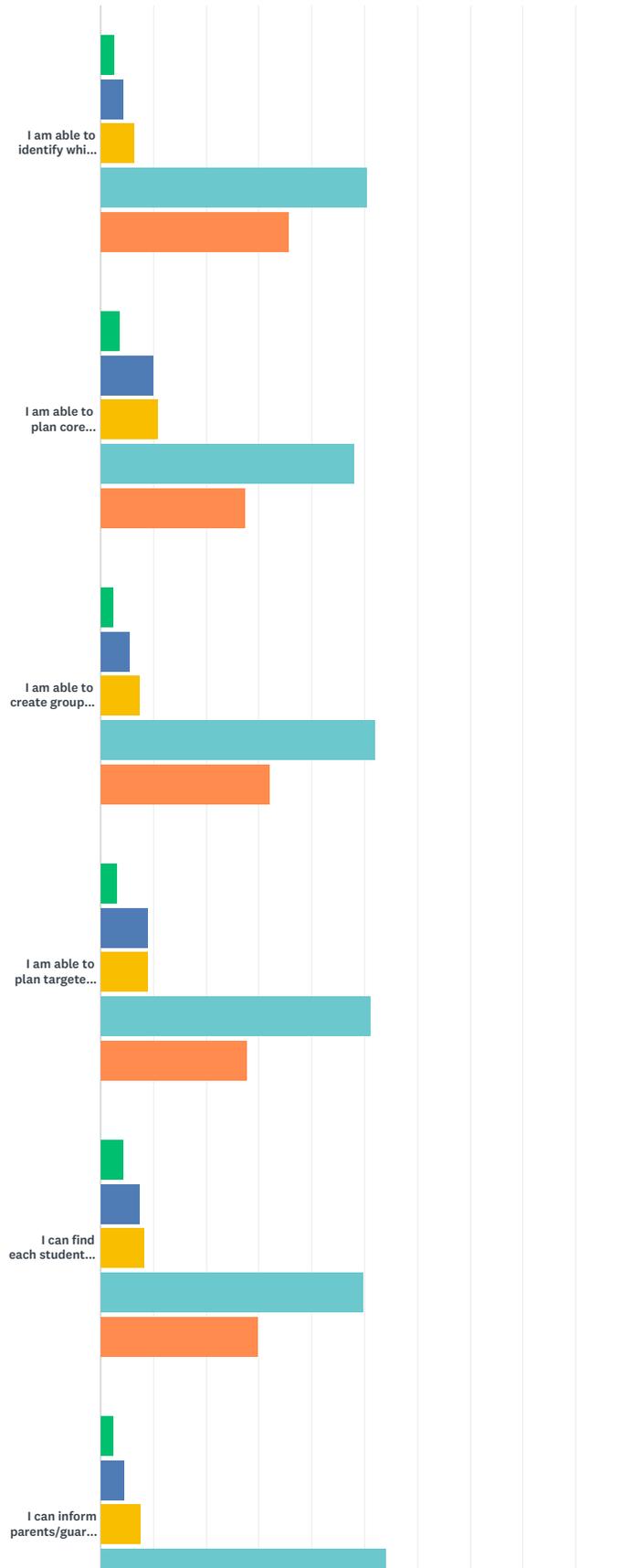


ANSWER CHOICES	RESPONSES	
Principal	2.60%	151
Assistant Principal	0.55%	32
Data coach	0.33%	19
Teacher in grades K, 1, 2, and/or 3	73.21%	4,246
Reading Specialist/Coach	4.48%	260
District Administrator	0.45%	26
Teacher NOT teaching K, 1, 2, and/or 3	2.93%	170
School psychologist	0.50%	29
Other (please specify)	14.95%	867
TOTAL		5,800

