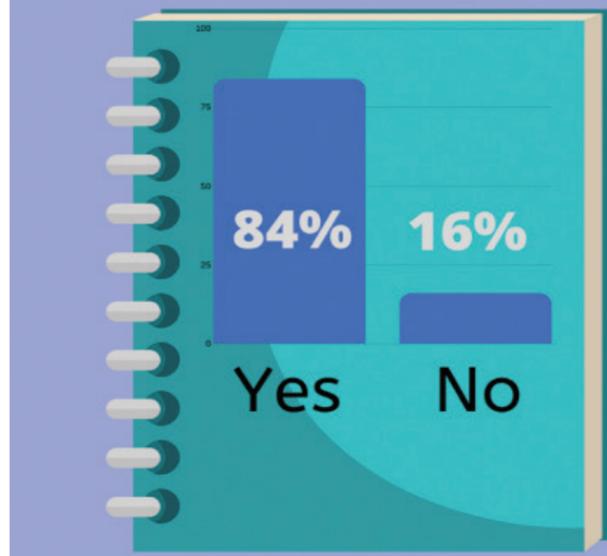
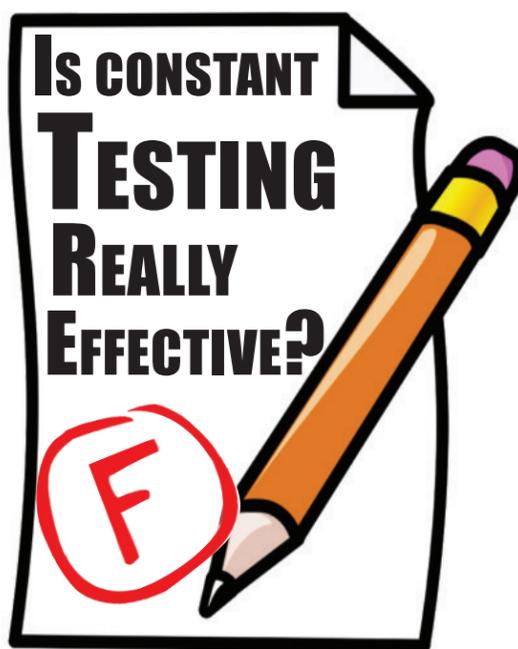


Staff Editorial

Do you think high school students are tested too much?



Canva compiled by Molly Richards
75 students polled @StohionToday



Source: Clipart Library

Is over testing really helping this generation learn?

Stohion Staff

Since beginning elementary school, Generation Z students have been constantly over tested compared to previous generations.

According to the Washington Post, current students take 112 mandatory tests between Kindergarten and their senior year of high school. Standardized tests have been around since the 1900s; however, the “No Child left Behind Act” passed in 2002, has caused these tests to become deeply rooted in modern education.

With standardized tests, college entrance tests such as the ACT and SAT, midterms and finals and normal chapter tests for classes, this generation of students has certainly felt the effects of over testing.

Students end up focusing so much on tests, they end up missing the point of what they learned. This generation of students has become more focused on memorization, rather than truly understanding material.

As the acceptance rate of colleges are becoming lower and ACT/SAT scores higher, students are beginning to spend more money to visit specific ACT/SAT tutors. Rather than absorbing information and studying effectively, students learn how to take these tests by learning the tips and studying the structure.

A poll was tweeted @StohionToday, asking “Do you think high school students are tested too much?” 92 votes resulted in “Yes, it is unnecessary” with 84% of the vote, and “No, it is manageable” with 18%.

Within the increased rate of accepting diversity and individual quality among Generation Z, students are looked at as more than just a number; however, Generation Z



“Back in my day, kids took their tests and didn't complain.”

Source: Stohion/Lilian Fiedler

This generation of students has become overwhelmed with constant testing compared to previous generations. More students have become more concerned with passing tests than knowing the material.

students feel more pressure to achieve a higher score to look qualified and accepted into college.

Current students are also held to a higher standard than previous generations. Students have to take so many standardized tests in school, just for the chance to get into college and receive scholarships. Previous generations did not depend as much on standardized tests for college entrance.

Now, students feel the pressure to take challenging classes and earn good grades, excel in sports, be involved with extracurriculars, do well on standardized tests, volunteer within the community and much more if they want to stand out to colleges. Yet all of their hard work can sometimes be shoved aside for a number on a test.

Ask an Editor

Sophomore Nolan Ruth asks: *Do you feel our generation has been over tested and cheated as far as grades and school?*

Maria Leonino / Editor

Hi Nolan,

As a senior, I have done every state test there has been, and I have taken the ACT three times. Not only do I believe the amount of testing we have is excessive, but I believe our generation has had harder testing and more requirements.

Generation Z is the generation of which I am a part, as well as everyone from ages seven to 24. In this generation, the education has grown tremendously, and with that, testing has also changed.

My opinion on state testing and the ACT is that I absolutely hate it. I believe it is a poor way of beating students down, rather than lifting them up.

I was told junior year that I needed three points minimum on my government state test in order to have the required points to graduate. I immediately was nervous and stressed out about my tests because I am a horrible test taker.

Thankfully, I passed my state test and did not have to retake any. However, I struggled immensely on the ACT. I had never felt more unprepared to take a test than I was for the ACT.

After my first time taking the ACT, I received a very poor score that I was not happy with. I retook it again in the summer, and moved up two points.

Then, the night before I was about to take the ACT for the third and final time, I was accepted into both of the colleges I applied to. I still tried my hardest on the test, but my score remained the same.

I wish I had studied or worked harder to have a better grade on the ACT, but one really cannot prepare for it in my opinion because there is no set curriculum for it.

Recently, the ACT has decided to start a new policy in 2020: students can retake one specific portion of the test if they want to improve on that section instead of retaking the entire test.

Hearing the news frustrated me because I would always excel in the English and reading portion of the ACT, and on the math portion, I always had a low score.

I am glad that moving forward, students will have the opportunity to retest certain portions, but I just wish they would have figured that out years ago.

Overall, I feel that state testing is excessive and draining. Testing adds unneeded pressure to students to excel, and I do not believe that state testing is a measure of intelligence.

Every generation advances in different ways, but grading students' intelligence from constant testing is not an effective measure.

While it may be difficult to eliminate over testing in schools, we believe that encouraging students to truly learn and understand material they are interested in, rather than excessive testing over information they have memorized, can create a positive impact for the future of education.

Stohion Staff & Editorial Policy

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