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and the different standardized tests would be different, but that those standardized tests only measure about 40 percent of the standards on a norm reference test. The people who developed the standards feels the criterion reference on top of the norm is a much better way to test; the norm reference just being the multiple choice, the criterion reference usually requiring some indication of performance. And so the criterion reference will now give you, in addition to what the norm reference tests gave you, the complete picture or a more complete picture on how the standards are doing and if they are making a difference.

SENATOR REDFIELD: I'm...I'm sorry. I may not have made that...

SENATOR CUDABACK: One minute.

SENATOR REDFIELD: ...clear. I'm looking for the difference between the criterion reference test, which teachers currently put together and use in their classroom now with their own funding, with their own curriculum, as opposed to the criterion reference test that they will be developing?

SENATOR BOHLKE: And you indicated and I have my light on, and I can...we can continue this dialogue. The Iowa basics, you do have the fractions and you go through and you mark the correct score. We all remember doing that. The criterion reference will take a situation and require that the students understanding their fractions actually apply it to a situation and would either have to write out that situation or a criterion reference test may give in more of a paragraph form the correct answer rather than just being knowing the exact...it causes...

SENATOR CUDABACK: Time.

SENATOR BOHLKE: ...some application of the knowledge to a situation.

SENATOR REDFIELD: I'm sorry, Senator Bohlke, I must not be communicating very well here. I'm not...

SENATOR CUDABACK: I am sorry, Senator Redfield, your time is up. I'm sorry.