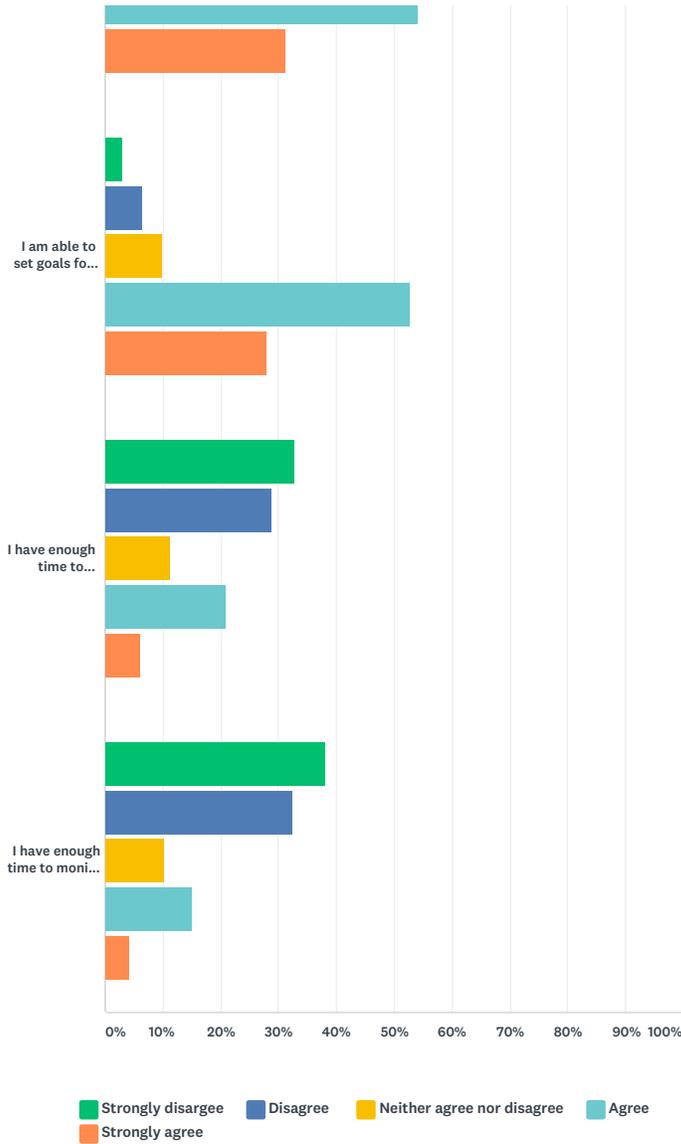
NC Educators Perspective Survey: Teachers' views on testing

Q7 Please indicate your agreement with the following statements regarding your use of the mClass assessments.

