

formation about student progress.

x Could be detrimental to student retention of information.

x Reduces the amount of information available to make decisions about student progress.

x Could reduce student testing anxiety.

State-level considerations

Less frequent testing:

- x Reduces the amount of information available about how the education system is working and whether educational dollars are well spent.
- x Reduces the amount of information available about changes in achievement gaps between student groups and make it more difficult to plan targeted interventions.
- x May reduce instructional coverage of the curriculum.
- x Could result in increased time for instruction of non-tested subjects.
- x Reduce the amount of information available to include in teacher evaluations.