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a couple of points to indicate to you my take on some of this. First of all, when you're talking about one test, I don't envision and I don't think anybody envisioned that it would just be some test taken off the shelf someplace, one of the existing tests. I think it's clear that none of those tests would be appropriate with respect to testing students with regard to our state standards. And so what the amendment says is that that test would be a customized test. In other words, they would get together with interested parties and figure out what needs to be added to or subtracted from an existing test, or if they had to devise a whole new test, although I don't think that's at all necessary. But they would fill in the gaps as to what needed to be added to a particular test in order to make it a good test, a customized for the Nebraska standards. So that's...that's a refinement that I think needs to be...needs to be understood. Secondly, I don't ever envision that this test would ever be the basis for making a decision about an individual student. Senator Stuhr indicated and quoted from this pink sheet saying don't rely solely on a single test when making important decisions about students. I don't think we should ever do that. I think the point of a single test is to give us information about school districts and school systems and how they are doing as a system. So please understand that...that I don't...that I don't think this relates to any individual student situation nor should it. I would not be in favor, for example, of making graduation dependent upon...for an individual student, upon...upon a test. Thirdly, we're talking about...we try to talk about a single test versus multiple tests or multiple, then we switch and use the word, assessments, but a test is an assessment. I suppose there are other kinds of assessments in addition to tests. But the language of this amendment, which asks for a single test, does not preclude other kinds of assessments that any particular school district may want to do. If they're interested in multiple assessments, they can still do that. Nobody wants to take away from them their right to do multiple assessments. All we're saying is that, as part of that multiple assessment, tell us how your students do vis-a-vis the state standards so that we have some basis for comparison. Lastly, I think I want to inquire with Senator Bohlke a little bit, make some inquiry with regard to her writing assessment and how she views that and...and improve perhaps our understanding of what's happening with that to a certain extent, because I