



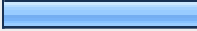

Social Studies 11 Survey

Earlier this year (Spring 2010) British Columbia Social Studies teachers were invited to participate in a short survey created by BCSSTA executive. The survey was initiated in response to a BCTF in-service session on the Grade 10 and 11 Provincial exams. The results of the survey will help guide the executive in its discussions with the BCTF on this subject.


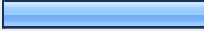



Below are the results of the survey itself followed by a collection of anecdotal comments contributed by survey participants.

Social Studies 11





1. The Social Studies 11 exam clearly addresses the prescribed learning outcomes for this course.

	Response Percent	Response Count
strongly agree 	7.6%	13
somewhat agree 	52.0%	89
somewhat disagree 	29.2%	50
strongly disagree 	13.5%	23
unsure / do not know	0.0%	0
describe (optional)		29
answered question		171
skipped question		0




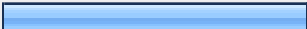

2. My training/experience in Canadian History and/or Geography and/or Political Science helps me prepare my students for the Social Studies 11 exam.

	Response Percent	Response Count
strongly agree 	61.4%	105
somewhat agree 	30.4%	52
somewhat disagree 	6.4%	11
strongly disagree 	1.2%	2
unsure / do not know 	1.2%	2
describe (optional)		15
answered question		171
skipped question		0




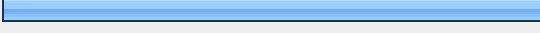

3. The SS11 PLOs can be adequately developed in the time allocated to the course.

	Response Percent	Response Count
strongly agree 	2.4%	4
somewhat agree 	9.4%	16
somewhat disagree 	23.5%	40
strongly disagree 	65.3%	111
unsure / do not know	0.0%	0
describe (optional)		41
answered question		170
skipped question		1



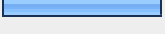
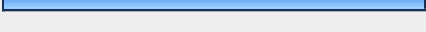

4. The Social Studies 11 exam is a reasonable tool for assessing the Social Studies 11 curriculum

	Response Percent	Response Count
strongly agree 	4.1%	7
somewhat agree 	24.7%	42
somewhat disagree 	24.7%	42
strongly disagree 	45.9%	78
unsure / do not know 	0.6%	1
describe (optional)		33
answered question		170
skipped question		1

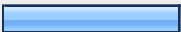
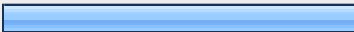
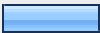


5. Since the introduction of the exam, I am more likely to include field trips/ field experiences in my Social Studies 11 course.

	Response Percent	Response Count
strongly agree 	1.2%	2
somewhat agree 	0.6%	1
somewhat disagree 	11.3%	19
strongly disagree 	81.5%	137
unsure / do not know 	5.4%	9
describe (optional)		39
answered question		168
skipped question		3

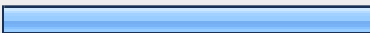
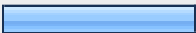



6. Since the introduction of the exam, I am more likely to include student research projects in my Social Studies 11 course.

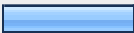
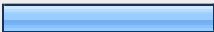
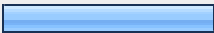







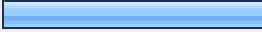
	Response Percent	Response Count
strongly agree 	1.8%	3
somewhat agree 	8.8%	15
somewhat disagree 	23.4%	40
strongly disagree 	63.7%	109
unsure / do not know 	2.9%	5
describe (optional)		38
answered question		171
skipped question		0

7. Since the introduction of the exam, my method(s) of assessing students' learning has changed.

	Response Percent	Response Count
strongly agree 	26.6%	45
somewhat agree 	53.3%	90
somewhat disagree 	14.2%	24
strongly disagree 	3.0%	5
unsure / do not know 	3.0%	5
please describe		31
answered question		169
skipped question		2

8. I would like to see some revisions to the history, geography or government components of the IRP for SS11

	Response Percent	Response Count
strongly agree 	55.6%	94
somewhat agree 	29.0%	49
somewhat disagree 	7.7%	13
strongly disagree 	5.3%	9
unsure / do not know 	3.0%	5
please describe		48
answered question		169
skipped question		2

