

TRANSCRIPT PREPARED BY THE CLERK OF THE LEGISLATURE
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SENATOR BOHLKE: We have standards that they have developed in the area of writing.

SENATOR RAIKES: But we're not going to use those on the writing assessment.

SENATOR BOHLKE: What we have in the writing assessment that is being implemented would be what has been developed by the schools. It would be an indication of how well students are writing and performing regardless of the standards. This is more an accountability to the public for our students using one measurement of how they are doing in writing which then would be an indicator most people feel as to how they are doing in all other subjects.

SENATOR RAIKES: Okay. Where you lost me is how would I figure out whether I deserved a one or a three or a four?

SENATOR BOHLKE: The rubric is there and it measures...

SENATOR RAIKES: What's a rubric?

SENATOR BOHLKE: The grid that shows you how you score a test is developed. The teacher takes the grid, it shows all the points that cover the points. You get five points for this, four points for this, six points for this, seven points for this. You eventually get how the student is doing and according to the points that most students would get, if you are doing poorly, you got 40 points, that means you'd get a one. If you were doing a little better, you got 50 points, you'd get a two. You are doing very well, you got 60 points by adding all this grid up, you'd get a three. And, gee, you are really writing well, you got 80 points, whatever that total may be.

SENATOR RAIKES: Okay, so I would receive an individual score as a student.

SENATOR BOHLKE: Yes, you would.

SENATOR RAIKES: My parents would receive the same information that I do...