Answered: 5,745 Skipped: 20,079



NC Educators Perspective Survey: Teachers' views on testing

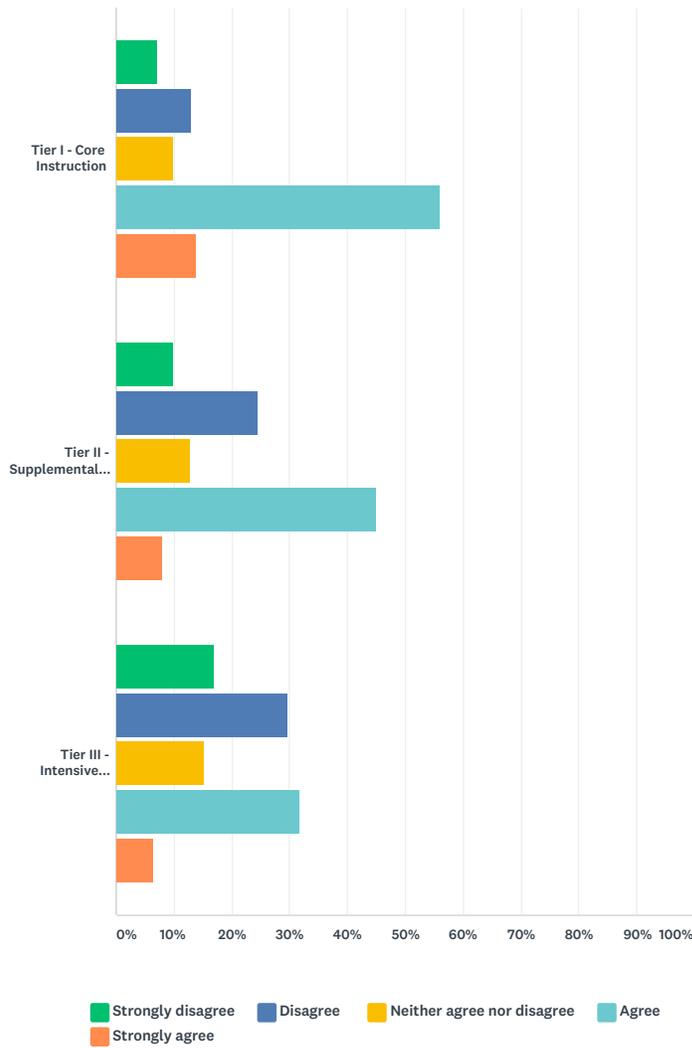


	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL
I am able to identify which students in my class are at risk of reading difficulty.	2.77% 159	4.38% 251	6.56% 376	50.42% 2,891	35.87% 2,057	5,734
I am able to plan core instruction based on my class data.	3.66% 210	10.12% 580	10.80% 619	48.05% 2,753	27.36% 1,568	5,730
I am able to create groups of children for differentiated instruction.	2.55% 146	5.69% 326	7.57% 434	52.15% 2,989	32.05% 1,837	5,732
I am able to plan targeted interventions matched to my students needs.	3.04% 174	9.05% 518	9.00% 515	51.15% 2,928	27.76% 1,589	5,724
I can find each student's reading level in order to select appropriate text for him or her.	4.37% 250	7.60% 435	8.33% 477	49.74% 2,848	29.97% 1,716	5,726
I can inform parents/guardians regarding their student's reading progress.	2.46% 141	4.51% 258	7.67% 439	54.12% 3,099	31.24% 1,789	5,726
I am able to set goals for my students' growth in order to monitor progress toward those goals.	2.97% 170	6.46% 370	9.78% 560	52.74% 3,019	28.04% 1,605	5,724
I have enough time to benchmark my students.	32.75% 1,873	28.92% 1,654	11.28% 645	20.95% 1,198	6.10% 349	5,719
I have enough time to monitor my students' progress.	38.12% 2,184	32.41% 1,857	10.26% 588	15.04% 862	4.17% 239	5,730

NC Educators Perspective Survey: Teachers' views on testing

Q8 The instructional materials available in my school/LEA support the following:

Answered: 5,738 Skipped: 20,086

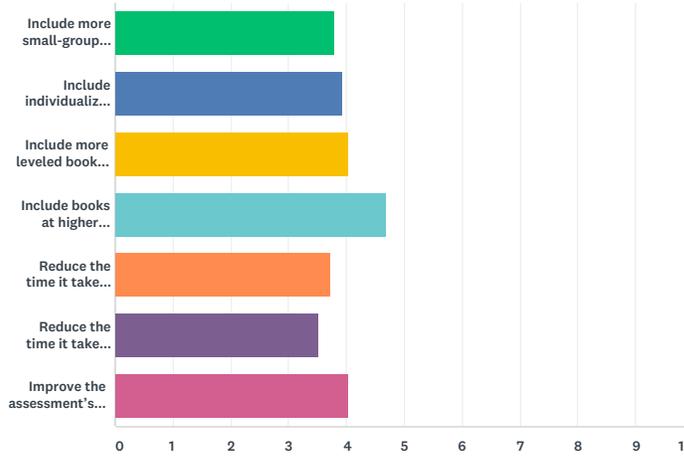


	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL
Tier I - Core Instruction	7.20% 399	12.92% 716	9.91% 549	56.09% 3,108	13.88% 769	5,541
Tier II - Supplemental Instruction or Intervention	9.87% 564	24.53% 1,401	12.66% 723	45.06% 2,574	7.88% 450	5,712
Tier III - Intensive Instruction or Intervention	16.99% 969	29.69% 1,693	15.20% 867	31.74% 1,810	6.38% 364	5,703

NC Educators Perspective Survey: Teachers' views on testing

Q9 Please rank the following possible mCLASS program improvements from least impact (1) to most impact (7). Note: Use the dots on the left of each row to move the rows up and down.