9. My school has school-created standardized exams for (check all that apply)		
	Response Percent	Response Count
Law 12 	19.5%	30
Geography 12 	31.8%	49
History 12 	31.8%	49
BC First Nations 12 	3.2%	5
Economics 	3.9%	6
Civics 11 	2.6%	4
Comparative Civilizations 12 	11.0%	17
SS8 	26.0%	40
SS9 	34.4%	53
SS10 	52.6%	81
none 	39.6%	61
	additional information	26
	answered question	154
	skipped question	17

10. Exam critique: please describe which aspects of the exam you find beneficial to student learning, and which aspects need revision to benefit student learning.	
	Response Count
	110
	answered question 110
	skipped question 61

Social Studies 11 Survey results – BCSSTA – Spring 2010 (English responses)

1. try and have more critical thinking m-c questions rather than rote memory
2. The exam in its current form does not help students in any way. It needs complete revision or simply get rid of it.
3. Nothing about the exam is designed to improve student learning. The volume of material that we need to cover, in the time given, requires that we abandon deep learning for simple item recall. No choice in the essay is beyond comment- dumb dumb dumb!
The difficulty level is beyond silly. I compare the difficulty level of the History 12 exam and the SS11 exam, and I am shocked! The H12 exam is EASIER!!
SS in BC requires a rethink and the input of teachers!
4. The exam comes after the course - it doesn't benefit student learning. However, its existence determines what must be done in class. The curriculum and potential derived investigations are vast. The exam further limits what can be done.
5. The essay component of the exam has to change...AP exams and grade 12 provincials give students a choice, a choice should be given in this exam also. Trivia questions in the mc component have to be replaced.
6. The wording of the essay question is far too broad. I understand the desire to allow students the opportunity to bring in a wide body of knowledge to the essay questions, however, students should be able to read the question and then be able to focus their thoughts into a few main ideas that address the question.
7. The exam is aligned with the PLO's, but that is not the problem. The course PLO's as they are designed now are incoherent and unmanageable for teachers to do a reasonable job teaching this course.
8. The exam needs to be more skills oriented. Elements of the Begbie test should be included. Sources should be provided as well as the option of choices.
9. The exam itself is not beneficial for student learning.
10. Government unit is too big and academic
11. The essay topics have been very specific over the past couple. The question on the United Nations, which if you look at the text, is one chapter.
12. Why can't the exam be based on essay questions that develop the themes of the course. Create 25 or so questions, give everyone the questions ahead (including the students) and choose 2-3 at random for each exam period. The exam would be fair, we would know what to prepare for, it would cover the required IRPs, and exam security would be made easier and cheaper.
13. Some questions seem a little random.

14. Needs to be choice on the essays, do 2 out of 5 topics
15. Get rid of some of the detail ?'s (trivial pursuit questions) . The MC that use concepts is more how I hope most of us teach to. I know many kids need identification ?'s but...

16. I find nothing to do with this exam beneficial. It is particularly appalling that students must write two essays with no option for selection.

17. The exam itself is OK in terms of length, number of questions and essay topics; however, the vast number of PLOs to cover restricts any flexibility within the course itself. The teacher is not able to explore issues further based on the class composition and interests. How is there more PLOs for Socials 11 and less for BC First Nations 12 -- a grade 12 subject? Something has to give:)

18. While accountability is a good thing, the exam actually makes the course worse. Too much time is spent on minute terms and concepts, and not enough time is granted to really dig deep into anything. The process of marking the exam is also absurd - every school marks their own!!! There is no standardization of that aspect.

19. There is simply too much content in the course. As a result, many topics are only discussed on the surface and not given the adequate time that they deserve. Moreover, there is very little opportunity to do projects or have guest speakers as there is tremendous pressure to cover the material that the Provincial Exam is based on. My students like the geography and history components of the course. they dislike government.

20. Many questions on the exam are "Trivial Pursuit" style questions and are very difficult for students to answer correctly. The multiple choice questions are sometimes unfair as they ask about very isolated and specific facts that may or may not have been covered in the course of the year dependent upon the level of detail spent on each unit.

21. The question assumes that the exam contributes to learning. I think not. It contributes to assessment. Learning is a product of motivation/desire and effective delivery!

22. Always some questions that deal with small details, possibly mentioned in only a line or two in the text. The course content is massive - the focus should be on knowledge of and understanding of main topics.

