



Testing Is Not Teaching: What Should Count in Education

By Donald H Graves

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In the rush to implement high-stakes testing, narrow standards, and top-down management of public education, the interests of two key stakeholders have been ignored: students and teachers. Not anymore.

In *Testing Is Not Teaching*, his most political book to date, Don Graves focuses on the education issues of our day—and he doesn't always like what he sees. In 22 new essays that are classic Graves, he shows how testing encroaches on teacher freedom; considers how narrow standards can actually reduce student achievement; asks questions that can help teachers to cope with these new restrictions; discusses practices that support humane teaching in a testing environment; and much more.

Graves packs his thoughts into short but substantial essays-nuggets perfect for teacher meetings, planning sessions, teacher reading groups, or individual teachers pressed for time. Whether you know the ins and outs of standards and testing or whether you want to know more, Graves writing will push you toward a better understanding of our current education climate and how it impacts your curriculum.

After twenty years as your mentor in classics like *Writing and A Fresh Look at Writing*, Don Graves has become your advocate, speaking out because, like you, he cares about your students, your practice, and your professional dignity. If the arrival of testing and other "accountability" measures compromises your classroom, don't let your interests be ignored. Join your voice with Don Graves' and reclaim your practice.

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Editorial Review

About the Author

Donald H. Graves was involved in writing research for decades. His books *Writing: Teachers & Children at Work* (Heinemann, 1983) and *A Fresh Look at Writing* (Heinemann, 1994) are bestsellers throughout the English-speaking world and have revolutionized the way writing is taught in schools. Don was a teacher, school principal, and language supervisor, education director, and a director of language in bilingual, ESL, and special programs. He was also the codirector of an undergraduate urban teacher preparation program and a professor of an early childhood program. He was Professor Emeritus at the University of New Hampshire. Donald H. Graves 9.11.1930 - 9.28.2010 Heinemann is deeply saddened by the news that Donald Graves has passed away. We, and the entire field, have lost a giant and one of our greatest friends. Our thoughts and prayers are with his widow, Betty, their family, and the many friends he made in his long career. We are honored to have been Don's publishing partner for more than three decades and over more than a dozen books-to have watched his research and vision become not only a classroom reality but the core of our publishing philosophy. His influence is so vast that we will meet him again and again on the pages of every book and resource we publish. His spirit pervades each of our books-in the conviction that children want to write and read if given the chance; in the flourishing of the workshop model of instruction that he pioneered; and in his abiding faith in teachers' ability to make sound instructional decisions. Don touched so many teachers' lives with his smile, his unflagging encouragement, and his generosity of spirit. We hope you will take a brief moment to remember how he touched your life. Watch a recent interview with Don » Remembering how Don touched your life » The Donald Graves memorial fund » Eight Children Teach Donald Graves Nine pencils break the surface of awareness, jutting into the air, slanted back like yellow, orange-tipped shark fins, entering chartless white, exploring hazy depths. Nine voices search a scent, suddenly lurch, lose the line, pause, pick it up again, and move from cloudy, roiling waters of new thought through warm currents of reception, straits of questioning, and tidal imbalances on to a clear, precise sea of meaning. - Tom Romano (*Language Arts*, 62,2 (Feb.) 1985: 142

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