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together as opposed to the national. But look at the underlying fundamental assumption there--a single test. They are very happy to describe how well we're doing on this single test, and they use that single test and they declare it valid, valid apparently, because they're telling me that our students are doing well based upon this single test.

SENATOR VRTISKA: But the single...

SENATOR BEUTLER: That's why I was asking you (inaudible).

SENATOR VRTISKA: Okay, the single test that you're talking about is also taken in these other states that we're making comparisons with.

SENATOR BEUTLER: Right.

SENATOR VRTISKA: So, I guess what...

SENATOR BEUTLER: We're all taking the same test.

SENATOR VRTISKA: ...what I'm trying to figure out is where is the...where is the value in mandating that they take this type of testing you're talking about as opposed to what kids are...I'm trying to figure out how it's going to make them smarter. Your...are they going...is there going to be some kind of a...after they've taken the test if they don't pass, is there some kind of penalty they're going to be assessed? They're going to have to go to school another year? What's going to be the results of the end, or are we just going to find out how well they're doing and...and take it from there?

SENATOR BEUTLER: Well, Senator, I suspect...I would think that any sort of standards program in and of itself will not work unless you involve teachers at all levels in the general assessment process. And the hope is nationwide, since everybody is doing this, the hope is nationwide that if you involve teachers in the assessment process that means you involve teachers directly in the question of what students should learn at a particular point in time, in a particular grade and subject. When you get the teachers to focus on that, and that's the value of this system, then...