23. Beneficial: standard marking scheme for essays
Revision: too specific (random facts) for the multiple choice questions

24. none are beneficial to student learning. giving students a final exam in no way helps them learn. it is a tool for the government not for the students

25. The evaluation of the exams are completely unfair and invalid. Teachers mark exams of their own students. How can these grades be compared across the province? Unless they are graded by one marking team, they cannot be valid.

26. The essay portion is beneficial to student learning.

27. I think one thing is good about the exam: the fact that we are responsible for finishing the course. Actually I also like the continued emphasis on writing. The problem is the course is too big and needs to be TWO courses.

28. I don't like any of the exam. The essays are beneficial.

29. Beneficial are the essays, Revision in the use of documents i.e. History 12 in the multiple choice questions.

30. The primary source documents used in the multiple choice questions are beneficial. However, some of the questions are too trivial in nature or seem to be designed to stump the students. Also, essay writing pertaining to the big ideas is beneficial, but the students should have more choice of topics. They should have three or more to choose from in each section so that they can approach the essay more confidently. Some students read it, get freaked out and leave the essay question blank. That is not beneficial.

31. There is far too much emphasis on the content of this course. I am trying to teach critical thinking and process through research and a variety of group and individual projects. By doing this, I put in jeopardy covering the vast amount of content expected to be covered in this course.

32. Reduce the amount of multiple choice questions and provide more open ended composition questions.

33. I think the exam is well put together. The problem is with the amount of course material that it is attempting to examine

34. Please see comments listed above.

35. The provincial exam is not beneficial to student learning at all. The provincial exam actually reduces student learning and replaces it with learning facts for an exam. Since the exam was introduced my students do much less group work, research work, and critical thinking because we "have to get through the course." Provincial exams do not help courses, they sabotage them!!!

36. I believe that the students do benefit from taking an exam. I find that the format is generally good. Questions tend to require both knowledge and application of skills. I do not like the essay section because I find that with the large amount of content that must be covered, sometimes certain areas are not covered as well as others. Thus, some years we are lucky and end up with a question that the students are very prepared for; other times we are not. I would like to see shorter written questions and more of them or otherwise student choice.

37. The exam questions are of superior quality to what a classroom teacher could construct with the large class sizes we have. The exam forces teachers to at least cover the course content. Without a comprehensive and summative exam I would teach my own stuff where ever it led. The course IRP, with a good text, electronic guide, supplementary resources, and provincial exam, ensure some consistency of delivery. THE PROBLEM WITH EXISTING SS 11 IS : We need two programs; one academic course that can accommodate a fast paced and engaging rigorous treatment of both process teaching and content inquiry. Then we need a second course that compacts or reduces the content and allows for a slower

more process extensive learning environment. My top students can complete the existing course with time to spare while my low end students need many adaptations and some need modifications yet may still not be successful. I have told the Ministry on numerous occasions that one size cannot fit everyone in SS11. Is anyone listening out there ???

38. Most of the multiple choice is trivia based and does not assess critical thinking skills.

I also think there should be a choice element in the questions for longer response.

The test has a feel of find out what students don't know rather than being a test that reveals the ways they have learned.

39. The exam needs to be eliminated to enhance learning. I am a very thorough teacher, however, we cannot dwell on aspects of the course that seem more relevant dependent on current events and circumstances. The multiple choice seems redundant as we, as teachers, cover this minimum knowledge with our students already. The essay format does not benefit weaker students that have adaptations, etc. We almost need a SS 11 Easy course!

40. I think that the multiple choice section does not adequately reflect the PLO's of the course. I think that the students should be given choices for the essays, and that the wording was less confusing.

41. essay questions, weaker students do not try to answer.

42. The concept of a well-constructed measure of student achievement is beneficial as it maintains a certain academic integrity among teachers around the province. The 20% value is also beneficial in that it produces a significant but not debilitating impact on a student's mark. If fewer learning outcomes were testable and teachers were better informed about the level of detail expected within topics, there would be less concern about the exam driving the course.

43. Students do not need to write two essays on a provincial exam. One essay would suffice. The entire exam could be multiple choice as well if it stayed at the current value of 20% of the course mark.

44. Taken as a whole, I believe that the Socials 11 exam has been a good thing with regard to standardizing what students learn in BC. I believe all the parts of SS11 are "must haves" but we face the problem of having too much to cover in one semester. Ideally, I would leave the same content in the course allow more time to cover it.

45. I don't hate the exam but I doubt that it does much to create educated citizens.

46. As time has gone on, there appears to have been an effort to reduce the trivial pursuit nature to a number of the multiple choice questions; nevertheless a couple seem to show up each exam.

