Educators face high stakes assessment challenges and benefits for classroom teachers: instruction and student learning. State mandated assessment instructional objectives and standards provide accountability. A literature review was conducted to explore 10 educational journals for the impact of positive and negative effects upon classroom teaching, thus student learning. As an honors student, I learned the value of selecting research-based sources through a priori categories for a comparative research study that analyzed educators’ perspectives. In addition, Charles Teddlie and Abbas Tashakkori (2009) purported that a priori theme categories break down expository passages for better understanding, and qualitative data displays of articles’ summaries visualize the category strategy. The categorical objectives were as follows: (1.) Classroom Impact (Instructional); (2.) National/State Mandates (Standardized Testing Accountability); (3.) Standards (State or National); (4.) Student Learning Results (Assessment); (5.) Test Preparation (Training/In-service); and (6.) Results Interpretation (Training/In-service). Using predetermined categories provided an explorative, focused, structure to the perspectives. The creatively designed visual chart (positive and negative effects) and the PowerPoint slide show provided conceptual clarity. The literature review conclusion indicated that 6 out of 10 articles had positive effects (2 for teachers and students, 3 for teachers, and 1 for students); 2 out of 10 were positive and negative effects (both for teachers); and 2 out of 10 were negative effects (1 for teachers and students and 1 for teachers). Students were affected in 4 articles. Awareness and understanding were developed with the varied perspectives in the accountability of student learning assessments.