

Every so often, the President of SCORS takes an opportunity to talk about a subject that seems to be on the mind of many rural and most other school districts. One of the major items of contention in these times is the issue of testing. The issues revolve around the reason for so many tests and the value of the tests themselves.

Federal and state governments proffers testing as a way to determine how a school district (or school) is doing. Since this seems to be the easiest variable to use, they grade school districts on these tests. So, each school district is mandated to take a federally mandated test to accumulate federal funds. Each state may mandate other tests, or require that school districts to have students take the SATs or ACTs.

Teachers complain that all of this testing takes time out of the time for teaching. No one seems to listen. We go merrily on our way taking tests that aggregate all students and don't tell us what things need to be improved for individual students.

National organizations and media then look at these aggregated numbers to rank school districts within a state and compare states to all other states. This gives a lopsided view of education in general and tells you nothing about individual student achievement.

Let us take a look at the fallacies in these tests. For those of you who have not been in school for a while, you may not know that things have changed over the years. Things are not the same as they were in your time. That is true of most things. If you continue to complain that things cost more than they ever did, you are correct. However, they will never be the same as when it cost \$2000 to buy a Chevy, or when milk was 25 cents a gallon. If you continue to complain about these things, the white rubber truck will come to pick you up on Friday.

Here is a simple example. How would you grade a school where 85% of the students leave during the year to be replaced by students who were not there at the beginning of the school year? What about a school whose main focus is English as a Second Language? What about a school whose population is made up of 25% special needs children?

Those are just a few reason to alter are affair with high stakes testing and maybe go back to Iowa Tests of Basic Skills or some form of individualized testing.

Here are 13 more reason for eliminating or scaling back testing.

[https://www.washingtonpost.com/news/answer-sheet/wp/2014/03/10/13-ways-high-stakes-standardized-tests-hurt-students/?utm\\_term=.e3a9693dcac5](https://www.washingtonpost.com/news/answer-sheet/wp/2014/03/10/13-ways-high-stakes-standardized-tests-hurt-students/?utm_term=.e3a9693dcac5)