Answered: 5,646 Skipped: 20,178

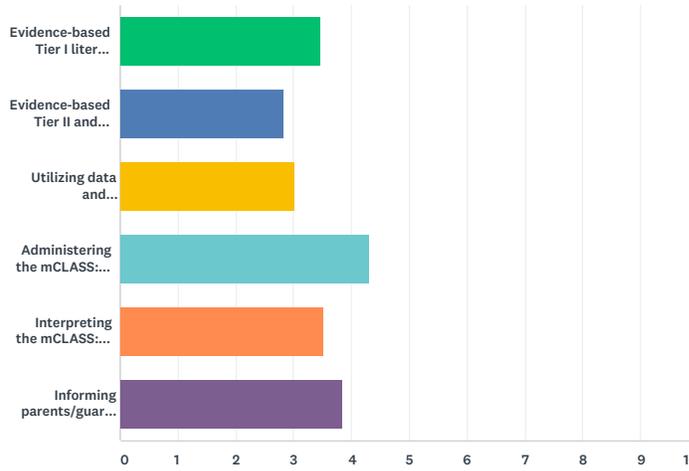


	1	2	3	4	5	6	7	TOTAL	SCORE
Include more small-group instructional resources	8.98% 469	11.79% 616	15.83% 827	18.41% 962	16.25% 849	15.16% 792	13.59% 710	5,225	3.79
Include individualized, online student practice activities	12.96% 677	12.29% 642	14.68% 767	15.68% 819	17.40% 909	14.57% 761	12.42% 649	5,224	3.94
Include more leveled books for monitoring progress	10.33% 538	16.44% 856	16.21% 844	16.15% 841	16.72% 871	13.25% 690	10.91% 568	5,208	4.04
Include books at higher levels for benchmarking my advanced readers	28.56% 1,500	16.45% 864	13.21% 694	11.06% 581	9.67% 508	8.64% 454	12.40% 651	5,252	4.68
Reduce the time it takes to assess my students during the benchmark windows	15.07% 788	13.54% 708	10.79% 564	10.23% 535	11.59% 606	16.79% 878	21.98% 1,149	5,228	3.72
Reduce the time it takes to monitor my students' progress	10.85% 566	12.46% 650	11.31% 590	11.54% 602	12.18% 635	19.79% 1,032	21.86% 1,140	5,215	3.51
Improve the assessment's ability to identify potential reading disorders	12.36% 646	13.64% 713	15.99% 836	17.18% 898	16.91% 884	12.01% 628	11.90% 622	5,227	4.04

NC Educators Perspective Survey: Teachers' views on testing

Q10 Thinking about your own needs, please rank the following possible professional development opportunities from least impact (1) to most impact (6). Note: Use the dots on the left of each row to move the rows up and down.

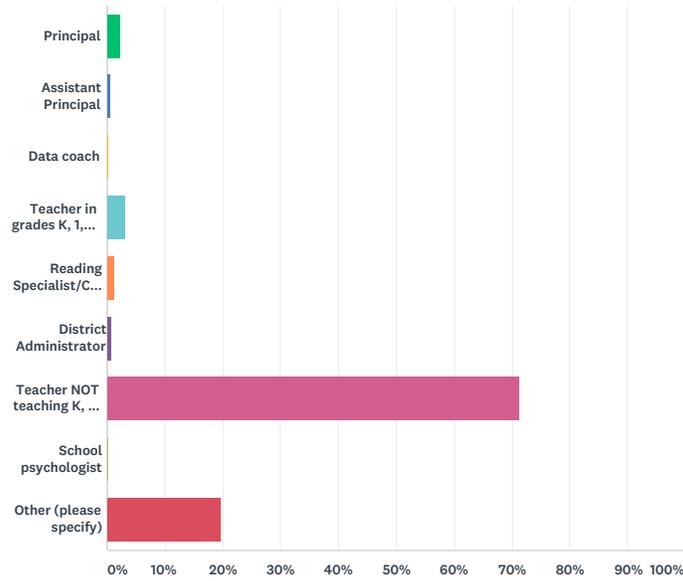
Answered: 5,527 Skipped: 20,297



	1	2	3	4	5	6	TOTAL	SCORE
Evidence-based Tier I literacy instructional practices	16.72% 829	14.84% 736	14.60% 724	18.75% 930	23.65% 1,173	11.43% 567	4,959	3.48
Evidence-based Tier II and Tier III literacy instructional practices	9.01% 463	14.96% 769	10.35% 532	12.24% 629	22.30% 1,146	31.15% 1,601	5,140	2.83
Utilizing data and collaborating to determine which reading instructional strategies are needed for my students	6.51% 334	8.57% 440	21.43% 1,100	27.35% 1,404	15.82% 812	20.32% 1,043	5,133	3.02
Administering the mCLASS: Reading 3D assessment	38.59% 1,942	18.18% 915	10.55% 531	12.88% 648	8.78% 442	11.03% 555	5,033	4.32
Interpreting the mCLASS: Reading 3D results to inform instruction	5.40% 277	23.73% 1,218	24.80% 1,273	17.85% 916	20.12% 1,033	8.10% 416	5,133	3.52
Informing parents/guardians about their student's progress	25.19% 1,361	18.39% 994	17.95% 970	11.23% 607	9.38% 507	17.86% 965	5,404	3.85

Q12 What is your position?

