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“The basis for...the bigger subjects (that) we believe need to be understood...can't rely on just talent,” Terribilini said. “That is why we are tested on regurgitated information, because the hope is we will apply it to everything else we do.

ter and they have value. And then the questions they ask are rigorous, and that's what we want: our students to interact at a rigorous level with complicated texts. So I think that part of it is good.”

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— Curt Bly, English teacher

Similarly, English teacher Curt Bly said that although standardized tests do not measure the “kinesthetic talent or skill” that “athletes excel in”, it is important for athletes to be equally skilled in performance on the field and on a test, especially for scholarship consideration.

“The academic picture is really important in every sport,” Bly said. “In baseball, there are fewer scholarships than there are in football or basketball where pretty much the entire team—certainly Division I level—is on scholarship, full scholarship. Baseball's not like that. So when there's only 11.75 scholarships for 35 players on the team, the academic picture weighs very heavily for coaches because they're making an investment. So the ACT score, coupled with GPA is very, very important. It's one of the first things they look at before they even decide it's worth recruiting the player.”

According to English department head Nathan Coates, while “10 hours for one test is excessive”, the English portion of the PARCC test is a fair measurement of a student's skills.

According to Coates, although there are many aspects that standardized testing doesn't measure, there's one very important aspect that, in theory, it does: college and career readiness.

He said colleges had been reporting that students “weren't doing enough heavy lifting intellectually” in high school, while employers said that students were applying for jobs “who can't read the kind of manuals that need to be read”. Students were unprepared, and according to Coates, this is what sparked college and career readiness tests like PARCC.

“That's what they're intending to measure: are you ready when you get out of here?” Coates said. “Does the diploma mean something? It's your diploma, it should mean that you're ready for the next step—whether that is a four-year institution or a two-year training college, entry right into the workforce; wherever you want to go, it should be us giving you the ‘okay’ that you're ready.”

According to Bass, the next step is not the same for everyone, though schools tend to mold students to fit a certain template.

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— Nathan Coates, English department head

“It's a good test,” Coates said. “It's a hard test. Like all tests—I can speak for English and language arts—they give you a difficult text that's worth reading; I think that's important. Some texts aren't worth reading and you know, on past standardized tests, it's like, ‘Why am I reading them?’ and it's about wagons or something. These are legitimate literary texts; they mat-

“A lot of times (students) are forced into this narrow path: We all have to be college-bound, we all have to do it this way,” Bass said. “But not all of us are like that..Yes, we all have to be educated, but it doesn't have to be down this narrow path. Because we're not all going to go down that narrow path.”

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