For the essay component of the exam, students should be given at least THREE topics to choose from and then PICK TWO to write about. Even in History 12, students are given a choice but not in Social Studies 11. The topics should continue to focus on History and Human Geography.

47. I suppose the questions that force students to respond after viewing a political cartoon or possibly a quote or data are beneficial to student learning. But how much are we really learning where we have to answer 55 MC and write two essays in 3 hours? I think, again, we are simply memorizing, not learning.

48. The essay questions are fine. Questions related to graphs, tables, and charts are fine. I really like the case study question on the Geography exam. Perhaps for the geography written answer question a case study format may be a more appropriate format.

49. All relevant but too little time. If to take part out _ the Law units

50. Needs to stick more closely to the PLOs
document - based questions are good - show understanding more than recall

51. The essays are quite limited. Perhaps providing three options and allowing students to choose two would improve results. Let students write what they know. The essay could also take a chapter from the Geography 12 exam - case study. Give students images, charts, data and allow them to interpret the information and solve a problem. The essays are simple regurgitation of facts. We should be focusing on student's critical thinking and problem solving skills. Any monkey can look up data... we need students who can process information.

52. Critical thinking questions are useful; trivial pursuit questions are useless.

53. I get ideas of what types of questions to pose to my students
I would like to have more input on the essay topics as we teachers are mandated to mark them (ex. choose from a larger pool of topics)

54. Give students choice on the exam questions. Stop asking them to memorize names like William Aberhardt and instead ask them to demonstrate an understanding of how times of economic hardship new parties emerge.

55. The essays truly give students an opportunity to demonstrate their learning and understanding of the curriculum. Many of the multiple choice items are knowledge recall and require little to no analysis, which is of concern at this developmental stage of the students' high school career.

56. Questions that force a student to synthesize their knowledge are great. Focussing on writing essays in exam form has helped my students better prepare for grade 12. HOWEVER many aspects of the SS11 exam & IRP steal time from students who need to practice analytical research skills.

57. Too much content, not enough time for depth and critical thinking. Geography section is much too limited-it should be a broader introduction human geography and the environment. The exam makes us focus on preparing for a trivial pursuits exercise. The only thing it is beneficial for is exam essay writing techniques; thesis statement etc. Canadian content is okay but there is so much more out there in the world that we could be focusing on as well. Less is more in my opinion.

58. Add choice in written component and start testing government in written as well as mc.

59. Essays are great, but the scope of the exam is too broad.

60. History 12 exams have allowed students to have some choice regarding essay questions. This would be a good idea for Social Studies 11. It would satisfy the demands of the IRP, and would be a test of what students know instead of what they don't know.

61. I like the exam because it forces all teachers to stick to the curriculum more. It provides a good reason for students to keep at the course. I just think there is way too much content. Can you please reduce the content, especially around the Cold War & post-Cold War history part. Generally, I think the exam itself is fine. You can consider adding a document based question.

62. I like the exam because it forces SS11 teachers to finally teach the entire curriculum as opposed to only those parts of the curriculum that interested the teachers. I am particularly happy that teachers are now spending an adequate amount of time teaching the government section of the course. Prior to the exam, I was concerned about just how many SS11 teachers were failing to teach government adequately (just a few classes at the end of the year.....since we ran out of time....sorry). It is imperative that we spend an adequate amount of time engaging our students in the government section.....what could be more important in a democracy? (especially one that has an increasing higher rate of non participation amongst younger voters)

63. I think the essay questions should focus on the 'big' themes of the course: Canadian autonomy, French/English relations, Economy, Canada's role in wars.

64. Too much of the SS exam is focused on the memorization of trivial facts about Canadian history. With the focus on the exam, teachers are teaching to the test with less focus on developing skills such as critical thinking and research. It is a shame.

65. I feel that the amount of content we have to teach gets in the way of a lot of real learning about things that students find of interest. Examples of this would be the world wars and the environment. It would be nice to be able to spend more time on these issues but there usually is not enough time. This is a critique of the course and not so much of the exam.

66. The multiple choice is excellent but I would like to see the students have a choice in the essays (eg History 12 format).

67. The essay questions are generally better than the multiple choice questions, which should be thrown out entirely. The exam is not designed to showcase what students know, but to find out what they don't know.

