

Why SB1 is Seriously Flawed?

- ◆ SB1 replaces the CATS test which is aligned with our state standards with a new test that is not. How will teachers know what content to even cover for the tests? This is unfair to the students and the teachers.
- ◆ Moving strictly to a multiple-choice test that is only able to assess the lowest levels of skill and knowledge, and in a diminished number of subject areas, will have the net effect of dumbing down instruction and narrowing the curriculum.
- ◆ In our high-stakes world of testing where if it isn't on the test it doesn't matter the areas of art, music, practical living, and humanities will be left behind by SB1 because they are removed from the state assessment.
- ◆ SB 1 actually calls for **WRITING** to be assessed by **multiple-choice questions!** That's like asking two basketball teams to play each other by identifying plays on a multiple choice test.
- ◆ Lets face it, multiple choice questions have about as much to do with the real world as *Alice in Wonderland*. We should be making our assessment system more real-world, not less. How many people do you know that go to work, punch in on the time clock, and start bubbling multiple-choice answers all day?
- ◆ SB 1 would have us replace the professional judgment of experienced teachers with one test. Teachers use many ways to assess learning in order to individualize instruction for students. SB 1 would throw us in to a "*Brave New World*" where a one-size-fits-all standardized test will label students as failures regardless of all other evidence. This has the potential to stigmatize students at an early age and convince students who learn well but are not good test takers that they are failures.
- ◆ The ACT company actually acknowledges that the ACT does not predict college performance as well as grade point averages determined by professional educators.
- ◆ Standardized tests are designed and field tested to guarantee a normal distribution of scores, with half the students scoring below 50 percentile. Requiring every school to have every student score above 70 percentile on these tests by 2014 will ensure that all our schools are failures.
- ◆ The national assessment review panel and KDE have indicated that using an off-the-shelf standardized test that does not align with state content would violate NCLB's assessment requirements and could jeopardize federal education funding for Kentucky.
- ◆ We know from educational research that the most effective instruction is learner centered and differentiated for every student. SB 1 moves instruction toward a subject-centered rather than student-centered approach which is not best practice.
- ◆ Our students deserve better than a "standard" education. They deserve to be treated as individuals. They deserve to not just to be trained in the lowest-level skills and knowledge, but rather to be educated to think for themselves and understand the concepts behind every subject. SB 1 moves us away from this goal of deep understanding.
- ◆ SB 1 diminishes the "significant role" Kentucky's teachers now play in developing our state assessments and gives this authority to the for-profit testing companies who make off-the-shelf standardized tests.
- ◆ By requiring the tests to be "reliable" for every student, the number of questions asked must be significantly increased. This can only be accomplished by shifting to dumbed-down multiple choice questions that cannot assess deep understanding or creativity. This will, in turn, dumb down instruction to match the tests.