Answered: 16,679 Skipped: 9,145

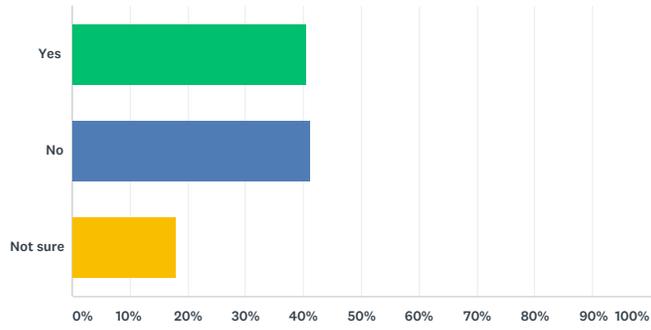


ANSWER CHOICES	RESPONSES	
Principal	2.34%	391
Assistant Principal	0.72%	120
Data coach	0.31%	51
Teacher in grades K, 1, 2, and/or 3	3.12%	521
Reading Specialist/Coach	1.28%	214
District Administrator	0.91%	152
Teacher NOT teaching K, 1, 2, and/or 3	71.43%	11,913
School psychologist	0.19%	31
Other (please specify)	19.70%	3,286
TOTAL		16,679

NC Educators Perspective Survey: Teachers' views on testing

Q13 Would you support using the benchmark assessment as a part of the final grade for a class?

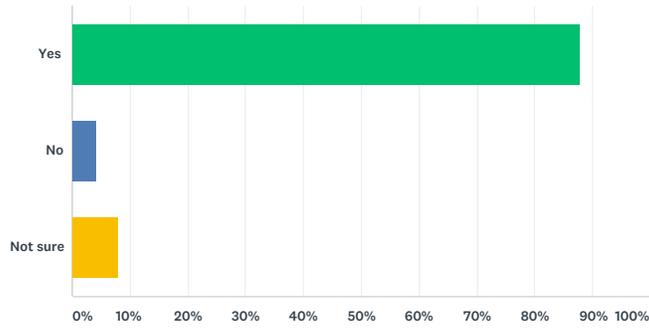
Answered: 16,644 Skipped: 9,180



ANSWER CHOICES	RESPONSES
Yes	40.69% 6,772
No	41.31% 6,876
Not sure	18.00% 2,996
TOTAL	16,644

Q14 Would you support state requirements that limit the number/frequency of benchmark assessments?

Answered: 16,636 Skipped: 9,188

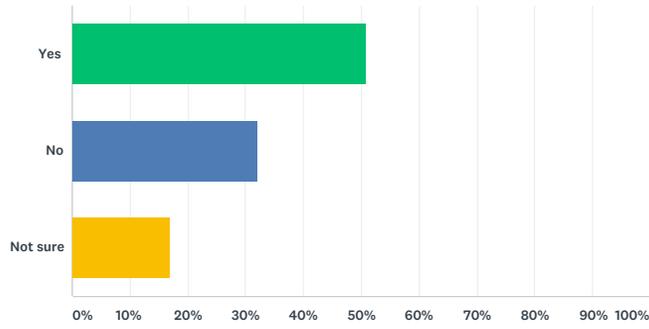


ANSWER CHOICES	RESPONSES
Yes	87.84% 14,613
No	4.23% 703
Not sure	7.93% 1,320
TOTAL	16,636

NC Educators Perspective Survey: Teachers' views on testing

Q15 For benchmark testing, should there be set testing windows?

Answered: 16,630 Skipped: 9,194

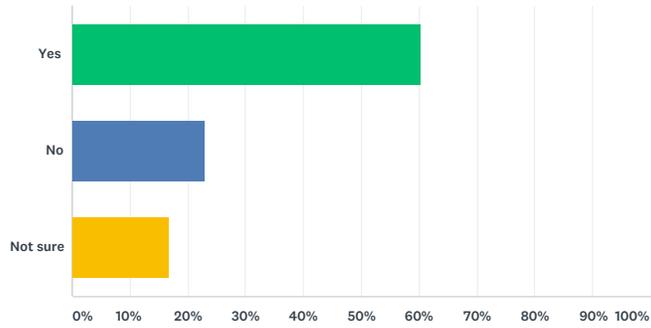


ANSWER CHOICES	RESPONSES	
Yes	50.92%	8,468
No	32.10%	5,338
Not sure	16.98%	2,824
TOTAL		16,630

NC Educators Perspective Survey: Teachers' views on testing

Q16 For benchmark testing, should there be established uses of the scores?

Answered: 16,619 Skipped: 9,205



ANSWER CHOICES	RESPONSES	
Yes	60.25%	10,013
No	23.08%	3,836
Not sure	16.67%	2,770
TOTAL		16,619