68. Too trivial and focussed on Canadian history government details rather than on the big picture. The result is we have significantly reduced time spent on issues that are relevant world-wide, i.e. human geography. It is a disgrace that urbanization has been dropped from the exam specs.

69. The essay portion is a good assessment, but I find it difficult to develop essay writing skills when the content is looming over my head.

70. For our students paragraph answers rather than essay answers would be more beneficial. In this way paragraph questions could be given for each of history, government and geography.

71. Some of the essay topics are not bad, but there is not enough time for most students write a really good essay.

72. Get rid of the two major essays and return to some type of document analysis to replace it. Reduce the weight to 10% of course final, or get rid of it all together and save a whack of money. There are mistakes on every exam I have seen. Can't believe that some of the essay questions made it through review. Bottom line: this exam by nature of it being mostly multiple choice/guess can not replicate the daily exercises I put my students through to gain a rich experience of actually "doing" history and not prepping for a test.

73. I do like the accountability aspect, but I feel the current exam is unfair to students. Mostly the two essays, which is too much for a struggling student, and without choice. I would like the History 12 model: Maybe one essay, and an evidence question, where students deal with source evidence. I would also like the "TRIVIAL IN NATURE" questions gone: No need to ask about Dionne Quintuplets rather than solutions to the depression, no need to ask about Marc Garneau, no need to ask about the St. Lawrence Seaway or the Massey Commission. Ask about the main issues around the units, not the trivial ones, and let students demonstrate their knowledge, rather than trying to trick them. It is simply an unfair test.

74. The trivial pursuit type questions on the exam seriously undermine the validity of the exam. Examples include questions related to topics such as the Dionne quintuplets, or questions such as "name the prime minister in power during the completion of the St. Lawrence Seaway." Key principles, overarching ideas, and examination of issues that can be attributed to making Canada what it was and is today or that can be applied to conditions of the present and future should be our priority... NOT memorization of trivial facts.

75. The history essay on exam (on Canada's UN involvement etc..) is much too narrow for average grade 11 students.

76. The essay questions are sometimes too specific. There should be a bank of essay questions which allow students to have a better means to prepare to the exam. Not even English 12 asks a student to write two essays, having to reference detailed facts from months of learning.

77. The benefit of the exam is that it is a "stick" that sometimes motivates a certain group of students. I believe exams can be useful tools, but this one needs work to be more useful. It does not provide a useful assessment of the SS11 curriculum.

78. -the essay component could be beneficial if they were not reliant on such broad content
-the multiple choice section has been described as a crap shoot.

79. Essay writing is an important skill that I value teaching. However, the essay questions need to be more specific.

80. I like the fact that there is a final provincial exam in this course because it keeps the students focused, and it makes sure the teacher covers the content of the course. However, the exam needs to be focused

more on the big ticket items rather than trivial facts. The exam has improved over the last few year, but there is still room for improvement.

81.I think that having students write the essays is beneficial. I feel that students must be able to demonstrate their knowledge through writing. Having a standard set is also beneficial. Understanding what a 6 or 5 looks like on scale is helpful in assessment.

82.Sorry, I do not believe that the exam is beneficial in any way. Revision? Get rid of it.

83.I like having the students go through a cumulative exam review process. However I think that too much time and too many valuable resources are spent for little gain.

84.Too many trivial multiple choice questions. The written questions vary between the too general and the too specific. I taught the course for 15 years before the provincial exam. My school had a cross-grade SS 11 exam which was fine. Introducing a provincial exam for SS 11 has had no benefit to students, It has had a negative impact and has turned students off the course.

85.Little of the exam is beneficial to student learning. The exam itself is a detriment to what I used to be able to teach to my students.

86.Little of the exam is beneficial to student learning. The exam itself is a detriment to what I used to be able to teach to my students.

87.Essay writing is the most valuable component. I wish they would do away with the exam completely. I also find it offensive that the Ministry still employs markers during the summer to mark History and Geography exams, but expects classroom teachers to mark SS 11 exams themselves. With a Grade 11 population of approx. 250 students (500 essays!), this usually amounts to approx. 3 teachers X a 5 hour work day.

88.Please eliminate the multiple choice questions or severely limit their number.

Use primary sources and geographic data with prompts for essay questions.

Give choices for essay questions.

Give questions that encourage disciplinary thinking.

Develop exams with a research aspect to give formative feedback to teachers/educators/exam writers and to measure possible progress in student learning.

