



## **Additional Information, Resources, and Research on Testing**

### **Reasons for opposing the request for standardized testing:**

- Tests created and standardized by private vendors have a history of bias. “Students of color, particularly from low income families, have suffered the most from high stakes standardized testing in the U.S. public schools.” (1) The key factor in student achievement on standardized testing is the economic status of families. More standardized testing will likely show the same results, where students of poverty perform poorly on the test and students of privilege perform better.
- Many researchers have found that “opportunity gaps” lead to “achievement gaps.” Opportunity gaps emanate from socio-economic factors such as income and educational levels, housing stability, and adequate resources available in schools. African Americans and Hispanics fare worse than Whites. (2) Lack of engagement in schooling by black and brown students during the pandemic has further widened the gap. More standardized testing will not change the outcomes.
- The effects of the pandemic have heightened the inequities that existed between affluent and economically disadvantaged students. Money spent on standardized testing would be better spent on resources, especially in low income schools.
- Colorado has instituted a system of local control so districts can tailor their response to the needs of their community. Local districts are best suited to address student needs and should be allocated funds directly to do so. Skimming millions of dollars from CARES Act funds to administer a statewide standardized test fails to honor local control.

### **Alternative options for assessment to foster equity and high-quality education for all:**

- **Whole Person Assessment:** Emma Garcia, a researcher in educational policy at the Economic Policy Institute, has suggested, “that standardized testing be replaced by “Whole person Assessment” which includes social and emotional skills as well as socio-economic contexts. (3) Assessing multiple factors provides vital information for instructional planning for students of color.
- **Holistic Assessment of the Entirety of Children’s Lives:** Paul Reville, a professor at the Harvard Graduate School of Education, observes that the pandemic has presented a crisis in education which has revealed profound disparities in children’s access to support and opportunity that the status quo will not address. The system must assess where students are and give them what they need inside and outside of school to be successful. The “one size fits all” factory model of education must end. (4)

- **The New York Performance Standards Consortium Assessment Model:** Schools around the country are using this teacher created assessment model in place of standardized tests. Assessment includes direct demonstrations of student learning such as projects, individual and group presentations, reports and papers and portfolios of work collected over time.” (5)
- **Student Learning Outcomes Assessment (SLO):** The SLO Assessment is a teacher driven evaluation tool to determine what the student knows or knows how to do, students’ assessment of their own learning skills, and students’ reaction to the learning experience. The SLO is currently available to teachers throughout Colorado.
- **Beyond Test Scores** by Jack Schneider is a book which lists alternative assessments to standardized tests.

(1) National Education Association, “The Racist Beginnings of Standardized Testing.” Page 24.

(2) Philly Education News, “How race and class relate to standardized tests.” [thenotebook.org](http://thenotebook.org).

(3) Quartz, “Coronavirus lockdowns force educators to reconsider how they grade students” pp 6/7.

(4) The Harvard Gazette, “Time to fix American education with race-for-space resolve”, Page 3/6.

(5) nprED, “The Past, Present, and Future of High Stakes Testing/Why our schools are obsessed with standardized tests are being put to, well, the test.” pp 3/23, 6/23, 7/23,8/23, 9/23.