

Selected Policies of the KEA Board of Directors
(all adopted in the early 1990s)

KEA supports student assessment. Assessments should incorporate a variety of developmentally appropriate assessment techniques that are bias-free, reliable, valid, and appropriate. Assessments should only be used to evaluate schools toward meeting state or national standards and/or goals with results reported by school and not by classroom.

The Delegate Assembly reaffirms the association's strong opposition to using student test scores to evaluate and/or hold accountable individual teachers.

KEA reaffirms its opposition to use of individual student assessment data in the evaluation of teacher competency.

School accountability should be redefined to be a more inclusive accountability system that would include qualitative as well as quantitative information. This new accountability system would:

1. Hold parents accountable for ensuring that their children attend school ready to learn (providing adequate basic needs such as nutrition, safety, and health care) and having taught them to value education;
 2. Hold students accountable for their academic performance;
 3. Assess adherence to high standards of professional practice among educators;
 4. Improve morale among educators;
 5. Provide more comprehensive information about schools to the public;
 6. Measure access and equity for student learning.
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Standardized Tests: The Kentucky Education Association believes that standardized tests should only be used to improve the quality of education and instruction of students. Standardized tests are most useful when selected by educational professionals closest to the classroom and integrated with assessment information specific to local programs. KEA will advocate the design and use of a variety of developmentally appropriate assessment techniques that are bias-free, reliable, and valid. When a test is mandated at the state or the national level, it should be only used to evaluate programs toward meeting state or national standards and/or goals.

Under no circumstances shall student assessment data be incorporated in individual staff evaluation.

The Association opposes the use of standardized tests when:

1. Used as a criterion for the reduction or withholding of any educational funding;
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3. Used as a criterion for the reduction or withholding of any educational funding;
4. They inappropriately compare students, teachers, programs, schools, communities, and states;
5. Used as a single criterion for high-stakes decision making;
6. They do not match the development level or language proficiency of the student;
7. Student scores are used to evaluate teachers or determine compensation or employment status;
8. Programs are specifically designed to teach to the test.

Excerpts from the KEA Legislative Program

Advocating for a student assessment system that uses formative assessment process to improve instruction; measures higher order thinking skills; includes multiple, high quality measures of student learning; holds students accountable; and links directly to the curriculum.

Adopting an accountability system that is proven effective by research, does not produce unintended consequences, is easy to understand, delays consequences until its validity and reliability are established, uses multiple measures, provides appropriate information to the public, and is not dependent on any single assessment device.

Opposing any form of pay based on student performance.

New Business Item Passed by the 1997 KEA Delegate Assemblies

Directed that the KEA reaffirm the association's strong opposition to using student test scores to evaluate and/or hold accountable individual teachers and that the president express this position to the Assessment and Accountability Issue Group of the Task Force on Public Education.