Experiment with alternative structures, e.g., one day where students work in small groups to discuss questions and make a draft and a second day where they refine answers.

89.There should be choice within the essay question - similar to the format of the History 12 exam. The multiple choice needs to be revised to eliminate "trivial pursuit" questions like "famous Canadians" - and focus on themes rather than specifics. One essay question and more short answer questions would help students better understand the breadth of detail they have retained over the year.

90.There should only be one essay, with a choice of topic.

Multiple choice questions are very difficult for most students.

91. Get rid of the trivia pursuit questions, the essay should be based on the entire course/ section, not just one chapter (United Nations Question). But the largest change needs to be the IRP's and PLO's there needs to be less material!

92. This exam did not in any way represent the knowledge my Chinese students had of Canadian History. It was part trivia and then a very slanted essay type. By slanted they seemed to want a certain answer.

93. The written response needs to have choices. Even History 12 gives students choice. More paragraphs would provide a better assessment of student knowledge. Having just 2 longer essays, which most students write at the end of the exam time, is just not very useful.

94. The exam for SS11 should be ESSAY FORMAT ONLY. the course is the perfect opportunity to expand Critical Thought on Canadian issues, but the current exam actually punishes Critical Thinking and promotes memorization of banal trivia.

95. We need MANY MANY MORE sample exams!!!

96. Needs Revision: multiple choice questions on largely irrelevant details (Chanak Crisis as an option to answer); having a multiple choice section is fine, but make them more pertinent to overall content. For instance, why quiz them on the name of particular acts? Why not their content?
Long answer - are usually fine.

97. two essays is too much for them.

98. The exam is quite narrow. There needs to be the chance of an essay on a government question. Also, I think there should be 100 mc questions.

99. Beneficial: essay writing

Needs revision: too much trivial detail, not enough meaningful testing of evolution of Canada in 20th century

100. The focus on history *trivia* is just that. It's about cramming and remembering as many obscure details as possible. It discourages critical thinking and reflection and trivializes issues, removing controversies and encouraging oversimplification. Students are rewarded not for engagement and understanding but for rote memorization of unimportant facts and details. They are expected to be responsible for an unwieldy amount of CONTENT--at the expense of actual learning and understanding. The amount of material covered in this course and on the exam is simply too much--it compresses History, Geography and Government/Law/Politics into one course when it should be really spread across two or more courses. The result is that the students learn many things in very *little* detail. Learning fewer topics in more detail would be much more beneficial. Otherwise, what is the point of learning ANY of this material? This is not education, it's a dumbing down of reality.

101. I do not like the exam because I feel that I have to teach to it. I do not like teaching to the exam but if I don't, I am doing a disservice to my students. The exam has focused on abstract content rather than critical thinking and synthesis of the information. I am always rushed to get through the course. I have to stifle my student teacher's creativity to make sure I cover all the content in the course. The exam downplays the contributions made by Canadians in WWI, WWII and Korea. I find this disrespectful.

102.The essays. The multiple choice is testing a students memory and nothing more.

103.The essay section should offer a choice. If two essays are to be written, then the students should have at LEAST 3 choices.

104.long answer questions are very random. Why make a question about the UN as it was on last year's June exam? A minor tidbit in the course that would slaughter student's marks if the teacher didn't spend enough time on the topic.

Why do the two written response questions ALWAYS have to be on history and geography? Why not make one on government and one on history?

Randomness of the MC questions are frustrating - are we teaching Jeopardy! or Social Studies?

We are WAY to focussed on the exam and not as much on actual student learning. Giant course and not nearly enough time to do it properly.

105.The essay questions are a benefit. The multiple choice questions need revision 106.The scope of the course is way too extensive. There isn't adequate time to do justice to most units. Some units should probably be excluded.

107.Essay writing is a useful and beneficial skill to express complex ideas, this has been enhanced by the adoption of the marking rubric.

108.Beneficial: essay question as a catalyst for students to express what they know.

Revision: be sure the essay question has a broad enough topic and timeline to work with.

109.The basic problem with the exam as it currently stands is that it does very little to address the most fundamental learning goals of social studies and history education. The exam is simply a trivia contest that reduces teaching to the memorization of information, rather than the application of knowledge to engaging problems and historical thinking. It tests what students do not know, rather than allowing opportunities for students to demonstrate what they know and what they can do with that knowledge.